

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Language Movement in the Darjeeling Himalayas: Special Reference to the Lepcha Language

Alina Pradhan, Ph.D.

Language has assumed an important place in today's political situation. It is one of the most important marks of identification and it is this that marks off one speech community from another. It is not only a means of communication but it can be used as a strong weapon in the achievement of political power. A situation of conflict may take place between two language speaking groups mainly because of insecurity or fear of losing one's linguistic and cultural identity. "Language is not only a symbol to unite groups, but its effective use or abuse can catapult an ethnic movement." (T.B. Subba, Ethnicity, State and Development: A Case Study of the Gorkhaland Movement, Har Anand Publications with Vikas Publishing House Pvt. Ltd. , New Delhi, 1992, pp.106).

Language demands in India have been expressed in various levels from demands to replace the colonial language to replacement of the national language. To make the regional language as a media of instruction as well as in administrative, tribunal and judicial proceedings and even the same demand in the law courts. Language demands in independent India were thus concerned with various issues like Official Language of the Central Government, the re-organization of the Language in India www.languageinindia.com

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states of the federation along linguistic lines, official language of the states of the federation and language policies relating to education, public employment and general communication.

Politics and Language in India

Even during the British colonial rule in India, H. H. Rishley had laid down that language should be the criteria for territorial re-distribution. Curzon had not accepted this but it was during the 19th Century that the importance of regional language grew with the emergence of an educated middle class who were interested in reviving the rich cultural heritage of India. The Simon Commission had not accepted language as the only criteria for redrawing the provincial boundaries. In the 50's, the demands for linguistic provinces had reached its climax. The J.P.V Committee appointed by the Congress in 1948 (consisting of Jawaharlal Nehru, Patabhi Sitarammayya and Sardar Patel), soon realized the importance of linguistic states and delay in this regard would harm the unity of the country. The States Re-organisation Committee was thus later formed in 1956 to create states on linguistic basis.

National Language Policy in India

It is in Part XVII of the Constitution entitled "Official Languages", that the issue of language is mentioned. These provisions are found in Articles 343-351. Article 343 lays down that Hindi in the Devanagiri script is the Official Language of the Union. Clause 2 of the same Article states that English shall continue to be used for such purposes as might be specified by law up to 1965.

The Constitution has also specified in its VIIIth Schedule, the various languages in the country to be used for purposes specified in Article 345 of the Constitution. It has today recognized 18 languages in the VIIIth Schedule namely Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Tamil, Telugu and Urdu. Sindhi was added in 1967, Nepali, Konkani and Manipuri were added in 1992.

It is the special responsibility of the Centre to safeguard the cultural interests of the minorities and to see that they have adequate facilities for receiving at least the primary education in their mother tongue.(Article 350 A). Not only this, Articles 29 and 30 confer broader rights upon

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linguistic minorities to preserve their distinct language, script and culture (Article 29), and to establish and to administer educational institutions of their choice (Article 30).

In each state, there are groups who speak languages other than the dominant regional language and consider themselves as linguistic minorities. For example, the dominant regional language of West Bengal is Bengali and 86% of the population speaks Bengali. The Nepalis residing in the Darjeeling District consider themselves as a linguistic minority. This paper has made an attempt to see how the Lepchas, an ethnic minority group in the Darjeeling Hills, who in spite of being the original inhabitants of Darjeeling Himalayas have now been claimed as a “vanishing tribe” but are now becoming ethnically conscious and are now trying to revive their Lepcha language. Language rights and access to education in one’s mother tongue is an important aspect, all the more when the languages and the communities who speak them are under threat.

The Nepalis and Lepchas in Darjeeling: A Comparison

In the Census of 1891, 88,000 persons were enumerated having been born in Nepal. In 1901, it was laid down that 61% of the population in Darjeeling District was of Nepali origin (including Newar, Brahmin, Chettri, Rais or Jimdar and others), 27% belonged to the Indian plains (including Rajbansis, Oraons, Mundas, Santhals, Meches and others), Lepchas and Bhutias-3%, Tibetans-1%, Remaining 4% belonged to the upper Hindu castes, Muslims and non tribal Christians from the plains and Europe. “In 1901, the dominant race in the Darjeeling was the Nepalis with a strength of 1,34,000 accounts for more than half the population.”(L.S.S. O’Malley, Bengal District Gazetteer: Darjeeling, 1907. rept., Logos Press, New Delhi. pp41). In 1941, the Nepalis numbered 254,608 or 67.6%, the Lepchas numbered only 12,468. In 1951 they numbered 13,430, in 1961-14,910, 1971-14,568, in 1981-23,493. Comparatively the people of Nepali origin according to the Census of India numbered around 281,952(1951), 524,794(1961) and 616,800(1971). In 1991, the Lepchas numbered 26,920 in the Darjeeling District and 27,888 in the whole of West Bengal compared to the total tribal population of 179153 in Darjeeling

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District and 3808760 in West Bengal. Thus all the statistics show the decrease in the number of Lepchas over the years.

The Lepchas: The Original Inhabitants of Darjeeling Hills

The Lepchas were the original inhabitants of Darjeeling hills and Sikkim, which they fondly called the “Mayel Lyang” or the Abode of the Gods. There are different versions of the term ‘Lepcha’. One version says that it was the Nepalis who called them “Lapches” meaning vile speakers. Another version says that “Lapche” was a type of fish found in Nepal having the characteristics of being submissive like the Lepchas. But the Lepchas themselves prefer to be called “Rongs” or Mutanchi Rongkup” meaning “Beloved sons of the Mother of Creation”. Some others believe that the word Lepcha comes from the word “Lep” meaning a well of procreation in ‘Mayel Kyong’. It is believed that it is the door through which the first among the Lepchas, Fudong Thing (male) and Nuzong Nyu (female) were made to step down from paradise into this world.

Another important question that arises is their story of migration. But historians like Gorer says that there is no tradition of migration among the Lepchas. Ram Rahul believes that “the original home of the Lepchas is Sikkim itself because the hills, mountains and streams of the region have Lepcha names.” (Ram Rahul, *The Himalayan Borderland*, Vikas, New Delhi, 1970, pp.31)

The Lepchas themselves believe that man was the last creation amongst the many creatures that God created. Man was created out of snow in the valley of the mighty “Kanchanjanga”. “They believe that they are the descendants of Fudong Thing and Nuzong Nyu and strongly believe that they are the indigenous people of Darjeeling and Sikkim, the very primeval people of the world and whose origin is as old as the Himalayas.”(K.P. Tamsang, *The Unknown and Untold Reality About the Lepchas*, published by Lyangsong Tamsang, Luen Sun Offset Printing Co. Ltd., Hongkong, 1983,pp10)

It was the Britishers who later in the middle of the 19th Century encouraged the migration of the Nepalis (whom they found as a hardworking and laborious working force) to Darjeeling

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Hills. Darjeeling had been made into a sanitarium for the weary British soldiers. Not only this, another important factor for the large inflow of the Nepalis was the establishment of the tea industry, which required a large labour force. Construction of roads and railways all demanded workers. The first tea plantation was established in 1856 and by 1866 there were 39 tea gardens. Agriculture also encouraged migration. Moreover, the social, economic and political conditions of British India were different compared to those found Nepal. In British India, slavery, caste rigours and customs like Sati were abolished or being reformed. In Nepal, it was the Brahmins and Chhetris, the two dominant groups amongst the Nepalis, who occupied dominant socio-economic and political spheres. Moreover, increase in population in Nepal hills brought about pressure on land, which further led to their movement to Darjeeling and Sikkim, where land was plentiful at that time. The living with the Lepchas and Bhutias and the absence of the caste system in their society, dissolved their feelings of superiority and inferiority. They developed a strong “we” feeling of Nepali jati. Irrespective of their ethnic diversity, the Nepalis developed a common feeling of identity around the lingua franca “Nepali”. The Lepchas and Bhutias too started to speak the Nepali language, thus forsaking their own languages. This can be applied mainly to the Lepchas. In fact, Lepcha was the official language of Darjeeling District until 1911. The “Deed of Grant” under which Darjeeling was granted as a gift in 1835 by Sikkim to British India was translated to Hindustani. Another important document, “Proclamation of 1838” by Colonel Llyod on the land taxation in the Lepcha language was translated into Persian, Hindustani and Bengali.

The Lepcha Language: Origin and Development

The Nepalis who became the most dominant group in the Darjeeling hills soon started their movement for its recognition as the medium of instruction in schools as well as for its Constitutional recognition. But the language movement by the Nepalis could not remain the only language movement in the Hills

The Lepchas had already established the Lepcha Association in 1921 under Mr. Sando Tshering Tamsang and Mr. G. T. Sitling as General Secretary. But it was registered only in 1925 under the Presidentship of Mr. G.T.Sitling. It has been affiliated with the Akhil Bharatiya

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Adhivasi Parishad from 27th March, 1997. It has been renamed as the Indigenous Lepcha Tribal Association (ILTA) from 8th March, 2004.

The Lepchas are considered as the most ancient of all communities having a rich and varied culture and tradition. “They are probably the only indigenous race east of Israel who claim themselves to be the children of God.” (Aachuley, April 2002, pp20). In the various villages and hamlets, especially where they live in compact areas (e.g., a village in Takdah in Darjeeling sub-division, Mane Gumba, Bong Basti, Tashiding, Tanek, Ngnassey villages in Kalimpong sub-division), the Lepchas know their language. In Ngnassey basti , having a total of 82 households, 50 houses are Lepcha households and a vast majority of them know the Lepcha language. But in spite of this, they have to converse in the Nepali language with the other hill communities. It is today being observed that the linguistic consciousness has gripped them and they are now eager to keep their language and culture intact.

The Lepchas have a rich and highly developed script. It is believed to have been invented by Thekong Mensalong, a legendary figure, who lived towards the beginning of the 17th Century. Others say that it was given by the Mother Creator, Itbu Moo herself with the mountains, rivers and lakes. Another version is that it was invented by Chador Namgyal, the third consecrated ruler of Sikkim.

The Tibetans translated the remaining books of the Lepchas in Tibetan. The Tashi Namthar or Namthar Tsung, containing the biography of Padmasambhava, the one responsible for taking Buddhism into Tibet “acted as one piece of literature that carried the torch of the written language of the Lepchas undermined for centuries together.”(A.R.Foning,Lepcha:My Vanishing Tribe, Sterling Publishers Pvt. Ltd., New Delhi,1987,pp.154). After the Bhutanese attack of Mayel Lyang in 1700’s, the Lepchas came under the Gorkha threat under Prithivi Narayan Shah. In fact when Darjeeling was granted as a gift to British East India Company, the deed was written in English, Hindustani and Lepcha. The British initially tried to bring about the progress of the Lepchas even though like the Tibetans, they wanted to bring about the conversion of the Lepchas to Christianity. It was mainly for this purpose that Genesis, a part of Exodus, Gospels of Mark and John were translated into Lepcha and Hymn books were printed in 1911.Christian

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prayers and hymns were done in Lepcha. The Baptist Mission in Calcutta had also taken a fount for Lepcha. Colonel G.B. Mainwaring of the Bengal Staff Corps was so impressed with the Lepchas , that he married a Lepcha woman, learnt their language and also wrote the Grammar of the Rong(Lepcha) language in 1876. The Lepcha language was also the language of the courts, administration and justice. Everyone inhabiting the region knew the language.

However as Nepali was fast gaining pre-dominance in the hills, more attention was given to it rather than to the Lepcha language. Both A. Turnbull and W.S. Sutherland (Scottish missionaries and educators), “had lamented the need for Lepcha literature but the pressure of other work and lack of educated translators left this need unfulfilled.”(Cindy Perry,Nepali Around the World: Emphasizng Nepali Christians of the Himalayas, Ekta Books, Kathmandu, Nepal,1997,pp.44). In the 1920’s itself, the Lepchas demanded that their language be introduced in the various schools like Nepali. Unfortunately, the British Government turned down their demand. On top of that, the Nepali Text Book Committee in 1929 gave the following arguments(i) As there was no Lepcha text books, there is no point in teaching a boy Lepcha language,(ii) Unless the language is actually dying out, the majority of the Lepcha boys will learn to speak it in their homes,(iii)The written language of Lepchas is of no practical use in after life,(iv)The Lepcha boy already has to study both Nepali and Hindi at some stage or other, why add to his difficulty by teaching him to read a third language in which there is practically no literature.(Report of the of the Text Book Committee,1926,pp14).

Even after the Britishers left India, it seemed that the West Bengal Government did not give the Lepchas their due. Hindi, Tibetan, Urdu, Nepali, Bengali and Dzonka languages were accepted in the various schools and colleges in Darjeeling District. The Lepcha language has been virtually ignored in their own homeland. Nepali, Tibetan and Lepcha are called the three fraternal languages of the Darjeeling District. Bhutia and Nepali are taught from the primary stage up to the University level but the Lepcha language, the oldest, richest and the most developed language had been debarred from being recognized as a language also. The Bengal Government too showed a step motherly treatment to the Lepchas. It was mainly because of the various efforts of the Nepali Academy and the dominant Nepali population’s assertive behavior that they had succeeded in introducing Nepali as one of the subjects in the various schools right Language in India www.languageinindia.com

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up to the graduation and post graduation levels. It was also introduced as one of the Official languages in the three sub-divisions of Darjeeling District. The Lepcha language failed to be introduced even in the primary level of education, let alone being the official language of the District.

Efforts Made by the Lepchas to Bring Linguistic and Cultural Consciousness

As already mentioned above, there are certain provisions in the Constitution of India for linguistic and religious minorities. But the minority language of the Lepchas was grossly neglected. It was mainly because of this that the Lepcha children were forced to study in an alien language. But in spite of indignation on the part of the Lepchas, there is no protest or revolt among them. However today, under the leadership of the Lepcha Association (Rong Schezom), with its headquarters at Kalimpong, the language and cultural consciousness amongst the Lepchas is fast growing ground. The Association has various objectives, namely “(i) Recognition and introduction of the Lepcha language in the schools and colleges for Lepcha children in Darjeeling District,(ii) Recognition of indigenous tribal Lepchas under the list of Primitive Tribal Group,(iii) The Correction of Census Data and Publication of genuine and authentic figures for the Lepcha population.”(Aachuley, April, 2002).

A protest rally was organized by the Lepchas under the Indigenous Lepcha Tribal Association on 11th October,2004 in Kalimpong. Its main demand was for the introduction of Lepcha language in the schools and colleges. Moreover it was mainly to bring cultural revivalism among the Lepchas, that the Lepcha Cultural Centre or Longtek Chok Lee was established in Kalimpong in 1967. Some Lepcha songs, music, folk tales, dramas (like “Teesta Rangeet, dance drama written by noted Lepcha scholar, author and linguist, K.P.Tamsang in 1960’s), “Nalmit”(1970) were written and enacted, centred around the Lepcha language, literature and culture. The Mani Printing Press in Kalimpong owned by a Nepali (Newar) added Lepcha to the already existing sections of English, Nepali and Tibetan. It helped to bring out a bi-monthly journal called Aachuley. The Annual Bi-Lingual magazine, King Gyaeboo Achyok is also there in English and Lepcha, first published on 20th December,1995. They have various books to their credit including a huge Lepcha English Encyclopedia Dictionary written by K.P.Tamsang.(Some

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Publications in 2004 include P.T. Lepcha's Mayel Pandour (Treasure of the Lepcha world, an award winning book), Rong Sung Gyaom (A Collection of Lepcha Folk Tales) and others. He was awarded the Bhasha Sammelan Award in the year 2000). Not only this, various books have been translated from other languages into Lepcha like the Gitanjali written by Rabindranath Tagore. (March 2006). Certain books in the Lepcha language have also been translated into other languages like "Introduction to the Indigenous Lepcha Tribe" has been translated from Lepcha to Hindi. (November 2005). "Lepcha Folklore and Folk Songs" has been translated into Bengali from Lepcha. (This was done by Sahitya Akademi, Eastern Region and Jadavpur University in collaboration with ILTA). It is no wonder that the Lepchas in Darjeeling District the indigenous community of the area, are demanding that Primary education should be given in their own mother tongue to the Lepcha children, in lieu with Article 350A of the Constitution.

The Lepchas of Darjeeling District compare themselves to their brethren in Sikkim. Lepcha was already taught in the various primary schools before Sikkim was integrated as a part of India on 19th April 1975. It is also recognized as one of the ten official languages of Sikkim (Sikkim Official Act 1977(5 of 1977) Amendment, 1995). It was laid down by the Pawan Chamling Government that Lepcha will be taught up to the degree level in colleges of Tadong and Namchi in Sikkim from the year 2000 onwards. "Even though the colleges in Sikkim come under the North Bengal University, Lepcha language has been recognized out there, but not in the Darjeeling District. It is discrimination against us, Lepchas of Darjeeling District by North Bengal University," said ILTA General Secretary, Mr. Lyangsong Tamsang. The ILTA on its own efforts has been successful in establishing Lepcha schools all over the district. At present, there are 30 night schools in Kalimpong sub-division, 2 in Darjeeling, 3 in Sittong (Kurseong) 1 in Mirik and also one each in Delhi and Kolkata. (In Gnassey village, Lepcha school was established in 1957 and is still running today. Presently there are 22 students in the age group 16-35. Classes are held on weekends in the evenings for one hour. The same is true of other villages as well.)

The Lepchas have a rich language but the problem lies in the usage of the language. The Lepchas are today encouraged to know, preserve and promote their language and culture. The

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K.P. Tamsang Language and Literary Award is given to persons and associations for maintenance and promotion of Lepcha language and culture.

Lepcha Language Finally Gets Introduced in Schools

The long struggle of the Lepchas for the introduction of Lepcha language finally paid off when the School Education Department, Govt. of West Bengal decided to introduce the Lepcha language in the Government Primary and Secondary schools in the Darjeeling hills for the Lepcha children as an optional subject from February, 2011.

The efforts of the ILTA under the Presidentship of Mr. Lyansang Tamsang especially were to be credited for this successful endeavour. The Lepchas today are now satisfied with the decision of the Government.

Compared to the majority group, the Nepalis, who have always enjoyed the benefits of the authorities and powers to be, the Lepchas, being numerically inferior, have now found a small measure of their sense of belonging with their rightful demands being met slowly but surely. The only way now, for them to preserve their ethnic identity, will be to use, propagate and maintain their language, literature, ancient heritage and rich culture.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Complementary Relationship between the Scandalmonger and the Hypocrite: A Case Study of *The School for Scandal*

Mohammed Sagheer Ahmed Al-fasly, Ph.D. Scholar

Rachel Bari, Ph.D.

An Introduction to the Play

The School for Scandal is Sheridan's masterpiece; it has strong satires on the manners of the individuals and society especially on the scandal-mongering and hypocrisy. Certainly, the emergence of *The School for Scandal* on the stage has astonished the spectators for its new sense of dramaturgy. The play remarks both Sheridan's brilliant career as an astounded playwright and the prime time of his theatrical success. It is really the most brilliant comedy which had been given to the world in eighteenth century; and it is, in fact, Sheridan's mature and great work. The brevity of dialogue is one of Sheridan's wits, and his dialogues are easy, smooth, vivacious, brilliant and sparkling throughout the play. Moore praises the dialogue and the personage of the play as follows:

The consequence of all this is, that the dialogue, from beginning to end, is a continued sparkling of polish and point: and the whole of the Dramatis Personae might be comprised under one common designation of Wits. Even Trip, the servant, is as pointed and shining as the rest, and has his master's wit, as he has his birth-day clothes, with the gloss on. (247)

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An in-depth study for *The School for Scandal*, one can notice that there is no weak line in the conversation among characters. All lines are beautifully written in a way that most of them convey wisdom, even those lines which are spoken by the negative characters have their especial tastes and profound meanings. However, Sheridan's writings in general are known of their wit and humour. Fujimura has his view of the comic wit in Sheridan's plays. He states:

Skeptical, cynical, and sexual wit did so from a feeling that the moral and religious conventions observed by the majority of men were artificial (and unnatural), and that in refusing to recognize the sexual, malicious, and selfish nature of man, society was hypocritical. (71)

Moreover, Sheridan has boundless energy and enthusiasm to write drama in his own style. In addition to his beautiful lines, he is able to give every character a shining side. Percy Fitzgerald observes, "Sheridan was gifted with a sort of mental alchemy, which gave all the characters of the drama on which he exercised its power a golden hue" (126). For example, Lady Sneerwell who is considered the leader of the school for scandal has the ability to use the appropriate puns to attract audience or to attack someone including her friends just like Joseph. She is also intelligent enough to keep many characters under her control and to direct them to the point she likes, yet her intelligence is useless in the eyes of the audience because she uses it to destroy but not to build, to separate families but not to join them, and to spread evil but not to spread goodness.

Diametrically speaking, the play is small in size, but it is surely rich in the content. It has serious plot, astonished dialogue, extraordinary characters, prevailing and manifest wit and humour. It has also a masterpiece scene; it is the screen scene, despite some critics consider this scene unworthy. Thomas Moore reports that "By some critics the incident of the screen has been censured, as a contrivance unworthy of the dignity of comedy (249). Though Sheridan has many brilliant literary achievements, he has some shortcomings at the same time. His elaborations of the episodes in detail, his round and undeveloped characters, and the ambiguity of emotions of the characters are some of his shortcomings. The characters and the plots are sometimes deviated from their targets because they start to deal with something then change to something else.

The School for Scandal opens with an exposure of such negative behaviors in the society just like the slanderers' behavior. So, audiences and readers may comprehend the theme of the play at early stage. This exposure may be regarded as clumsy and unbelievable, but Sheridan is able to render it in a smooth consecutive way. The heavy exposure at the beginning of the play intimates that the plot is going to end soon, yet Sheridan is able to develop the main plot into many subplots in a magnificent piece of writing. In fact, the exposure of characters is burst out at once; there is no gradual exposure of characters. So, the audiences have got clear concepts about the bad and good characters from the very beginning of the play.

Consequently, Sheridan has vehemently criticized the scandalous gossip. The target of writing the play is mainly to scold the act of scandalmongers. Thomas Moore states the reason of

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writing this play. He says, “The first sketch of *The School for Scandal* that occurs was written ... before *The Rivals*, or at least very soon after it; - and that it was his original intention to satirize some of the gossips of Bath appears from the title....” (210).

Sheridan cannot stifle his anger towards this reprehensible act, and his hatred can be seen from the title of the play. One can know the entire content of the play from the title which is a remarkable attack on scandal. Scandalous gossip in society is a dangerous and harmful disease. The scandalmongers do not exclude even their relatives and close friends from their gossip. They malign and denigrate the reputation of their friends and relatives. They have nothing to do except defaming others’ reputations; it is because they are deviated from the straightway and normal life, considering themselves at the same time the ideal and sentimental people. The paradox is that the scandalmongers rank their work of gossip as the fashion of time. So, from the beginning of the play to the end, Sheridan has criticized their works in infinite ingenuity.

Charles is the Main Target of the Scandalmongers’ Attack

The scandalous gossip is mainly focused on Charles. Nonetheless, Charles and Maria do not lift a finger against the conspiracies which are being hatched against them. Meanwhile, they try to relieve the sufferings of others at the time of being bombarded with charges, and this, however, presents them as negative characters. It is expected from the main characters to react positively in order to get their rights, yet they are of peaceful minds; nevertheless, they have got victory at the end of the play.

Remarkably, Charles is profligate, awkward and careless, but Sheridan does not criticize these negative descriptions because they are not serious from his point of view. He has dedicated his play to expose the scandal and hypocrisy which are really more serious and dangerous. Sheridan tries to make Charles the idealist, yet he is not so because his life has been spent in vain as in playing cards, drinking and accompanying useless and careless friends. His miserable condition with his friends and their ways of talking and sitting prove that they are out of the normal life. Also, his presence in the play seems as if he is idle. As a result of Charles’s carelessness, he has become bankrupt.

Similarly, Sheridan has lived in a miserable condition especially in his early life and his last days. As a student in Harrow, he has not enough money, and his shabby dress and hair are examples of his misery even his Irish accent sets him away from his classmates. So, Sheridan might depict himself as Charles, his ideal character. Sheridan is a boozier as Charles, but he becomes worst than Charles in his last days.

However, Sheridan criticizes those people who spent money profligately then they become victims of usury, just like Charles. Charles has spent his money extravagantly; then, he has to sell all his possessions to get his sustenance. Regardless, Charles is regarded by all as the kind-hearted character, yet he cannot manage his life because he is still enjoying wine and gambling despite his complete bankruptcy. Therefore, Sir Oliver is astonished to see him selling

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all possessions of the family; though, Charles justifies his act by stating, “To be sure! When a man wants money, where the plague should he gets assistance, if he can’t make free with his own relation?” (3.3.[259-60]) Because Charles has been indulged in drinking and playing cards with his friends, he is about to lose the basic sustenance, so he sells even the pictures of the family.

Remarkably, one may argue that he does not care of his future because he knows well that he has a rich uncle; otherwise, he will take much care of his money. In addition, Charles’s work is unknown, so he appears as a man who is only waiting for his uncle to give him money. It is known that he is in love with Maria, yet he does not defend their love against the onslaught of his brother and the slanderers.

In any case, Charles enjoys many remarkable advantages. Despite he is completely bankrupt, he is still generous even with his servants. Sir Oliver, Charles’s uncle, is amazed to see the servant behave as a master and imitates the life-style of lords. To observe the behavior of Trip, it seems that his master lives in affluence. This matter is reported by a wise man, Sir Oliver. When he sees Trip’s conduct, he remarks, “To judge by the servants, one wouldn’t believe the master was ruined” (3.2.[6-7]). In reality, Trip is also seeking money from Moses. It seems that he is in financial difficulty like his master.

Whether the act of Trip is known by his master or not, Sir Oliver considers his behavior as a kind of chaos and indiscipline. In this regard, if Charles knows Trip’s behavior, it means he is indifferent of his life because there is no difference between his life and the life of a servant. If he does not know Trip’s behavior, it means he is a blimp because he does not know what is going around him. In both cases, Sir Oliver is upset to see the miserable condition of Charles, so he considers him “unnatural rogue” (4.1.[24]). Anyway, Trip wants to get money on the basis of annuity, but he has nothing to give as a deposit except some trivial things like old clothes of his master. As a reaction to the conduct of Trip, Sir Oliver utters a famous aphorism which can never be forgotten: “if the man [servant] be a shadow of the master, this is the temple of dissipation indeed” (3.2.[57-58]). With all this, Trip’s behaviour portrays Charles as a humble man and not a man of apartheid.

Furthermore, Sir Oliver observes the house in which Charles lives in as the same house of his dead brother who used to live in. Charles has, in fact, purchased it from his brother Joseph with all its furniture including the pictures of the family. Therefore, Sir Oliver is pleased to see his nephew Charles keeping the house of the family; meanwhile, he despises Joseph for selling it.

Charles has also another remarkable feat which attracts Sir Oliver’s attention; it is his generosity. Charles gives Stanley one hundred pounds although he is in need for this amount of money to pay his debts. In his turn, Rowley the honest servant of the family advises him to keep the money instead of giving it to Stanley. Rowley’s advice becomes a famous proverb for generations: “Be just before you’re generous” (4.1.[170]), but Charles does not listen because his generosity is mixed with his soul.

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Lady Sneerwell as an “envenomed tongue of slander”

The first characters appear on the stage are Lady Sneerwell and her accompanying slanderers. She starts exposing Joseph, the hypocrite of the play. Sheridan has not kept Joseph's personality secret; he exposes him on the tongue of Lady Sneerwell. So, the audience has a premature impression about Joseph in spite of his insistence and pretense that he is a respectable and attractive man; in short, he considers himself “a man of sentiment.”

Lady Sneerwell has done her best to spread scandal; therefore, she is eagerly expecting the negative result of her gossip to happen soon because she does not like her effort to go in vain. Thus, she spends her time in planning when and how to attack her victims. The strategy of this group in spreading scandal is to gather information about their victims, add fabrications and attack them in the appropriate time.

What is ironical is Lady Sneerwell's opinion that her job is a kind of criticism in spite of the fact that it is invariably destructive to family bonding and to the social life as a whole. Unexpectedly, Lady Sneerwell is praised for her wicked act. Mr. Snake, for example, flatters her by confirming her skill which she uses to spread a complete false story even if there is “a little truth on it.” According to Snake, this is an advantage in favour of Lady Sneerwell. Snake States, “Everybody allows that Lady Sneerwell can do more with a word or a Look than many can with the most laboured detail, even when they happen to have a little truth on their side to support it” (1.1.[28-31]).

Diametrically, the scandalmongers under the head of Lady Sneerwell are intended to spread scandal and gossip to harm others and to destroy families. No one can ignore the fact that every society of the world has its slanderers and scandalmongers, yet the slanderers of the play are completely different because they have got a school to distort the reputation of the innocents. In addition to the proof of the title of the play that Lady Sneerwell and her group have got a school for scandal, there is also another proof; it is the meeting of the whole scandalmongers in Sir Peter's house where they start fabricating baseless stories. It is really an effrontery to fabricate stories at the victim's home who is actually their friend. If they wait for a while, Sir Peter and his wife will surely appear in excellent health. However, their jobs are not a matter of passing time, rather it is a role of a school as the title suggests. Mrs. Candour threatens to defame Sir Peter's reputation as a reaction for pushing her out of his house. She warns him, “Well, well, we are going - and depend on't, we'll make the best report of you we can” (5.2.[163-64]). They have rudely challenged him in his house to tarnish his character. Therefore, their insistence to spread rumours denotes their desires to practise what they have learned.

In her turn, Lady Teazle, a member in the group, gives a concrete proof that the scandalmongers have got a scandal school where they learn and receive certificate. She addresses Lady Sneerwell at the end of the play:

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... let me also request you to make my respects to the **scandalous College**, of which you are president, and inform them, that lady Teazle, licentiate, beg leave to return the **diploma** they granted her, as she leaves off practice, and kills characters no longer” (5.3.[194-97]).

In fact, there is no school, but Sheridan intentionally mentions the school to be able to criticize them strongly; this is, however, the summit of Sheridan’s vitriol.

Indeed, Sheridan has intended to give a lesson of the negative consequences of the rumours because he himself has suffered a lot during his life especially in his marital stage. Consequently, scandalmongers’ wicked jobs have created rages; therefore, they are in the eyes of some people criminals. Hence, they should be punished for what they have committed against innocent people. If they do not get punishment, the results will be destructive on society. Nevertheless, these slanderers will not be punished by the society, yet they will be punished by their own poisonous acts as Sir Peter assures, “their own venom would choke them!” (5.2.[170]).

Despite Charles is kind and generous, he has got enemies. They are his brother Joseph and Lady Sneerwell. The real reason of Joseph’s enmity is because he wishes to marry Maria in order to get her property, and Lady Sneerwell’s conspiracy against him is to defame his reputation to be able to marry him. Anyway, Lady Sneerwell has suffered a lot in her life. So, she intends to spread scandal as a matter of reaction. In general, Lady Sneerwell had suffered from malicious rumour and backbiting, and her marriage life was destroyed because of the scandal, so she is now revenging. She compassionately remarks:

...I am no hypocrite to deny the satisfaction I reap from the success of my efforts. Wounded myself, in the early part of my life by the **envenomed tongue of slander** I confess I have since known no pleasure equal to the reducing others to the level of my own injured reputation. (1.1.[32-36])

Noticeably, she confesses of her bad work in the field of scandal, but she acquits herself from the habit of hypocrisy. Actually, scandal becomes a part of her life, and she is not shy of it. However, her speech about her suffering is regarded as a way to justify her work, but it seems no one accepts her decision to revenge by spreading scandal because her victims are not responsible for her suffering.

Paradoxically, Lady Sneerwell loves Charles and dreams to marry him; meanwhile, she works hard to destroy him. It is strange to love someone and try to destroy him at the same time, but it is a kind of sadism; she has to torture her lover before marriage. In fact, she aspires to marry Charles, but it is impossible to marry him if his honour is not ruined. In fact, she is old, and no one wants to marry her; hence, she has to snare Charles, the good-hearted character; and the shortest way to attract him is to differentiate between him and Maria. To force him to leave Maria, he should be financially ruined, and his reputation should be defamed. Also, Maria should marry Joseph, then Charles will be easily attracted to Lady Sneerwell. Surely, if Charles is hated

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by all, isolated by society and Maria has been married, he may agree to marry Lady Sneerwell. This is what Lady Sneerwell seeks to achieve. Her fervent love for Charles can be seen in her repartee to Snake's inquiry. Snake asks her, "Yet still I am more puzzled why you should interest yourself in his success [Joseph's success in winning Maria]" (1.1.[62-3]). She frankly replies:

How dull you are! Cannot you surmise the weakness which I hitherto through shame have concealed even from you? Must I confess that Charles, that **libertine**, that **extravagant**, that **bankrupt in fortune and reputation**, that he it is for whom I am thus anxious and malicious, and to gain whom I would sacrifice everything? (1.1.[64-9])

A Convergence of Interest between Lady Sneerwell and Joseph

In his turn, Joseph is seeking help from Lady Sneerwell to destroy his brother and to smash his love with Maria to be able to marry her. Consequently, Lady Sneerwell and Joseph have their own goals, and Charles has his goal of life. Charles decides to marry Maria and not anyone else. To achieve all these wicked purposes, Lady Sneerwell intelligently uses Joseph as a tool to fulfill her desire, and she helps him not because she respects him but to succeed in her plan. In fact, she dislikes him, and this is clear in her statement, "I know him to be artful, selfish, and malicious - in short, a sentimental knave" (1.1.[73-74]). Snake tells Lady Sneerwell that Sir Peter praises Joseph as "a man of sentiment," Lady Sneerwell knows well Joseph's sentiment which is only used to con innocents. She comments, "True, and with the assistance of his sentiments and hypocrisy he has brought Sir Peter entirely to his interest with regard to Maria" (1.1.[79-81]).

In the house of Lady Sneerwell, and when she and her group are in a scandalous session, Joseph enters. A little bit later, Maria joins them. Maria joins them in order to avoid the visit of Sir Benjamin and his uncle to her guardian's house. No one can believe that Joseph gets upset because Maria did not meet Benjamin. He claims that she did not like to meet him because Charles was not with him. Unbelievably, Joseph talks about his brother as if he is his enemy despite there is no real reason of his hatred against his brother except jealousy and the property of Maria.

Lady Sneerwell takes advantage of the presence of Maria to justify her ill-work. She tries to convince her of the legitimacy of her work, but Maria is not that stupid girl, she knows well Lady Sneerwell and her wicked work. Thus, she keeps herself away from Lady Sneerwell's scandal and venomous gossip. Lady Sneerwell tries another way to convince Maria to love Joseph. Maria knows the personalities of both, so she does not positively respond.

Unexpectedly, Sir Benjamin and his uncle follow Maria to Lady Sneerwell's house. In this regard, Joseph is not ready to hear anything good concerning his brother, yet he hears Lady Sneerwell introducing Benjamin to Maria and beautifully praises him as a man who "is a wit and a poet" (1.1.[150]). However, Joseph does not react, but Maria tactfully replies, "wit loses its respect with me when I see it in company with malice" (1.1.[151-52]). Joseph is not infuriated

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about the talk of Lady Sneerwell and Benjamin despite the talk is concerning Maria and her honour. It seems he is only jealous of his brother.

Before all, Sir Benjamin pretends as if he does not like to publish his poems because his writings convey satires as he told Lady Sneerwell. In fact, his poems are a mix of nonsense, and they are a kind of scandal. So, no one agrees to publish them despite the great compliment of his uncle, Crabtree. Nevertheless, Benjamin has to find a way to conceal the refusal by saying that they convey satires. In reality, satires are accepted and published, and only the great critics and intellectual authors are known of writing satires but not Benjamin who is nothing except a member in the scandalous group.

After a while of praising Benjamin, Lady Sneerwell, Sir Benjamin, Crabtree, Candour shift their talks to slander Charles at the presence of his brother Joseph and Maria. Joseph does not stop them or at least to be infuriated, but he pretends before Maria of defending his brother: “pay very little regard to the feelings of a brother” (1.1.[342]). He hypocritically utters this statement in order to satisfy Maria and to be a great man in her eyes, but Maria mocks his silly behavior. However, he introduced himself as a true lover instead of his brother, but she rejects him and prefers Charles. Her repartee resounds and deafens him especially when she confidently points out, “whatever my sentiments are of that unfortunate young man, be assured I shall not feel more bound to give him up because his distresses have lost him the regard even of a brother” (2.2.[217-19]). Then she cannot tolerate the intolerable gossip about Charles. So, she rushes out of Lady Sneerwell’s house while the brother remains there to enjoy listening to the vicious reports about his brother.

Meanwhile, the reaction of Maria is not enough towards the onslaught of the scandalmongers against Charles. It is true, she is affected by the rumour spreading against him, and she is very sympathetic about his condition, but she has done nothing serious to defend him. Possibly, it is because Sheridan does not give her an opportunity to defend him.

Joseph is the “smooth-tongued hypocrite.”

Overall, as well as Sheridan has vehemently criticized the scandalous gossip, he has also criticized the hypocrisy. These two works were overspread at the time of Sheridan, and each one of these two shameful acts had received great censure and condemnation. Actually, Joseph’s wicked personality has been mastered by his false sentiment. Hence, the characters have got an impression that Joseph gives sentiment free even when it is unnecessary. In fact, he is opposite to what others are saying; his sentiment is only a kind of hypocrisy. In this regard, there are many instances show Joseph’s hypocrisy; for example, at the very beginning of the play when he is with Lady Sneerwell and Snake, he praises Snake, “it is impossible for me to suspect a man of Mr. Snake’s sensibility and discernment” (1.1.[94-95]). A few lines later when Snake wants to leave, he bids him an affectionate farewell, “Sir, you very devote”, but he, at the same time, approaches from Lady Sneerwell and warns her, “I am very sorry you have put any further confidence in that fellow” (1.1.[123-24]). When Lady Sneerwell asks him why? He replies, “that

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fellow hasn't virtue enough to be faithful even to his own villainy" (1.1.[131-32]). Joseph praises people in their presence, but he bombards them with backbiting as soon as they leave him. His hypocrisy has not got limitation; even with his brother, he apparently shows himself as a sympathizer for his brother's financial fall, yet he is the one who wants to urge his ruin. He ironically comments, "I am sure I wish it was in my power to be of any essential service to him" (1.1.[109-10]), at the same line he states that Charles is fully responsible for his troubles, "even though merited by his own misconduct, deserves" (1.1.[111-12]).

It is remarkable that Lady Sneerwell is the main one who has despised him from the beginning although they have helped each other. Indeed, Lady Sneerwell is completely different from Sir Peter; she knows well Joseph's ill character, but she has to cooperate with him and to conceal her love for Charles at the same time. However, there is an unexpected circumstance stands against her success; it is Joseph's exposure in his library which is regarded the main reason of her failure. His exposure leads to the reconciliation between Sir Peter and Charles which is not in the favour of Lady Sneerwell. As a reaction to their reconciliation, she comments about her cooperation with Joseph as fruitless: "Oh, I was a fool, and idiot, to league with such a blunderer!" (5.3.[5-6]). She rightly names herself as a 'fool', and 'idiot' and these descriptive names are so appropriate for her; so it is she who discloses her real character.

At the end of the play, Joseph has been exposed, and his claimed sentiment becomes false slogan. He is offended more than Lady Sneerwell because Lady Sneerwell loses nothing except her dream of marrying Charles, but Joseph loses many things. He has been deprived of inheritance, he will not marry Maria, he loses her wealth, and he also loses his brother's craving. In a nutshell, he is hated by all characters, so from the time of his exposure onwards, no one will stand with him. Joseph's loss is an indication to his dirty work which is considered as no less than the job of scandalmongers.

Is Joseph an Oppressor or Oppressed?

As one of Sheridan's shortcoming in this play, Joseph has been perhaps wronged more than he should deserve. This great punishment and exclusion of society should be for Lady Sneerwell and her group. Unfortunately, the play ends without presenting any concrete punishment against Lady Sneerwell. This is unjustifiable in the sense that Lady Sneerwell's work is a real disease in society, and she is the main one who is intended in the attack of Sheridan while Joseph's habit of hypocrisy does not harm others, but defames his own personality. However, no one can acquit Joseph from his other sins, but the punishment is not expected to be in this severity. If the punishment is because of his other misbehaviors, just like seducing Lady Teazle to have an immoral relation with him, or because of his enmity to his brother, then one can accept the punishment.

To prove more that Joseph is wronged, it is important to analyze the time of the unexpected visit of his uncle to his home. Immediately after his exposure in his library, Sir Oliver as Stanley comes to borrow money from him as a kind of test. To test him at this critical

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situation is considered unfair. However, the time of Charles's visit is different from the time of Joseph's visit especially in the suitability of time. They pay a visit to Charles while he is in his ecstasy; he is singing, drinking and playing cards with his friends. So, there is no matter if there is a test at that time. Conversely, they pay a visit to Joseph whereas he is in his decay. This is clear in Joseph's objection for the visit: "Pshaw! Blockhead! To suppose that I should now be in a temper to receive visits from poor relations!" (5.1. [5-6]). He also adds, "I'm in a rare humour to listen to other people's distresses! I shan't be able to bestow even a benevolent sentiment on Stanly" (5.1.[13-14]). So, Sir Oliver comes abruptly without a prior appointment as Rowley remarks, "... I doubt you are come a little too abruptly. His nerves are so weak, that the sight of poor relations may be too much for him" (5.1. [18-19]).

We are human beings, and when one is in troublous condition, he cannot afford even his children. So, how can Sir Oliver test him while he is in unsuitable attitude! Indeed, most of the audiences expect Joseph to refuse to lend money; it is not because he is stingy or does not like to help others but because of his current perplexed mood. In fact, Charles is the ideal character of Sheridan, so Sheridan wants him to succeed while he wants Joseph to fail; therefore, he deliberately puts the incident of the test immediately after the time of his exposure.

Moreover, there is another argumentative matter; it is the decision of Sir Oliver to give his whole property to the one who succeeds in the test. To give the entire inheritance to only one of his nephews is regarded unjust. He should divide his property between Charles and Joseph equally. It is well-known that there is no one in the world may accept the idea of giving the inheritance on the basis of love. There are restricted rules forbid this unlawful work if one really wants to do so. Here is the same; it is not normal to deprive Joseph from inheritance because he is unthankful for his uncle. Indeed, this act presents Sir Oliver as a selfish character because he, as it is clear, respects the one who satisfies his ego even if that man has committed many mistakes. This is clear in the argument between Sir Oliver and Moses:

MOSES. Well, Sir, I think as Sir Peter said, you have seen Mr. Charles in high glory; 'tis great pity he's so extravagant.

OLIVER. True, but he wouldn't sell my Picture.

MOSES. And loves wine and women so much.

OLIVER. But he wouldn't sell my Picture.

MOSES. And game so deep.

OLIVER. But he wouldn't sell my Picture. (4.2. [1-7])

Sir Oliver's Wise Judgment

In this regard, Sir Oliver does not feel that he wrongs anyone of his two nephews in the matter of test. Sir Oliver is a man of experience, so he does not estimate a person due to appearance. That is why he has to make a trial to differentiate between false and correct characters; in other words, between the appearance and reality. Sir Oliver cannot test his nephews in his real character. Meanwhile, he is able to test both when he has changed his

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appearance. To test Charles, he pretends as a broker, Mr. Premium, and to test Joseph, he has to disguise in another different appearance, he decides to be Mr. Stanley, the needy relative of the brothers. After the test, the brothers are expecting the arrival of their uncle Sir Oliver, yet they meet Mr. Premium according to Charles and Mr. Stanley according to Joseph. In short, they misinterpret Sir Oliver's real character. Therefore, both of them try to push him out lest their uncle knows their misbehaviors. They do not realize that the man trying to expel him out is their uncle. However, the reality of Sir Oliver is disclosed by the appearing of Sir Peter, Teazle and Rowley. The two brothers cannot identify him before this time because he was disguised in different appearance in order to achieve the test. But when they recognize him, the reality and his real character become like thunderbolt for the brothers.

To be fair, Sir Oliver is unbiased and both tests are of noble descent. He pays his two visits for both brothers while he does not know and care of their psychological attitudes. His main concern is to test them, then he can judge who can deserve his wealth. Moreover, Charles is not in his best attitude at the time of the test. He is financially ruined and his agony has been increased by the time of selling even the pictures of his ancestors; certainly, he is not in a good condition. To sum up, Joseph is the one who makes his unsatisfactory collapse. So, he deserves what has happened for him; meanwhile, Charles is the victim of conspiracies and his bankruptcy is justified because of his benevolence. Sir Oliver is a well-known benevolent man that is why he loathes Joseph for being a man out of benevolence and gratitude.

Furthermore, Sir Oliver notices Charles's goodness and his true love for him especially when he refused to sell his picture. Sir Oliver insists to buy his picture and offers Charles the same price of all other pictures, but Charles does not budge one iota in his refusal to the offer. He says, "I'll not part with poor Noll. The old fellow has been very good to me, and, egad, I'll keep his picture while I've a room to put it in" (4.1. [99-101]). This act holds the heart of Sir Oliver, so he aside praises him, "The rogue's my nephew after all!" (4.1. [107]). Then he adds, "I forgive him for everything!" (4.1. [106]). Sir Oliver also clarifies Charles's frank personality, "you are an honest fellow, Charles" (Shc.4.1.[120]). However, Charles becomes an heir because he simply refuses to sell his uncle's picture. Stuart M Tave is of bold view that "As for Surfaces, we can forgive Charles because his virtue is shallow in a shallow convention, but not Joseph because his hypocrisy is ineffectually likeable and there is a stronger tradition hovering over him" (406).

Contrary to the view that Sir Oliver makes an error when he gives his whole property to Charles, Sir Oliver has the right to give his property to the desired and deserved person; it is his wealth, and he can do with it whatsoever he likes. At least, this is acceptable from the viewpoint of Sheridan. Diametrically, Sir Oliver has already intended to divide his wealth equally between the two brothers, but he has changed his decision at the time of discovering the real character of Joseph. Sir Oliver openly exposes Joseph's character before all:

Sir Peter, my friend, and Rowley, too, look on that elder nephew of mine. You know what he has already received from my bounty; and you know also how

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gladly I would have regarded half my fortune as held in trust for him. Judge then, my disappointment in discovering him to be destitute of truth, charity, and gratitude. (5.3. [103-08])

Even Sir Peter who is regarded as Joseph's main supporter has changed his opinion about him. He confirms the validity of Sir Oliver's words, "Sir Oliver, I should be more surprised at this declaration if I had not myself found him selfish, treacherous, and hypocritical" (5.3. [109-11]).

To emphasize the idea that Joseph deserves what has happened for him, see his reaction after his exposure. He does not react against his uncle's decision of depriving him from the inheritance. He only tries to use his hypocrite method to justify what he had done, yet he is not serious in extracting his right.

In fact, Joseph loses his honour, and he is completely shattered at this discovery, but he has to do the last endeavor with the help of Lady Sneerwell. He tries to defame his brother's honour by fabricating a false story that "Charles is at this time contracted by vows and honour to your ladyship" (5.3. [30-31]). He along with Lady Sneerwell and Snake have fabricated a false story in which Charles is morally committed to her. This is an evidence of Joseph's latent malice, he has to do the last-ditch conspiracy against his brother. He is really a stupid man because he does not care for himself, but he gives all his effort to support Lady Sneerwell, his real enemy. He addresses Charles, "Brother, it is with great concern I am obliged to speak on this point, but my regard to justice compels me, and lady Sneerwell's injuries can no longer be concealed" (5.3. [166-67]).

However, this fabrication is disclosed in the appropriate time. Rowley, the man of morality, has done his best to defend Charles and to justify his lavishness. As he shares in putting the plan of test, he also discloses this fabrication by giving Snake double the amount he has received from Lady Sneerwell in order to tell the truth. Thus, the appearance of Lady Sneerwell on the stage assuming that she and Charles are in love has been disclosed by Snake who narrates the reality. Accordingly, reality overcomes false appearance at the end of the play.

Appearance and Reality

The theme of the appearance and reality is very noticeable in *The School for Scandal*. The contrast between appearance and reality, however, can be understood in the character's behaviour, how he wants to appear and what intends to do. Appearance and reality are running simultaneously in the play in the sense that the normal people are fooled by appearance.

In short, Joseph is considered a sentimental figure while he is a hypocrite and a liar. He also deceives Lady Teazle by introducing himself as a true lover while he loves Maria. Even his love for Maria is false because he loves her wealth not her identity. Before others, he sympathizes with his brother while in reality he tries his best to destroy him. Therefore, most of the characters are cheated by his appearance and one of them is Sir Peter. Sir Peter admires him

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and disregards Charles. If he props their real action instead of their appearance, surely he will get the correct clues of their personalities.

However, Lady Sneerwell and Rowley know well Joseph's wicked character, but Lady Sneerwell has benefited greatly from his help to achieve her own strategy. She apparently respects him while in reality she despises him because she knows his ill-nature. She also tries her best to ruin Charles, but she is in fact fond of him. Really, Joseph, Lady Sneerwell and her group delude others that they are straight and respectable characters while their hidden works convey evil. Charles is also surrounded by gossip, and he is accused of having an affair with Lady Teazle in spite of the reality that his brother is the one who has indulged in a suspecting affair with her. Lady Teazle believes that her husband is an old careless boor while Joseph is a "man of sentiment." However, she realizes the opposite in Joseph's library; her husband is well-natured character while Joseph is a "smooth-tongued hypocrite" (4.3.427).

However, Sir Oliver and Rowley are the only characters who do not deceive or being deceived by appearances. Sir Oliver wants to judge his nephews by himself, so he neither listens to Rowley's praise for Charles nor Sir Peter's admiration of Joseph. He verifies both brothers by applying real tests. Strangely enough that Sir Oliver cannot judge his nephews in his real character, so he has to change his appearance to be able to fulfill the test. Surely, if Sir Oliver abides by the reality and shows himself as the real uncle, he may get different behaviors from the brothers, and the result will be in the favour of Joseph because he is an experienced hypocrite. Anyhow, he succeeds to perform his test adequately at the time of changing his appearance. So, reality and appearance confront each other; and if one is useful, the other is ultimately harmful, and vice versa.

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The School for Scandal

LANGUAGE IN INDIA
Strength for Today and Bright Hope for Tomorrow
Volume 12 : 3 March 2012
ISSN 1930-2940

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**Perspective on Second Language Teaching –
A Complex Socio-Cultural Phenomenon**

Bairagi Patra (Ph.D.)
Arun K Behera, Ph.D., P.D.F.

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Abstract

The Second language learning, which is associated with Teaching, Development and Instructions, is a complex socio-cultural phenomenon with different variables concerning the psychological factors of the learners and the socio-cultural elements of the contexts .An interactional approach to second language learning can ensure that a social perspective of second language development and instruction contributes having a positive effect on the nature and quality of language learning, which activates the autonomous learning motivation and creates diversity in the learning atmosphere. Recently research on developing socio-cultural and linguistic competence simultaneously in the language classroom is gaining increasing attention from English Foreign Language practitioners & curriculum designers. The understanding of language as a social phenomenon has increased greatly because of language teaching classrooms are diversified with learners, teachers, institutions, cultures, contexts and pedagogies.

Consensus has been formed that interactions between teachers and learners in the learning processes have an effect on the nature and quality of language learning, and that “no language teaching and learning takes place in a classroom which is isolated from the world of experiences and personal engagements and investments of learners outside the classroom itself”. The environment in which a learner operates contains very rich resources of language. Therefore; there is need for exploring the potentials of grammatical structure, meaning, varieties and overall assimilations of stated features into language development.

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Introduction

Sociolinguistics, which concerns “the field that studies the relation between language and society, between the uses of language and the social structures in which the users of language live” examines how social issues affect language use in a particular society, how the same language varies from different variables as well as how particular cultures prefer some kinds of language over others. Sociolinguistics also explores how language is used in face-to-face communication and interaction.

Socio-cultural Perspectives on Language Learning: A Theoretical Background

Languages are learned in social contexts because language is a bonding component of the social mechanism. There is a strong influence from social aspects concerned with the special relation of culture, family background and learner. Recent theoretical research on second language learning of any kind taking place in a social context includes components of social integration and sufficient contacts with the second language group and of foundations in socio-cultural theory and ethnographic practice. Social factors are therefore, assumed to influence second language learning in two essential ways the social provision of language learning situations and opportunities as well as the consistent increasing of intrapersonal variation.

Sociolinguistic View vis-a-vis Interaction View

The sociolinguistic view of second language development is strongly in harmony with the interaction view held by some psychologists, which “represent a wide range of theories about the relative contributions of innate structures of the human mind and the environment which provides the samples of the language to be learned”. While the Swiss psychologist Piaget argued that learners had acquired language through physical interaction with the environment, the psychologist Vygotsky (1978) held that thought was essentially internalized speech and speech emerged in social interaction.

Similarly, as Ellis (1994) suggests the understanding of how interactional modifications affect the comprehensibility of texts; Evelyn Hatch (1992), Teresa Pica (1994) and Michael Long (1983) contend that much second language acquisition takes place through conversational interaction with regard to propositions such as : interactional modification makes input comprehensible; comprehensible input promotes acquisition; therefore, interactional modification promotes acquisition.

Sociolinguistic Research on Second Language Development

Sociolinguistic research on second language development is concerned specifically with external “socio-cultural factors and issues of learner identities”, which are relevant to the influences of intelligence, attitude, personality and individuality, motivation, learner preferences, and age in

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second language learning (Light brown & Spada 1999). Bell (1984) points out that the intra speaker variation can be derived from the inter speaker or culture or social variation, so each group differentiates its variety of opportunities to express their opinions, suggestions, or taste to share language from others and its second language learning ability is subsequently valued by itself and others.

Intelligence

Intelligence is “a culturally derived abstraction that members of any given society coin to make sense of observed differences in performance of individuals within and between social groups”. According to Thomas (1994) there are eight kinds of intelligence, namely:

- i) **Linguistic intelligence**
- ii) **Logical -mathematical intelligence**
- iii) **Bodily kinesthetic intelligence**
- iv) **Spatial intelligence**
- v) **Musical intelligence**
- vi) **Interpersonal intelligence**
- vii) **Intrapersonal intelligence**
- viii) **Naturalist intelligence**
- ix) **Emotional intelligence (Dr. Peter Salovey & Dr. John Mayer, 1990)**

Attitude

An attitude is considered to be a property of an individual personality, less enduring than temperament but more enduring than a motive or a mood (Thomas 1978). Factors that may contribute to a learner’s attitude towards second language learning are related to cognitive, affective and cognitive components (Thomas 1978).

Personality and Individuality

Personality refers to the thinking and behavior that is directed outward and inward (Eysenck, 1970; Janssen & Grabowski 1993). Personalization activities provide the learners their real life experiences or ideas, and to apply their issues or concerns to some controversial topics and Individuality implies “a situation where learners are given a measure of freedom to choose how and what they learnt at any particular time” (Ur 1996 : 233). Individualization activities allow the learners to act at their own pace, in their own manner and style & on the topics or content of their own choice.

Motivation

Motivation involves “the attitudes and affective states that influence the degree of effort that Language in India www.languageinindia.com

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learners make to learn an L2” (Ellis 1997 : 75). Generally speaking, four kinds of motivation have mainly been identified : instrumental, integrative, intrinsic and extrinsic Gardner & Lambert 1972, Deci 1975).

Learner’s Preferences

Learner’s motivation and preferences in language learning are generally due to their learning style and beliefs that influence the strategies chosen for them to study. Their preferable and intentional behaviours and thoughts engaged during learning will affect their language encoding process.

Age

The idea that there is an age factor in second language development has long been a subject of debate. Biologically it is argued that there is a specific and limited time period for language acquisition called the Critical Period Hypothesis and so on had reported that the age of starting to learn a second language earlier showed a noticeable influence on accent. However, regarding the cognitive, affective and environmental perspectives in second language development, the age factor will be filled with complicated explanations.

Advantages of a Social Perspective on Second Language Acquisition

A social perspective of second language acquisition focuses on the learning process with the goal of exploring the kinds of classroom tasks that appear to facilitate second language learning. The purpose of these tasks is to take into account the interplay between the content of the curriculum and the process by which it is realized.

Therefore, in the process of accomplishing instructional objectives, classroom interactive processes take place among the participants and lead to the creation of a whole range of learning opportunities which may cause many unexpected contributions, thus creating great advantages considered to be the realization of communicative competence as well as performance in relevant social situation (Slimani, 2001).

Amplifying Opportunities and Topics

The social perspective of second language development encourages interactive learning. By learning interactively or collaboratively , learners are assigned to learn by group or pair work, in which they participate and support each other. This increases opportunities for the learners to talk. Moreover, through the observation of the classroom contributions from the learner, the teacher collects more typical topics that are of interest to the learner. Hence, the learner is an active part of the classroom planning rather than just an inactive passively fed receiver,

Facilitating more negotiation of meaning, also by working in pairs or groups without the

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instructor's control, the learners sense a relaxed learning atmosphere of casualness without threat or competition. They will display their abilities to their best to interact with colleagues for support or ideas and to express their own points of view in order to comprehend meanings in the light of their own contexts, thus creating amounts of comprehensible input. (Jacobs & Hall 2002). Learners implementing those tasks are compelled not only to think of their own but also of their group members as well. Team work offers challenges for the learner to choose a best response among several options to make decisions and to analyze arguments or generate insights into particular meanings and interpretations by critical thinking (Lee Maureen & Jacobs 1998). catering for the specific needs of different learners.

Language Development and Instruction

A Social Perspective on Second Language Development and Instruction assists the learners in fostering an intrinsic motivation and a desire to invest effort in the learning for its own sake. Then they will "find their own way, taking charge of their learning" and "make their own opportunities for practice in using the language inside and outside the classroom" (Brown 2001 : 209).

Motivation and Interest Variation Studies

Establishing motivation and interest variation studies have found that motivation is very strongly related to achievement in language learning (e.g. Gardner & Lambert 1972 ; Gardner 1980). A social perspective on second language learning makes language learning a deeply social and cultural aspect that requires the incorporation of a wide range of comprehensive contents: the L2 culture, the learner's life experience and family background, individual personalities and learning styles, psychological and linguistic factors, which bring some specific and organic contents into the classroom (Dornyei, 2001). These contents can not only be adapted for multilevel learners: from the elementary to the advanced, but also be used to always ensure a more unpredictable, diverse, meaningful, interesting and vivid output, thus stimulating the learner's motivation and their longing for participation in the language classroom.

Producing Oral Fluency

The interactions among the learners in the classroom provide adequate activities for each participant to air their voices. It also obliges the learners to open their mouths and talk frequently. Hence, there are more chances for the learners to practice rather than just to listen to the teacher. Their ability to speak is improved. Monitoring what was learned in a collaborative classroom, learners contribute to each other and are made more aware of their own; they can in fact do a substantial proportion of the monitoring on their own. Moreover, classroom interaction offers an operational way of understanding what the learners perceive they have learned, which "makes it possible to relate learning claims to the immediate environment from which they emerged in order to see if it is possible to establish a relationship" (Slimani 2001 : 289).

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Creating a Positive Mutual Learning Environment

Classroom dynamics can provide a comprehensive feedback from the learners, such as: a wide diversity of opinions, references, values, many different experiences and styles of learning. The rich dissimilar feedback compels the instructors to adjust their teaching pedagogy in accordance with the learners demand and interest, evaluate their learners' receptive and productive competence, and develop their professional technique to meet the challenges in a better way. Hence a positive mutual learning classroom climate between the teacher and the learner can be created that promotes genuine language learning.

Methodology of Teaching & Curriculum

From the above mentioned theories and advantages, it is inferred that the following deserve consideration. Proposals for task-based language teaching. The process-oriented sociolinguistic approach provides impetus for the development of task-based language teaching. Proponents of task-based language teaching point out that second language acquisition research shows that successful language learning involves learners in negotiation of meaning. In the process of negotiating with a speaker of the target language, the learner receives the kind of input needed to facilitate learning.

Curriculum Review

Curriculum should be designed in proportion to the learner's receptive capacity & development needs, further sustainability of his motivation required continuous practices. It is proposed that classroom tasks that involve negotiation of meaning should form the basis of the language teaching curriculum and that tasks can be used to facilitate practice of both language forms and communicative functions. A comprehensive curriculum of assistance of one form or another. The classroom implementation of the desired curriculum firstly needs to take into account one form of assistance, that is the contextual information which includes careful thoughts about the different variables of the Learner's performances, the socio cultural settings and the exposure to the SL. Here, I suggest that teacher should provide enough teaching and need to follow up participating in contextualize teaching. This may take the use of audio visual teaching & group dynamics, dialogue method and interactive approaches with relevant cognitive exercises.

Conclusion

A social perspective approach to second language development examines "the relationship between society and second language learning". It high lights the specific social factors that affect second language learning, Although second language learning is a complex phenomenon with different variables concerning the psychological factors of the learner and the socio-cultural elements of the contexts, the interactional approach to second language learning still ensures a successful method which makes sense in the language classroom.

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By viewing the advantages and teaching implications of the sociolinguistic approach, it can be concluded that a social perspective of second language development contributes to setting up a climate of mutual learning both for the teacher and the learners, which activates the autonomous learning motivation and creates diversity in the learning atmosphere.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

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Factors Affecting the Teaching Faculty Recruitment/Selection in Public and Private Sector Universities

Bibi Asia Naz, Umar Ali Khan, Ph.D., Rahmat Ullah Shah, Ph.D., Javed Iqbal
and Fazli Ameen

Abstract

The study was designed to explore the factors (academic record, performance at interview and political push) affecting the teaching faculty recruitment/selection at public and private sector universities of Pakistan. The population of the study comprised of stakeholders (academicians and administrators) of public and private sector universities of Pakistan. 320 stakeholders (160 academicians and 160 administrators) were randomly selected. The main findings of the study are: Factors (academic record, performance at interview and political push) affecting the teaching faculty recruitment/selection at both public and private sector universities in Pakistan.

Key Words: Teaching faculty, Recruitment/Selection, Public and Private Sector Universities.

Introduction

“Tertiary education is a repository and defender of culture, an agent of change in this culture, an engine for national economic growth, and an instrument for the realization of collective aspirations.” (Jhonstone)

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University is a laboratory which equips the students with skill and knowledge to bring change and lead the society. Teachers are powerful and can make heroes out of stones. They are priests of the country, can give education for tomorrow, for changing society, and for the future custodians of our nation, the youth (Vohra A.L., 1990). Universities are institutions whose function is to bring good students and good faculty together in ways that produce learning and prepare people for success in their adult lives, in their jobs and as members of communities and professions. You cannot have a good university without good faculty,

The fundamental asset of a university is its faculty. Without faculty working with students, the university is just a set of buildings. The faculty design and teach the courses, keep the educational program updated, and work with students to help them gain the skills and knowledge they need to prepare for their careers or professional education. The quality of faculty is very directly linked to the quality of a student's education and the value of the degree (Gary Orfield, April 06, 2011).

Higher education is confronted with higher expectation. Bryanre.Cole, 1995) conducted a study applying total quality management in higher education decision making with special reference to the faculty selection process. He combined Total quality management principles and Eight critical processes identified by Marchese and Lawrence's (1987) for decision making about the best faculty selection and through which the leaders and search committees can effectively analyze and evaluate faculty selection processes, criteria for selection, and relevant contextual issues that will result in the identification and selection of the best qualified faculty available. The low quality of teaching faculty as a whole is one of the major causes of the low standards of education. The research strength and quality of academic programs of an institution depend on the quality of the faculty. Poor quality and shortage of qualified teachers continues to hinder the progress of higher education towards achieving international standard (Isani & Virk, 2003) cited by (Khan, December 2008). "A teacher is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education" (www.wikipedia.org).

Gregorian (2005), cited by (Gonzales, 2010) names faculty as the "heart and soul, the bone marrow and blood of universities."

Past assumptions about higher education and its function in national development need be reconsidered to enable effective responses from government and the private sector (Postiglione, 2011).

The functions of the educational institutions are to develop the people physically, mentally, psychologically, socially, and spiritually. It improves and promotes the economic, social, political and cultural life of the nation. Teachers are perhaps the most critical component of any system of education. "Without teachers' transformation we cannot transform the education system for improving the quality of education" (Memon, 2007). Faculty is the bedrock of any

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university and they play a central role in all facets of academic life. (Otieno, Lutz, & Schoolmaster, 2010, Chaudhry, 2005) Much of the graduate study programs and the quality of research are determined by the quality of the teachers. The teacher is the central figure of the whole process. It is, therefore, important that this position is strengthened so that this profession could attract the best of society's brains.

The University's Recruitment and Selection Procedure aims to provide a framework which will assist managers to ensure that the University attracts, selects and retains the most suitable candidates by using the most appropriate, efficient, fair, open and effective methods.

Effective recruitment and selection practices can mean the difference between an organization's success and failure. Hiring people with the right skills or the highest levels of those skills leads to positive economic outcomes for the organization. Hiring a person with the wrong set of skills can lead to disaster for both the person and the organization (Victor M. Catano., 2010).

University autonomy and academic freedom are essential to the advancement, transmission and application of knowledge. They relate to the protection of the university from interference by government officials in the day to day running of the institution, especially on issues related to: the selection of students; the appointment and removal of academic staff (Vice-Chancellors); the determination of the content of university education and the control of degree standards; the determination of size and the rate of growth; the establishment of the balance between teaching, research and advanced study, the selection of research projects and freedom of publication; and the allocation of recurrent income among the various categories of expenditure (Onyeonoru, 2008).

University autonomy is defined as giving universities the freedom to govern themselves, appoint key officers, determine the conditions of service of their staff, control their students' admissions and academic curricula, control their finances and generally regulate themselves as independent legal entities without undue interference from the government and its agencies (Fehnel, 2000). According to (Mishra, 2007) political interference refers to interference of government in the day to day affairs of the university, or in other words, invasion on the university 'autonomy'. Autonomy has several aspects, namely, financial, administrative, and academic.

Employment interviews are complex interactions between applicants and interviewers, which occur in the context of a larger selection system. That is, in addition to conducting interviews, employers collect information about the applicant from other sources, such as application forms, resumes, reference checks, and tests. This information creates pre-interview impression which may influence the interview process and interview outcomes. In most employment situations, there are many applicants for each available job. The employer's goal is to hire an applicant who possesses the required knowledge, skills, abilities, or other attributes required to successfully perform the job being filled. The employer makes a guess about which applicant will perform the job most effectively.

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Objectives of the Study

- To find out the difference between the opinions of respondents of public and private sector universities of Pakistan about the factors (academic record, performance in interview and political push) affecting selection/recruitment of teaching faculty.
- To compare the views of academicians of public and private sector universities of Pakistan about the factors (academic record, performance in interview and political push) affecting the selection/recruitment of teaching faculty.
- To compare the views of administrators of public and private sector universities of Pakistan about the factors (academic record, performance in interview and political push) affecting the selection/recruitment of teaching faculty.

Hypotheses of the Study

- There is no significant difference between the opinions of respondents of public sector universities and private sector universities of Pakistan about the factors (academic record, performance in interview and political push) affecting selection/recruitment of teaching faculty.
- There is no significant difference between the opinions of academicians of public and private sector universities of Pakistan about the factors (academic record, performance in interview and political push) affecting the selection/recruitment of teaching faculty.
- There is no significant difference between the opinions of administrators of public and private sector universities of Pakistan about the factors (academic record, performance in interview and political push) affecting the selection/recruitment of teaching faculty.

Methodology

This was a comparative study of factors (academic record, performance in interview and political push) affecting the teaching faculty recruitment/selection in public and private sector universities of Pakistan. A sample of 320 respondents (160 academicians and 160 administrators) was randomly selected from selected four public and four private sector universities of Khyber Pakhtoonkhwa and Punjab. A questionnaire consisting of 32 domains (112 items) of administrative practices was used for eliciting the data. The questionnaire was personally administered to the respondents. T-test was used as a statistical technique for analysis the data.

Results

Table 1. Comparison between the Views of Respondents of Public and Private Sector Universities about the Factors Affecting Faculty Selection.

S. NO	Factors	Respondents	N	Mean	Std	t	d.f	p-value
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1	Academic Record of the Candidates	Public sector	160	3.96	.796	2.109	318	.036
		Private sector	160	3.74	1.043			
2	Performance at the Interview	Public sector	160	3.90	.863	.120	318	.904
		Private sector	160	3.89	.990			
3	Political Push	Public sector	160	2.86	1.21	2.96	318	.003
		Private sector	160	2.46	1.23			

Note: The result is significant if probability of occurrence (p-value) is equal to or less than 0.05 level

Table 1. Shows the testing of significant difference between the views of respondents of public and private sector universities of Pakistan about the factors (academic record of the candidates, performance at interview and political push) affecting the faculty recruitment/selection. Since $p = 0.036 < 0.05$ (academic record of the candidates), $p = 0.003 < 0.05$ (political push) and $p = 0.904 > 0.05$ (performance at interview), means that significant difference between the opinions of respondents of public and private sector universities about the factors (academic record of the candidates and political push) is rejected, while about the factor (performance at interview) affecting recruitment/selection of faculty is accepted. This means that significant difference was reported between the views of respondents of public and private sector universities regarding the factors of academic record and interview performance of candidates in the selection process. While insignificant difference was observed between the perceptions of public sector and private sector universities' stakeholders about the factor of political pressure in selection process.

Table 2. Comparison between the Views of Academicians of Public and Private Sector Universities about the Factors Affecting Faculty Selection.

S. NO	Factors	Respondents	N	Mean	Std	t	d.f	p-value
1	Academic Record of the Candidates	Academicians Public sector	80	4.04	.818	3.345	158	.001
		Academicians Private sector	80	3.49	1.222			
2	Performance at the Interview	Academicians Public sector	80	3.95	.940	1.695	158	.109
		Academicians Private sector	80	3.68	1.199			
3	Political Push	Academicians Public sector	80	2.94	1.266	.839	158	.403

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		Academicians Private sector	80	2.76	1.371			
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Table 2. Shows the testing of significant difference between the opinions of academicians of public and private sector universities of Pakistan about the factors (academic record of the candidates, performance at interview and political push) affecting the faculty recruitment/selection. Since $p = 0.001 < 0.05$ (academic record of the candidates), $p = 0.109 > 0.05$ (performance at interview) and $p = 0.403 > 0.05$ (political push), means that significant difference between the opinions of academicians of public and private sector universities about the factors (academic record of the candidates) is rejected, while about the factors (performance at interview and political push) affecting faculty recruitment/selection is accepted. This means that academicians of public and private sector universities are of different opinions about the factor (academic record of the candidates), and have similar opinions about the factors (performance at interview and political push) affecting the recruitment/selection of faculty.

Table 3. Comparison between the Views of Administrators of Public and Private Sector Universities about the Factors Affecting Faculty Selection.

S. NO	Factors	Respondents	N	Mean	Std	t	d.f	p-value
1	Academic Record of the Candidates	Administrators Public sector	80	3.88	.769	.934	158	.352
		Administrators Private sector	80	3.99	.755			
2	Performance at the Interview	Administrators Public sector	80	3.85	.781	2.176	158	.031
		Administrators Private sector	80	4.10	.668			
3	Political Push	Administrators Public sector	80	2.79	1.16	3.700	158	.000
		Administrators Private sector	80	2.15	1.00			

Table 3 shows the testing of significant difference between the views of administrators of public and private sector universities of Pakistan about the factors (academic record of the candidates, performance at interview and political push) affecting the faculty recruitment/selection. Since $p = 0.352 > 0.05$ (academic record of the candidates), $p = 0.031 < 0.05$ (performance at interview) and $p = 0.000 < 0.05$ (political push), means that significant difference between the opinions of administrators of public and private sector universities about the factors (academic record of the candidates) is accepted, while about the (performance at interview and political push) affecting the recruitment/selection of faculty is rejected. This means that administrators of both sector universities are of similar opinions about the factor (academic record of the candidates), and

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have different opinions about the factors (performance at interview and political push) affecting the recruitment/selection of faculty.

Discussion

The study compared the factors affecting the teaching faculty recruitment/selection in public and private sector universities of Pakistan. The factors affecting the faculty recruitment/selection are the academic record, performance at interview and political push of the candidates. Significant difference was found between the views of respondents and between the views of academicians of both public and private sector universities about the factor (academic record of the candidates) affecting the selection of faculty. The findings of this study contradict the finding of the study of Smart (2009) that “Faculty recruitment should be on merit basis and open to national and international candidates. Faculty recruitment must be open, fair, and transparent with terms contract”. Faculty members of public universities show higher perceptions of their efficacy than do those of private universities (Chang, Lin, & Song, 2011)

Significant difference was found between the views of administrators of public and private sector universities about the factor (performance at interview) affecting the selection of faculty, and also significant difference was found between the views of respondents and between the views of administrators of public and private sector universities about the factor (political push) affecting the selection of faculty. This study support the (Gupta, 1987) reported that “unfortunately in selection of teachers the right principles and norms are not observed. Efforts are made to by-pass these rules. All types of bungling are done to push up the candidates on nepotism, communalism, and political ideologies”. The relationship between universities and governments, or, between politicians and universities, has always been fraught with difficulties, arising out of differences in expectation, in particular, over funding and autonomy. (Makanjuola, 2003) A major cause of the administrative inefficiency and mismanagement in universities is undoubtedly political interference and the politicization of our campuses. After all if the Vice Chancellors and teachers are not prepared to protect themselves from political pressure and manipulations what is university autonomy worth and what is it needed for? (Vohra A.L., 1990).

Conclusions

The usual procedure for recruiting teachers is to invite applications through advertisement in the daily newspapers and the university website. The applicants are then scrutinized and those who satisfy the given condition in the advertisement are called for test/interview. It is therefore concluded that even at the initial stages, the applications of some of the outstanding but ‘unwanted’ candidates are either not diarized or they are not properly informed about the date of interview. Teaching faculty is the basic asset of the university. Dissatisfaction with the recruitment/selection/appointment of teaching faculty in most of the places is one of the most frequently voiced grievances of the community. The malpractices in the recruitment/selection/appointment of teaching faculty demolished the whole nations as teachers are the builders of the nation. To compete with the international market in any discipline

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Pakistan and the developing countries need good and quality teachers not to only increase the number of teacher.

Everyone involved in the recruitment and selection of staff has a responsibility to ensure that candidates are treated fairly and decisions are made objectively and in line with the University's commitment to equal opportunities.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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A Study of the Problem Involved in Implementing the Curriculum for Primary Education in Kokrajhar District, Assam

Nandeswari Boro. MA., M.Phil., B.Ed., NET. Ph.D. Scholar

Abstract

Curriculum is the instructional and educative programmed following which the pupils achieve their goals, ideas and their aspiration in life. Successful implementation of curriculum depends on a variety of factors that operate in the actual field settings, namely in various levels of education including primary schools. It also depends on the perception of the teachers as to the problems faced by them in implementing the curriculum.

This paper gives information regarding the problems involved in implementing the curriculum for primary education in Kokrajhar district with regard to physical facilities, time table, syllabus, resource for teaching, etc. It will certainly provide some future direction towards facing the problems involved in implementing the curriculum in the district.

Introduction

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A Study of the Problem Involved in Implementing the Curriculum for Primary Education in Kokrajhar District, Assam

Kokrajhar district is one of the 27 districts of Assam. The district lies roughly between 89.46'E to 90.38'E longitude and 26.19'N to 26.54'N latitude. The district is bounded on the North by the Himalayan Kingdom of Bhutan, by Dhubri district on the South, Bongaigaon district on the East and the Indian state of West Bengal on the West.

Originally Kokrajhar was a part of greater Goalpara district. Till 1956, it was a mere Village with a railway station. When Bimala Prasad Chaliha was the Chief Minister of Assam in 1957, due to the demand of the Bodo people led by Rupnath Brahma who was also a minister in the Chaliha Ministry, a new civil sub-division was created including the northern part of the Dhubri Sub-division and some parts of Goalpara Sub-division and it was named Kokrajhar Sub-division. Kokrajhar Sub-Division was upgraded into Kokrajhar district with headquarters in the Kokrajhar town on July 1, 1983.

After the formation of Bodoland Territorial Area District, certain areas of Dhubri district have been added to the Kokrajhar district. There are three sub-divisions in the district. They are Kokrajhar, Gossaigaon and Parbotjhora Sub-divisions. According to 2001 census, the total population in the district was 9,05,764 (Nine lacs five thousand seven hundred sixty four) and the literacy rate of Kokrajhar district was 52.55%.

Need and Importance of the Study

According to Thomas Raymont (*Principle of Education*, Orient Longman,1960), education means that process of development which consists of the passage of human beings from infancy to maturity, the process which he gradually adapts himself in various ways to his physical, social and spiritual environment. It is a continuous process of modification. It is a life-long process of development. According to *Webster's New Twentieth Century Dictionary*, education is a process of training and developing knowledge, skill, mind and character, etc., especially by formal schooling. Education has a number of aims which varies from age to age from country to country.

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Usually the aims of education are of general and specific kinds. General aims are universally applicable to all times whereas specific aims are determined by the socio-economic conditions of a country. Again, educational aims are divided into individual and social aims.

Therefore, to achieve the aims of education for a society or for the nation, school education must provide knowledge and skills which would enable children to attain their greatest potential as individuals and as useful members of the society to which they belong. In order to meet these ends a well-planned school curriculum is essential.

Curriculum is a dynamic component of the complex phenomenon of education which itself keeps changing in response to the needs and values of life in any society. It is the instructional and educative programmed following which the pupils achieve their goals, ideas and their aspirations in life. According to Raymont, “A curriculum is the outward expression of ideas and aspirations of a community not of an individual and the community has the right to lay down the broader outlines which instruction shall follow in its schools with due deference to the opinion of the professional elements as to what constitutes suitable mental food for children.”

A curriculum is not static but dynamic. It is constantly changing according to the changing needs, demands and aspirations of the society. So, curriculum of the past and today are different in many ways.

In the words of Kerney and Cook, “It is a complex of more or less planned or controlled conditions under which students learn to behave and to behave in their various ways. In it, new behavior may be acquired, present behavior may be modified, maintained or eliminated and desirable behavior may become both persistent and viable.”

Assam Curriculum of Primary Education

The present Curriculum of Primary Education in Assam (Kokrajhar) comprises:

- (i) Mother tongue
- (ii) Mathematics

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- (iii) Environmental Studies (EVS) {In classes III and IV: Social Studies as EVS I and Science as EVS II}
- (iv) Art Education
- (v) Physical Education

The new curriculum is child-centric, activity and competency-based related to the child's day to day environment and oriented towards the principle of joyful learning. Emphasis has been given to the development of skill and understanding as well as application rather than on mere gathering of knowledge and information as in traditional curricula. The curriculum is developed for all types of learners. Special importance is given to rural, first generation learners, learners of different communities like tea-workers, SC, ST, etc. Accordingly, textbooks have also been prepared, without any bias in respect of religion, caste or gender.

The state government has introduced a one-year pre-primary course in all primary schools of Assam from 1999, following which SCERT (State Council for Educational Research and Training) has developed a curriculum-cum-activity book for teachers for handling the pre-primary class called 'ka Shrenee.' No textbook or formal evaluation has been envisaged for this class.

Place of English

Another development in primary education is the introduction of the learning of English in classes III and IV as an additional subject from the year 1999. No formal evaluation of learner's attainments in English has been prescribed by the government. Only three periods per week are allotted for teaching English. The curriculum prepared by SCERT for the purpose is restricted to learning of the English Alphabet, numerical recognition (from 1 to 100), some common vocabulary for beginners and some understanding of regular learning of English as readiness for class V.

The Focus of This Paper

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The present paper would throw light on the problems involved in implementing the curriculum in Kokrajhar district with regard to physical facilities, time-table, syllabus, resource for teaching etc. Thus the paper has some specific implications for the promotion of quality education at the primary level in Kokrajhar district.

Statement of the Problem

A Study of the Problem Involved in Implementing the Curriculum for Primary Education in Kokrajhar District.

Definition of term used in the present study

The key term used in the study are defined as follows:

Primary School- Primary school means a school offering education from Class I to class IV.

Objectives of the Study

To Study the Problem involved in implementing the curriculum in Kokrajhar district with regard to:

- (a) Physical facilities.
- (b) Time table.
- (c) Syllabus.
- (d) Resources for teaching.
- (e) Achieving qualitative improvement.
- (f) General Problem.

Delimitation of the Study

- (i) The study was delimited only to curriculum practice in lower primary schools (class I-IV) of Kokrajhar district.
- (ii) It was restricted to 71 provincialised lower primary schools of Kokrajhar district.
- (iii) It was restricted to a sample of 195 teachers of the selected primary schools.

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Methodology of the Present Study

Population - The population of the present study comprised the teachers of various primary schools of Kokrajhar district.

Sample – In Kokrajhar district there are five educational blocks, namely, Kokrajhar, Dotma, Gossaigaon, Kachugaon and Parbotjhora block. The researcher selected three of the blocks, namely, Kokrajhar, Dotma and Gossaigaon. In total 710 primary schools were there in this block in 2007 and out of which 10% were randomly selected. Stratified random sampling method was followed for the present study. Accordingly, 71 primary schools were selected and 195 teachers were the respondents for the study.

Tools – In order to collect data for the present study, the investigator developed a problem check list for all the teachers.

Data Collection - After selecting the sample and prepared the tools, the investigator personally visited each of the selected schools and gave the problem check list to the teachers of the sampled schools.

Analysis and Interpretation of Data

Data have been presented and analyzed under six major heads, namely, problems related to physical facilities, time-table, syllabus, resources for teaching, achieving qualitative improvement and general problem.

Problems Related to Physical Facilities

Responses related to the problems of physical facilities are presented in terms of percentages in table 1.

Table 1: Problems related to physical facilities

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S.I No.	Problems	Always(in%)	Sometimes (in%)	Not at all (in%)
1.	Insufficient building for classroom.	35.9	6.7	57.4
2.	Lack of professional library.	100	----	---
3.	Absence of room for keeping teaching aids.	15.9	46.7	37.4
4.	Lack of furniture in school.	34.4	29.7	35.9
5.	Classroom are over-crowded	16.4	33.9	49.7

The table above indicates that 35.9% teachers considered that insufficient building for classroom always created problems in implementing the curriculum. Lack of professional library always create problem to all the teachers. Absence of room for keeping teaching aids always create problem to 15.9% teachers, sometimes to 46.7% and not at all to 37.4%. Lack of furniture in school always create problem to 34.4% teachers, sometime to 29.7% and never to 35.9% teachers. 16.4% teachers always faced the problem of over-crowded teachers, which was sometimes to 33.9% and not at all to 49.7% teachers.

Problems Related to Time-table

Time table is calculated exercise of tabulated precision, correlated cohesion and worked-out specification in terms of the school subjects and their relative weightage which is determined by an apportionment of teaching periods at different levels, by a fixation of special teachers and by a proper placement of periods. The problems related to time table are presented in table 2.

Table 2: Problems related to time-table

SI. No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)

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1.	Time table is very rigid.	7.18	44.62	48.2
2.	Class load is heavy.	45.64	9.74	44.62
3.	Time allotted for various subjects is not adequate.	3.59	51.28	45.13
4.	Irregular attendance among students.	9.23	66.67	24.10
5.	Time table is not consonance with local needs.	----	45.13	54.87

It can be observed from the table that rigid time table, heavy class-load, inadequate allotment of time for various subjects, irregular attendance among students, were always considered as problems by 7.18%, 45.64%, 3.59%, 9.23% teachers respectively, while 44.62%, 9.74%, 51.28%, 66.67% and 45.13% felt that these sometimes became problems. It was 48.2%, 44.62%, 45.13%, 24.10% and 54.87% teachers who did not consider these problems at all. Thus, it appears that the time-table followed in the schools did not provide appropriate scope for properly implementing the curriculum.

Problems Related to Syllabus

The syllabus if not prepared properly lead to the problem of curriculum load. Responses related to the problems of syllabus are presented in table 3.

Table 3: Problems related to Syllabus

SI. No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
1.	Prescribed content of syllabus is excessive.	13.85	28.2	57.95

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2.	Course of study is rigid.	2.56	52.31	45.13
3.	Course of study is vague.	6.7	47.80	46.50
4.	Lack of knowledge of objectives of different subjects.	7.69	48.72	43.59
5.	Lack of knowledge of content among teachers.	1.5	46.5	52

It was found that 13.85%, 2.56%, 6.7% considered that the contents of the syllabus were excessive, rigid, vague causing problems in the implementation of the curriculum while 57.95%, 45.13% and 46.50% teachers not at all faced the problems. Teachers in general did not consider their own lack of knowledge with respect to objectives of different subjects and prescribed content as causing serious problems in their work. In these regard 43.59% and 52% teachers who felt that these items were not at all problems for them.

Problems Regarding Resources for Teaching

The problems regarding resources for teaching in implementing the curriculum are presented in table 4. Items under this were related to two specific aspects namely teaching aids, and textbooks and teacher's handbooks.

Table 4; Problems regarding resources for teaching

SI.No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
1.	Non-availability of teachings aids for teachings.	----	22.56	77.44
2.	To improve teachings aid is a problem.	1.54	40.0	58.46

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3.	Many students do not have text book.	5.13	29.23	65.64
4.	Teacher's handbook is not available.	68.22	13.83	17.95
5.	Lack of skilled in the use of teaching aids.	-----	51.28	48.72

From the data it was observed that improving teaching aids, lack of textbooks among students, non availability of teachers handbooks were always considered problem by 1.54%, 5.13% and 68.22% teachers respectively while 22.56%, 40%, 29.23%, 13.83% and 51.28% sometime faced the problem of non-availability of teaching aids for teaching, problem to improve teaching aids, lack of textbooks among students, non availability of teacher's handbook and lack of skill in the use of teaching aids and 77.44%, 58.46%, 65.64%, 17.95% and 48.72% did not consider these as problems at all.

Thus, from the observation we can say that regarding resources for teaching it requires further in-depth investigation to analyze and pinpoint the malady underlying the production and distribution mechanism.

Problems in Achieving Qualitative Improvement

The teacher plays the pivotal role in teaching learning process. The teachers should adopt their teaching in such a way as to facilitate the development of inner abilities in each individual child and also to prepare him for the practical life outside the school. The real situation can be observed in table 5.

Table 5; Problems in achieving qualitative improvement

SI.No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
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1.	Slow and passive pupils in class.	3.1	81.0	15.9
2.	Motivating the under achievers.	4.1	61.54	34.36
3.	Identify the cause of pupils poor achievement.	0.5	59.5	40.0
4.	Lack of skill in remedial teaching.	10.26	46.15	43.59
5.	Lack of skill in preparing.	----	62.56	37.44

Teachers (3.1%) admitted that slow and passive pupils in class always create problem, which was sometimes to 81% teachers. 4.1% always found the task of motivating the under achievers as problem, which was sometimes to 61.54% teachers. To identify the cause of pupil's poor achievement was always a problem to 0.5%, sometimes to 59.5% and not at all to 40% teachers. 10.26% always faced the problem of lack of skill in remedial teaching, 46.15% sometimes faced the problem and 43.59% never faced the problem. Lack of skill in preparing was sometime problem to 62.56% teachers and never to 37.44% teachers.

Thus, the observation highlights the need for imparting necessary orientation and training to teachers through appropriate in-service programmes.

General Problem

Attempt was also made in the checklist to obtain the responses of teachers with regard to certain general problems faced by the teachers. Data in this regard are given in table 6.

Table 6: General problem

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SI.No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
1.	In-service training is too theoretical and traditional.	10.3	55.9	33.8
2.	Lack of skill in handling pupils.	1.54	57.44	41.02
3.	Lack of environment to teach children.	8.7	34.9	56.4
4.	Lack of reading habits among students.	1.02	59.49	39.49
5.	Lack of support from parents and community.	22.56	34.36	43.08

The analysis of the data shows that in the opinion of 10.3% teachers in-service training was always too theoretical and practical, which was sometime to 55.9% and not at all to 33.8% teachers. Lack of skill in handling pupils was always a problem to 1.54% teachers, sometimes to 57.44% and not at all to 41.02% teachers. 8.7% teachers pointed out that their work was hindered by lack of appropriate environment for carrying out teaching activities and which was sometimes to 34.9% and never to 56.4% teachers. Majority of teachers (59.49%) sometimes faced the problem of lack of reading habits among students. 22.56% always faced the problem of support from parents and community for education of their children.

This observations highlight that it was not only the factors within the school that need improvement but also several aspects that fall outside the school such as teacher training, community support and so on also have to be dealt with if the curriculum has to be implemented in an effective and efficient manners.

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Findings and Conclusion

1. So far as problems related to physical facilities in implementing the curriculum were concerned, insufficient building for classrooms creates a problem to 35.9% teachers; lack of professional library was always a problem to all the teachers. Similarly, lack of furniture in the school was always a problem to 34.4% teachers and 16.4% teachers faced the problem of overcrowding students.

The teachers mainly perceived that insufficient building and lack of furniture was the main problem in implementing curriculum for lower primary schools in Kokrajhar district.

2. As regard problem related to time table, 7.18% teachers faced the problem of rigid time table, 45.64% teacher always faced heavy class load, irregular attendance among students create problem to 9.23% teachers. The study reveals that teachers generally faced rigid and heavy class-load problem.

3. Major findings included the problems relating to syllabus. Excessiveness of prescribed content of syllabus create problem to 13.85% teachers. Lack of knowledge of the objectives of different subjects always creates problem to 7.69% teachers. Similarly, rigidity and vague course of study create problem to 2.56% and 6.67% teachers.

4. Regarding resources for teaching, it was observed that lack of textbooks among students creates a problem to 5.13% teachers. Similarly non-availability of teacher's handbook creates problem to 68.2% teachers.

5. In respect of the problem in achieving qualitative improvement, slow and passive pupils in class and motivating the under achievers create a problem to 3.1% and 4.1% teachers. Lack of skill in remedial teaching creates problem to 10.26% teachers.

6. In so far as general problem was concerned, the study reveals that 10.3% teachers viewed that in-service training was too theoretical and traditional. Lack of environment to teach children and lack of support from parents and community create problems to 8.72% and 22.56% teachers.

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To Conclude

In conclusion, we can say that creation of a sound primary education system appears to be a basic component of any strategy for social, political and economic development of a country. In fact, it is primary education which develops the basic innate abilities of a person to live a full personal life of an individual and as a member of a family, and an economically productive life as a worker, and a socially useful life as a citizen. The development of an appropriate curriculum is indispensable for improving the quality of primary education. Successful implementation of curriculum depends on various factors that operate in the actual field settings, i.e., at the primary schools. These include physical facilities, resources for teaching, etc. Curriculum implementation also depends on the perception of the teachers as to the problems faced by them in implementing the curriculum. For the smooth functioning of the curriculum in the district, necessary considerations have to be taken of the problems.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Language of Instruction and Interaction with Host Communities in the Rescued Slave Schools of Zanzibar and Muscat

C. J. Denman, M.Ed., Ed.D. Research Scholar

Abstract

During the mid-nineteenth century, a number of Christian missionary societies in the Western world began turning their attentions to East and Central Africa and the Arabian Gulf. They were drawn to these regions through the hope of winning converts in traditionally Arab-dominated lands and, in doing so, helping bring an end to the Indian Ocean slave trade. Two such societies that were to establish a presence in the sultanates of Zanzibar and Muscat were the Anglican Church's United Universities' Mission to Central Africa (UMCA) and the American Reformed Church's Arabian Mission. Both missions directed a good deal of their early efforts at providing education for freed slaves in the two sultanates and, as such, were among the first to establish "modern" Western-style schools in their respective regions. The level of interaction these institutions had with their host communities was related to a number of factors, with one of the most

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significant of these being the choice of language of instruction. This paper, therefore, examines the relationship between medium of instruction and interaction with host communities in two of the earliest freed slave schools in Zanzibar and Muscat - the UMCA's St. Andrew's Teacher Training College and the Arabian Mission's Peter Zwemer School.

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The nineteenth century Christian missionary expansion into East Africa and the Arabian Gulf was represented to audiences in the parishes of the West as a necessary manifestation of the "white man's burden". In particular, the extent of the slave trade across the western Indian Ocean and its offshoots, in addition to the animistic beliefs of the tribes of the African interior, were presented as rallying points for the extension of Christian missionary enterprise in these lands. That at least the former of these two states of affair was perceived as actively encouraged by local Arab and Persian rulers added to both the challenge and necessity of bringing Christianity to the region through rigorous missionary endeavour.

However, it was also the dominance of Islam across much of these lands that lead the first missionaries to acknowledge the difficulties inherent in their proposed undertakings. For this reason, the Western missionaries that began establishing outposts in the Arab Gulf and East Africa in the mid-nineteenth century entered the field with an acute understanding that, to win converts, they must not only demonstrate the ostensible advantages of their spiritual beliefs, but also of Western technology at large.

In this regard the missionaries were aided by the imposition of colonial rule across vast swathes of Africa following the 1884-1885 Berlin Conference. As the European administrators either extended or established their control across the African continent, signs of Western military might and material advantage were never far away. However, despite a number of notable exceptions, the early colonial administrations of European Africa often paid scant regard to the education and health of their subjects.

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This proved a void the missionaries recognised and subsequently attempted to fill through the provision of Western-style schools and healthcare facilities. These institutions were often employed as central means of proselytizing local African and Arab populations, with missionary work in the sultanates of Zanzibar and Muscat being no exception.

Within these sultanates, missionary groups are often credited with establishing the first “modern” Western-style schools aimed at challenging the influence of the Quran’ic institutions dominating the educational landscape at the time. This is certainly true of two of the first missionary schools founded in Zanzibar and Muscat, both of which began with classes of freed African slaves and placed a premium on developing their students’ English language abilities. In addition to these similarities, these rescued slave schools were also formed not just out of the putatively charitable calling to care for a class of displaced peoples that local authorities often had little inclination to shelter, but also with an eye firmly fixed on the extension of their respective mission’s political and strategic goals.

This focus on expanding missionary activities across Arabia and East and Central Africa through the religious and cultural indoctrination of a cadre of African-born ex-slaves assumed to be largely impervious to the environmental dangers that undermined so much early European missionary work in the region, influenced everything from type of education provided to the choice of language of instruction. To highlight how this latter aspect of education, in particular, is related to the level of interaction these missionary schools were to have with their host communities, this paper will examine two of the earliest schools for freed slaves in the sultanates of Zanzibar and Muscat: the Anglican Church’s UMCA’s St. Andrew’s Teacher Training College and the American Reformed Church’s Arabian Mission’s Peter Zwemer School.

A Brief History of the Sultanates of Zanzibar and Muscat and Oman

Despite its relatively small role in international affairs today, Oman once was an empire that stretched across vast areas of Arabia, East Africa and southern Persia. Omani power in East Africa is often attributed to a continuation of the struggle for control of coastal

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Oman itself between the increasingly powerful line of Imams known as the Ya'rubid clan, and the well-established and well-defended Portuguese. According to Isaac (2004), 1646 saw the signing of a treaty between Imam Nasir bin Muhammad and the British East India Company that granted the Omanis assistance in their struggle to free the port of Sohar in exchange for exclusive British trading rights, the freedom of religious practice for company merchants, and extraterritorial jurisdiction. Sohar was duly liberated, but Portuguese power remained along much of the length of Oman's coastline. In 1650, following the death Imam Nasir, the imam's cousin Sultan bin Saif managed to drive the Portuguese from the remainder of their coastal strongholds, with the fall of the twin forts of São João and Capitão (today known as Al-Jilali and Al-Mirani) in Muscat, in addition to the taking of Muttrah Fort, signaling the end of Portuguese domination in the country (Bhacker, 1992).

Fresh from his successes, Sultan bin Saif constructed a large ocean-going fleet to compliment the Portuguese ships captured in Muscat harbour and began harassing Portuguese possessions along the East African coast. This culminated in the fall of Fort Jesus in Mombasa after nearly three years of siege, with the Mazrui family appointed as administrators on behalf of the Nizwa-based imamate (Whelan, 1984). After Mombasa's fall, the island of Pemba, the second largest in the Zanzibar archipelago, was subsequently taken, though it wasn't until almost thirty years later that the Omanis managed to subjugate the main island Unguja itself.

Although the coming years were marked by civil war and the occupation of Muscat by Persian forces, the country's colonies were largely self-reliant and appear to have continued in Oman's sphere of influence without either serious disruptions or development. In 1741, Ahmed bin Said, who was not a member of the Ya'rubid clan but nonetheless a noteworthy candidate who had distinguished himself in the defence of Sohar from besieging Persian forces, was elected imam, thus beginning the Al Said dynasty as rulers of Zanzibar and Muscat and Oman for at least the next two hundred years.

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By 1748, Ahmed bin Said had completely freed Oman from the Persians. Upon his death in 1783, it was his son, Said, who took the title of imam. However, the new imam's son, Hamid, was appointed Wali of Oman and thus became the real power within the country (Whelan, 1984). As an indicator of the growing importance of Zanzibar to the financial and military power of the Al Saids, Ahmed bin Said's grandson, Sultan Said bin Sultan, relocated the seat of power to the island in the 1830s. This official relocation followed the successful re-imposition of control over the Mombasa Mazruis in 1828, from which Sultan Said bin Sultan proceeded to Zanzibar to reinforce his position. Five years later, Zanzibar was officially proclaimed the new capital of the Omani Empire with the sultan's son, Thwain, appointed the Wali of Muscat (Ingrams, 2007).

Despite being frequently distracted by the spectre of rebellion on the Arabian Peninsula, Sultan Said bin Sultan apparently prospered in his new capital, and by the mid-1840s he had already entered into a Treaty of Amity and Commerce with the United States and a Commercial Treaty with the French. Moreover, the sultan even began working with the British to start limiting the extent of "foreign" slavery in the region. To this end:

permission has been granted to Her Majesty's cruisers to seize any vessels carrying on slave trade, except only such as are engaged in the transport of slaves from one port to another in the Sultan's dominions (Church Missionary House, 1869, p. 121).

The sultan, according to Ingrams (2007), was a willing participant in these measures, even gifting the British the flagship he had sailed from Oman in years before, in addition to refusing compensation for 100,000 crowns he was reported to have personally lost through these restrictions on the slave trade.

Upon the sultan's death at sea on a return voyage to Muscat in 1856, however, his son Majed took control of Zanzibar, while Thwain, the Wali of Muscat, laid claim to the entire Omani Empire. As the two brothers prepared for battle, matters were made even more complex when a third brother, Turki, demanded sovereignty of Sohar, and war across Oman's dominions appeared inevitable. Within this context, the Governor

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General of India, Lord Canning, mediated an agreement between Majed and Thwain that the Sultanate of Muscat and Zanzibar should be divided (Kechichian, 1995). The 1861 Canning Agreement, as it came to be known, stipulated that Majed was to compensate his brother for Muscat's loss of income derived from the domestic slave trade. The "Zanzibar subsidy", set at a value of 40,000 Maria Teresa silver dollars a year, was to be paid to Muscat from the Sultan of Zanzibar's coffers until 1956. When Sultan Majed's successor defaulted on this payment in 1871, however, the Governor General of British India again intervened, and assumed responsibility for the debt until the terms of the original agreement were honoured.

That Lord Canning was able to intervene in what could be perceived as a domestic matter of the Omani Empire, of course, was not without precedent. For instance, frustrated with the apparent inability of Sultan Said bin Sultan to effectively end piracy in the waterways of the Gulf, the British entered a series of agreements with the ruling families of Trucial Oman (modern day United Arab Emirates) that, in effect, recognised their independence. In addition to the breaking of the country into the nine separate units of Oman, Muscat and the seven Trucial Sheikhdoms (Oran, 1961), the sultan's hands were also tied by the British in dealings with foreign and regional powers. In particular, as outlined by a 1798 treaty with Sultan bin Ahmed, the sultanate was legally bound to always side with the British in international affairs and correspondingly deny French and Dutch vessels commercial access to Oman's ports (British Embassy Muscat, 2011).

Unlike the other Gulf sheikhdoms, however, the Sultanate of Muscat and Oman was destined to remain an unofficial British protectorate, and even had its "independence" ostensibly confirmed by a 1951 treaty (Page, 2003). However, a number of indicators from the nineteenth and twentieth centuries point to a country in virtual thrall of British power. The extent of this power could perhaps best be witnessed in British-lead military and diplomatic efforts to quell the rebellion of the Imam of Nizwa from 1913-1920, and, most notably, the virtual takeover of the internal administration of

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the sultanate by British civil servants, civilians and military men following the 1958 “Exchange of Letters”.

Allen and Rigsbee (2000) state the formalised agreement outlined in the “Exchange of Letters between the Government of Great Britain and Northern Island and the Sultan of Muscat and Oman concerning the Sultan’s Armed Forces, Civil Aviation, Royal Air Force Facilities and Economic Development in Muscat and Oman” was negotiated at a time when a series of rebellions across the country combined with the end of the Zanzibar Subsidy to leave Sultan Sa’id’s reign teetering. The agreement offered the sultan financial and military aid in exchange for the re-organisation of Oman’s armed forces and the establishment of a civil development program to oversee advancements in the areas of health, agriculture, roadways and education. The department set up to oversee these developments, funded by the Foreign Office and run by British civil servants, effectively left the sultan as head of a “largely puppet administration” (Allen & Rigsbee, 2000, p. 19) in his own country. This de facto British rule of both the internal and external affairs of the sultanate was to continue until the time when Sultan Sa’id abdicated in favour of his son, the Sandhurst-educated Sultan Qaboos, in 1970.

In a similar manner, the assertion of British power in the Sultanate of Zanzibar also developed in incremental steps. Although the 1884-1885 Berlin Conference, in which Africa was divided between the European colonial powers, and the subsequent Anglo-German Agreement of the following year, apparently recognised Zanzibar’s special status by affording the sultan control of the archipelago in addition to a limited coastal strip between Tunghi Bay in Tanganyika and the River Tana in modern-day Kenya, a number of towns on the Somali coast and the islands of the Lamu archipelago (Maina, Obaka & Makong’o, 2004), the increasing amount of pressure brought upon the sultan to put a complete end to the slave trade in the Indian Ocean eventually stripped the ruler of one of his main sources of wealth. This forced Sultan Barghash, second sultan of Zanzibar and son of Sultan Majed, to begin selling off his African colonial holdings until, by the end of the nineteenth century, very little of the territory he had inherited was left. This left Zanzibar in a vulnerable position, which was further accentuated by the

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Heligoland-Zanzibar Treaty of 1890 in which, among a number of other provisions, the small North Sea archipelago of Heligoland was handed to Germany in exchange for a guarantee the Germans would not interfere with British interests in Zanzibar (Graham Fry, Goldstein & Langhorne, 2002).

With German objections no longer an issue, the British government formally declared Zanzibar a protectorate in the same year. Upon the sudden death of the fifth Sultan of Zanzibar, Sultan Hamad bin Thuwaini, six years later in suspicious circumstances, British military might was employed against the late sultan's cousin, Khalid, who was seen as an usurper due to his refusal to seek the British political resident's approval. The resultant Anglo-Zanzibar War of 1896, often cited as lasting for not quite forty minutes and thus popularly regarded as the shortest war in history, ended with Sultan Khalid fleeing to German East Africa while Sultan Hamud, with full British backing, was duly installed on the throne.

Therefore, much like Sultan Sa'id's relegation to figurehead status in the Sultanate of Muscat and Oman following the 1958 Exchange of Letters, Sultan Hamud, almost sixty years before, also found himself as a ruler whose powers became largely ceremonial in nature. In both sultanates, therefore, British influence was strong. Moreover, during British colonial dominance, one of the key policies introduced by the foreign administration was the initiation or expansion of a government school system featuring either the study of English as a foreign language or a medium of instruction. However, despite the undeniable influence these schools were to have on their respective societies during the latter years of colonial rule, in both cases they were preceded by long periods of time by missionary schools initially established as institutions for the growing number of slaves being freed by British and Arab anti-slavery action in the west Indian Ocean. Two of the earliest and most influential of these freed slave schools were the St. Andrew's Teacher Training College in Zanzibar and the Arabian Mission's Peter Zwemer School in Muscat.

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St. Andrew's Teacher Training College

The presence of British Anglican missionaries in Zanzibar had its roots in the two Cambridge lectures delivered by the renowned Scottish missionary, David Livingstone, to audiences in the University of Cambridge's Senate-House and the local town hall on December 4th and 5th, 1857. The speeches are wide-ranging in scope, though contain a number of pointed observations about the salubrious environment of Central Africa's highlands and the warmth with which the peripatetic Livingstone and his message of Christian salvation were received by African tribes who had, in Livingstone's estimation, never yet before seen a white man. Livingstone ends his second speech with a reaffirmation of England's duty to Christianise the "heathen" through the bringing of commerce and the bible to the heart of the African continent, while his first is concluded with the call, "I go back to Africa to try and make an open path for commerce and Christianity; do you carry out the work which I have begun. I leave it with you!" (Livingstone, Monk & Sedgwick, 1860, p. 168).

Livingstone's lectures, according to Royer (2006), lead to the founding of the UMCA, in which the universities of Oxford, Cambridge, Dublin and Durham formed a collaboration to push Anglican missionary efforts into the central territories of Africa the Scottish missionary was reportedly the first to chart. In 1860, the first Bishop of Central Africa, Charles Mackenzie, was appointed by the mission, and, by July of the following year, he had followed Livingstone's course up the Zambezi and Shire rivers to establish the first UMCA mission in Magomero.

Royer (2006) continues that the endeavour was a "momentous failure" for, despite Livingstone's assurances of a climate that was "cool and salubrious, fit for European residence" (Livingstone, Monk & Sedgwick, 1860, p. 186), disease and famine wreaked havoc. After Bishop Mackenzie died of blackwater fever at the start of 1862, therefore, the location was soon abandoned. The next bishop, George Tozer, consequently moved the mission's location to a site around 200 miles downriver and at a higher altitude than the original outpost. However this, too, proved ill-suited for long-term habitation and was abandoned after a matter of months. In order to prevent the mission ending in utter

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defeat, Bishop Tozer realised the need to select a more favourable location from which efforts at converting Central Africa could be directed.

Although Madagascar was originally considered, Bishop Tozer eventually settled upon Zanzibar as the location for UMCA's African headquarters for a number of reasons. Allen (2008) states that foremost among these was the advantage of being "survivable" for Europeans due to its comparatively more favourable environment and developed infrastructure. Moreover, Bishop Tozer believed the island would allow, given its position on well-established trade routes, easy access to supplies that had been all but impossible to procure on the missionary outposts in the continent, while a knowledge of the sultanate's lingua franca, Swahili, would also aid in the timely conversion of Africa's tribes.

The UMCA mission under George Tozer, therefore, reached Zanzibar on the final day of August, 1864. Here, they found an already well-established French Catholic society known as the Holy Ghost Mission based in a convent house near Shangani point (Loimeier, 2009). The first UMCA property in Zanzibar was located not far from their French competitors, after Sultan Majed granted the missionaries use of a house that had previously been employed as a British naval store (Anderson-Morshead, 1897). The mission's first school on Zanzibar was started soon after when the sultan presented Bishop Tozer with five African boys who had been freed from an "illicit" slave dhow – that is, one that had not paid its dues.

By 1866, the UMCA had bought an area of land in Kiungani and was working on a "hostel for released slave boys", later to become St. Andrew's Teacher Training College and then, in its final Zanzibari formation, the Theological College. Student numbers at this school continued to swell, until, according to Royer (2006), it became more or less standard practice for the Royal Navy to release freed slaves into the UMCA's care. These freed slaves were seen by the missionaries as fertile ground for conversion, especially in light of the failure of the missions to overcome the suspicions of Zanzibar's Muslim majority.

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However, the UMCA, much like the French Catholic mission also established on the island, never lost sight of the purpose explicitly outlined in its title – converting the tribes of Central Africa to Christianity. For this reason, St. Andrew’s College was founded in 1871 with the express intent on training mainland Africans as priests and teachers to carry out the mission’s continental work. Students attending the college were either those who had been rescued by the Royal Navy from Indian Ocean slave dhows or were sent to the island from the mission’s outposts across East Africa. The curriculum these students encountered, Allen (2008) states, included religious instruction, geography, church history, English grammar, Arabic, arithmetic, geometry, music and games.

In this way, St. Andrew’s students received the kind of education that was still reserved for a select class in England. From 1873, the medium of instruction in the college changed from English to Swahili, although contemporary accounts the college describe a student body able to switch between the two languages with apparent ease. For example, a late nineteenth century history of the UMCA in Zanzibar offers the following extended description:

When we think of the material from which the boys are drawn, we are amazed at their proficiency. Nicholas, one of the boys in the second class, was twelve years old; he had been born in a slave dhow, and till four years old was with his mother at Mkunazini, when they were sent to join the colony at Masasi; and thus, three years later, Nicholas was carried a second time into slavery by the Magwangwara, but ransomed by Mr. Porter, and at nine years old sent to Kiungani. Yet we find this lad answering correctly such questions as “How was Melchizedek a type of Christ?” “What do you think of Jael killing Sisera?” “How does our Lord teach us chastity, purity, humility?” Questions were put in Church history and doctrine, and he was expected to read and compose in Swahili and English, and he obtained nearly full marks in these two. There is good material at Kiungani, for Nicholas was a very average boy (Anderson-Morshead, 1897, p. 284).

With its insistence on high academic standards through the provision of a Western-style religious education for mainland Africans, St. Andrew’s College became the most famous of the mission schools for Africans in the sultanate. Following Germany’s loss in World War I, the Treaty of Versailles divided the territories of German Language in India www.languageinindia.com
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East Africa between Britain, Belgium and Portugal. Tanganyika became a British mandated territory in 1922. The new British administration in Tanganyika, therefore, soon found itself in need of administrative support. However, it was apparently wary of the nationalist movements among the Indians under the British Raj and in South Africa, and was perhaps mindful, too, of the tensions between the Indians and the Arab elite in Zanzibar itself. In light of this predicament, Loimeier (2009) claims it was the graduates of St. Andrew's that eventually came to form the core of African employees in the new mainland British administration. Here, again, their African racial origins combined with their developed English and Swahili linguistic skills to make these graduates a logical choice for extending British rule in the newly acquired territory.

Although the British administration's reliance on the college's graduates may appear a testament to the quality of education available in Kiungani, by 1925 St. Andrew's College was relocated to the mainland town of Minaki and the school building on Zanzibar re-opened as a trade school named St. Paul's High School (Wilson, 1971). In fact, by the end of the Second World War, only four mission schools survived in the Sultanate of Zanzibar affiliated with either UMCA or the Holy Ghost Mission, with another small mission run by the Quakers on Pemba.

The end of the slave trade in the Indian Ocean, improvements in transport and communications infrastructure and the increasing availability of medical and food supplies in Africa itself, combined with the threat of imprisonment in the sultanate for converting from Islam to Christianity, to make Zanzibar a less desirable headquarters for missionary forays into Central Africa. As such, the remaining UMCA education efforts on the island were centred almost exclusively on providing for the needs of Zanzibar's Christian Indian communities, and one of the mission's goals of bringing the indigenous population to the Christian fold was finally abandoned altogether.

The Peter Zwemer School

The first and only missionary school established in the Sultanate of Muscat and Oman was opened in almost identical circumstances, and with direct reference in early

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missionary papers, to Zanzibar's UMCA's hostel for released slave boys. In 1896, the American Reformed Church's recently established missionary in Muscat, Peter Zwemer, was given responsibility for between fourteen and thirty-five east-African slave boys rescued by the Royal Navy from two slave dhows off the Omani coast (DeWitt Mason & Barny, 1926; Scudder, 1998; Wilson, 1996). The boys, ranging in age from around seven to thirteen, were initially put in the charge of the British consul and political agent in Muscat, Captain F.W. Beville. However, this arrangement proved to be unsatisfactory, and Beville soon came to an agreement with Peter Zwemer that the missionary would house and feed the boys, in addition to preparing them for the demands of adult life, until they reached the age of eighteen (Scudder, 1998).

Zwemer's charge, unlike the responsibility Bishop Tozer assumed in Zanzibar some three decades before, came with a stipulation made by the mission's board that no more freed slaves would be added to his care – a condition that was ultimately changed just before the missionary's death to eventually allow for further freed slaves to compliment “graduating” members of the student body (DeWitt Mason & Barny, 1926). However, while the UMCA mission received eighteen further freed slaves as students within its first weeks of operation, Peter Zwemer was initially unsuccessful in his attempts to seek permission to expand the Muscat school. In an 1896 letter, Zwemer wrote of his disappointment with the board's decision to maintain the mission school as a temporary institution, and his resultant inability to assume responsibility for 50 suitably-aged boys freed by Royal Navy raids in the region in the first year of the school's foundation (Scudder, 1998). Despite one the stated goals of the mission being the conversion of Oman's slave population, these boys were eventually sent to institutions in Bombay which Zwemer decried as being insufficient to meet their needs.

The education the African boys received in Muscat's Peter Zwemer School was markedly different from that provided for the freed slaves of St. Andrew's College. In particular, Zwemer focused on providing his students with

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the practical skills they would need to assume independent lives once his remit expired. The most fundamental of these skills, according to an account by the missionary's older brother and fellow member of the Arabian Mission, Samuel Zwemer, was language. In particular, Samuel and Amy Zwemer (1902), Peter's Bahraini-based counterparts, state in their account for children of the mission's work in Arabia that, due to the "wild" state of the rescued slave children, they "need to learn everything, and even their language is of little use to them, as they need to learn Arabic before they can get along in Arabia. The Muscat boys first learned English from the missionary, but it was not easy for them" (p. 103).

However, despite this reference to the need to develop Arabic language skills, accounts of instruction at the Peter Zwemer School state that the local tongue was largely sidelined in the classroom in favour of English both as a subject of study and as the medium of instruction. For example, an official history of the Reformed Church's Arabian Mission activities claims the choice of English as the language of instruction was based on the desire to shelter the rescued slaves from the religious beliefs of Muscat's indigenous population. That is, DeWitt Mason and Barny (1926) state that English was chosen over Arabic as the language the children would learn in "to keep them the more separate from the Moslem religion and customs around them" (p. 91).

Zwemer and Zwemer (1902) offer an interesting account of a typical day's work at the Muscat school. First, it begins with a pre-dawn rise, followed by ablutions, cleaning the school, breakfast, then prayers, hymns and scripture. Finally,

Prayer ended we all march into another room, - you may come too, and begin lessons. The big boys are learning sentences now; the little ones are still at A, B, C, 1, 2, 3. At the end of two hours of spelling, reading and writing, a little simple drill and the morning school is ended. Some of the boys help prepare their fish and rice for dinner, and others make baskets. At three o'clock all march up again for sewing (p. 106)

The success of this school in providing the practical skills these boys needed to make their own ways in the world could be witnessed by the fact that, three years after the death of Peter Zwemer in 1898 from "repeated attacks of

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fever” (Good, 1903, p. 297) upon a return trip to the United States to restore his health, the school was closed with most students having found positions in the mission’s various stations or placed in the homes of locals or foreigners of “good character”. According to DeWitt Mason and Barny (1926), the mission continued to care for the youngest of the school’s children, while two of the eldest boys sailed from Muscat aboard the Royal Navy’s gunboat HMS Sphinx.

After being relocated to mainland Tanganyika in 1925, St. Andrew’s College was replaced by the industry-oriented St. Paul’s High School which was run, after a brief experiment with a mixed Muslim and Christian student body, as a training school for the children of local Christian Indian families. In a similar manner, the new incarnation of the Peter Zwemer School also became focused on the educational needs of the local Omani population. However, while the well-established system of Quran’ic, government and Indian schools within Zanzibar meant St. Paul’s, along with the other missionary schools in operation on the island, only ever had a minimal impact on the education of local Zanzibaris, the Peter Zwemer School could claim a degree of influence among Muscat’s Omani Arab community.

In particular, following the re-opening of the school as the Peter Zwemer Memorial School in 1904 after a short hiatus, the institution operated until 1931 as a day school for boys focusing on the very first years of primary education. Muscat, at the time, had a number of Quran’ic schools in addition to three Hyderabad institutions operated for the city’s Indian communities (Federal Research Division, 2004). However, the first government school in the capital area didn’t open until 1940 due largely to the resistance of Sultan Sa’id who remained deeply suspicious of the implications educating Oman’s people would have for his reign (Al-Hajri, 2006). For this reason, the Peter Zwemer Memorial School was apparently well-attended and, according to DeWitt Mason and Barny (1926), even attracted the sultan’s nephews.

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Although the missionary schools of Zanzibar after 1948 were afforded government financial assistance as they qualified for granted-in-aid status, Muscat's missionary school apparently never received financial support from outside the Reformed Church itself, and thus was forced shut its doors again in 1931. The school did reopen again in 1939 as the Peter Zwemer Memorial School and then, finally, as the Al-Amanah School. By this time, the end of the slave trade in the Indian Ocean meant the new missionary institutions were firmly focused on students from the relatively large number of Arab Christian families (Boersma, 1991; UNESCO, 1972), and, therefore, are outside the scope of this paper. However, it is nonetheless interesting to note here that the Arabian Mission's other outposts in the Gulf were said to have looked upon the Muscat Christian community of converted Arabs built around the school, clinic and hospital with a sense of wonder and admiration, for its successes were never to be realised elsewhere in the region (Scudder, 1998).

Conclusion: Language of Instruction and Interaction with Host Communities

The matter of language of instruction in the rescued slave schools in the sultanates of Zanzibar and Muscat, therefore, was far more than a response to the needs of students and the availability of materials and qualified instructors. It was, in many ways, a decision based primarily on the strategic goals of the missions which established these schools and may be viewed as showing little regard, at least during their early years of operation when ex-slaves and mainland born Africans formed the core of the student body, for the host communities in which these institutions were based.

For example, the choice of English as the language of instruction in the first Peter Zwemer School was made, perhaps somewhat cynically, as a way of protecting African-born students from potential "contamination" caused by interaction with the wider Arab-Muslim community. This choice was made primarily to deny these students the chance to explore the world in which they were raised and may, too, have had the effect of

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limiting their future career choice to that of mission employees in the Reformed Church's various Gulf posts. In this way, the rescued slaves of the Peter Zwemer School were earmarked, much in the same way as those early students in St. Andrew's, as exactly the kind of "indigenous" hands the missions needed to further their work: religiously indoctrinated, industrious and, most importantly, apparently impervious to the environmental demands that had killed the likes of Peter Zwemer and Bishop Mackenzie and thus made extending Christianity across the lands bordering the west Indian Ocean so difficult.

On the other hand, St. Andrew's was not in operation long before Swahili replaced English as the language of instruction. Although this change was made due to the mission's primary concern with ensuring the school's graduates could communicate fluently in East Africa's most important lingua franca, it could also be seen as an attempt to overcome the open suspicion Zanzibar's people displayed towards both English language education and the mission's work on their island. In particular, offering a Western-style education in the Swahili-language at St. Andrew's could be viewed as one way in which the UMCA tried to win converts through a demonstration of the superiority of European technology which, in this case, could be conceived as the school's Western curriculum and teaching methods and the "modern" facilities at Kiungani campus.

The languages of instruction employed at these two former slave schools, therefore, ostensibly represented widely different policies regarding potential engagement with the missions' host communities. That is, while English was used at the Peter Zwemer School as a means of keeping the school's students insulated from outside influences, the use of Swahili at St. Andrew's may be interpreted as a genuine, if ultimately unsuccessful, attempt to overcome the barriers between its classrooms and local Muslim families.

Despite these opposing policies, however, it is noteworthy that both schools featured here apparently failed in their attempts to win influence within the societies in which they operated. This is perhaps most pronounced in light of attempts by the administrators of St. Andrew's College to reach out to Zanzibar's large community of

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slaves and ex-slaves; a figure estimated at the turn of the twentieth century to be around 70-75% of the sultanate's total population (Fair, 2004). It is due to this inability to win converts within such a promising field that Loimeier (2009) claims the UMCA's educational institutions, including St. Andrew's, failed almost entirely in their missionary aims.

Of course, it could perhaps be equally well-argued that the UMCA's work in Zanzibar was so focused on its founding purpose – bringing Christianity to Central Africa – that the concept of proselytizing in Zanzibar itself was never really given anything more than lip service. This supposition may find support in the 1925 relocation of St. Andrew's to the mainland town of Minaki, and the reinvention of the once famous Kiungani campus as a trade school for Christian Indian boys. The real success of St. Andrew's in achieving its mission's goals, therefore, could be seen in the eventual influence its graduates had upon the development of the civil service and colonial society in the new British possession of Tanganyika. This degree of influence in the newly mandated British territory is perhaps best encapsulated by the widely held belief, apparently prevalent until the middle of the twentieth century, that the “best educated Tanzanians” were St. Andrew's graduates (Mojola, 2000, p. 513).

On the other hand, it is far easier to dismiss the level of interaction between the Peter Zwemer School and its host community in Muscat. In fact, the use of English as a means of limiting student contact with Islamic beliefs and Arab culture could be viewed as a rather cynical and self-serving choice, which perhaps had to do more with the personal position of the missionary Peter Zwemer himself than a clear promulgation of the mission's region-wide strategic goals. However, if it is necessary to look beyond the Zanzibar archipelago to truly understand the influence St. Andrew's and its graduates were to have on East and Central Africa, it is also useful to take a longer historical view of the achievements of the Peter Zwemer School.

For example, despite its initial employment as a means of containment and exclusion, it could perhaps be argued that it was the institution's very use of English that came to be one of its main draw cards after the Peter Zwemer Memorial School was

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reopened in 1904. For this reason, it is perhaps no coincidence that as British control of the internal affairs of Muscat and Oman grew throughout the course of the first half of the twentieth century, so too did the school's enrolments until the point when, some fifty years after its original founding, it reportedly acted as the centre of a vibrant community of local Arab Christians with a congregation numbering up to 150 members (Scudder, 1998).

Regardless of this eventual success, however, there can be little doubt that, unlike the healthcare facilities and bible shop the Arabian Mission established in Muscat and its sister city of Mutrah, Peter Zwemer saw little advantage in extending the level of interaction between his pupils or his classes and non-Christian members of the rescued slave school's host community. Moreover, even if a longer historical view is taken that moves away from the late nineteenth century era, it is nonetheless difficult to dismiss the "deep sense of failure" (Scudder, 1998, p. 227) with which members of the mission looked upon their attempts at establishing a Christian community in Muscat following the dramatic loss of devotees after the announcement of a free government school and healthcare system across Oman in 1970 and the eventual closing of the Al-Amanah school in 1984. In this lack of lasting influence among their chosen host community, the educational institutions for rescued slaves run by the Arabian Mission and the UMCA share, despite their opposing philosophies regarding language of instruction, a number of parallels.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Cell Phone Novel A New Genre of Literature

Dhananjay Roy, M.A., M.Phil., Ph.D.

Introduction

Cell phone is one of the most popular and portable of almost all the modern electronic gadgets used in the modern world, especially by young men and women. A cell phone nowadays has become a multi-purpose household electronic device since its utility has been highly increasing day by day, for speaking and chatting, for sending and receiving messages, as a camera, as a storehouse of a number of valuable information, as a music player and recorder (voice recorder too), as an FM radio, as a calculator, as a modem for internet connection and internet surfing, as a medium for advertisement, even as a medium for conducting bank transactions, as a mini-projector and so on.

Recently it has become the latest form of entertainment, in providing novels for readers through its screen which has been called by various names such as cell phone novel, mobile phone novel, text messaging novel, m-novel, m-lit, cell literature, phone novel, and even as SMS novel.

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Cell Phone Novel - A New Genre of Literature

Cell Phone Novel and Its Brief History

A cell phone novel, or mobile phone novel, which is originally written and read on a cellular phone via text messaging, is the latest and “the most subtle and delicate of the world’s literatures.”¹ This unique form of literature has its origin from, and has grown immensely popular in Japan, the land of rising sun – the nation which has been massively devastated in many of its parts by a severe tsunami and several earth quakes in March, 2011. It is ‘*Keitai Shousetsu*’ (literally ‘*Keitai*’ means ‘cell phone’ and ‘*shousetsu*’ means ‘novel’) by which a cell phone novel is called in Japanese. It is a kind of serialized fiction written or uploaded on a cell phone by the author for its readers, generally teenagers, of the modern digital age. In a sense, therefore, a cell phone novel does have its roots back to the days of Charles Dickens when Dickens was writing stories or novels or his “Pickwick Papers” (1836-1837) in a serialized format, and also to the days of the epistolary novels of 18th century England.

The First Cell Phone Novel

However, the genre of cell phone novel was first started in 2000 by a young Japanese writer from Tokyo who posted the short chapters of his novel by using a pseudonym “Yoshi.”² He gave the title of his novel as *Deep Love*. As there was no website to host his serial fiction during that time, initially he sent out the ongoing Chapters of his serialized fiction to the readers via e-mails and MMS (Multimedia Messaging Service). Later Yoshi himself “Set up a website in 2000 and started posting [his novel] *Deep Love* in small segments.”³ This is a story of a Tokyo based teenager, a 17 year old girl who engages herself in “subsidized dating”– ‘*enjo kosai*’ – a form of prostitution in order to collect money for a heart operation of her boyfriend Yoshiyuki. But, much like O. Henry’s short stories, the money that she earned, unfortunately, never reaches to her boyfriend as she is contracted with AIDS from one of her clients and subsequently dies an immature death. This “romance peppered with scenes of rape, pregnancy, abortion, suicide attempts and drinking addiction [gradually] became a grassroots sensation”⁴ among the readers, and thereafter it was picked up by the Starts Publishing Company of Japan in 2002 that sold the novel in printed form about 2.7 million copies like hot cakes. Not only that, *Deep Love* was so popular among the readers that it was later turned into a ‘*manga*’ (English /ˈmæŋgə/ or /ˈmaːŋgə/, a kind of comics and print cartoons), a television drama and a film in Japan. “The book (*Deep Love*) also sparked a renaissance among cell phone users with time and creativity to use.”⁵

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Thus Yoshi set the pattern of cell phone novels in the world which has slowly become immense popular not only in Japan alone but in whole of the world, especially in the countries like China, Switzerland, South Korea, Taiwan, USA, South Africa, and gradually in India too.

One of the main causes behind the extensive popularity of this micro-lit is that cell phone novels create a virtual world for the readers, mostly the teenagers, via mobile phone or cell phone or more precisely, via text messages. The readers, as in virtual computer/online games, can put themselves into first person in the story of a cell phone novel. A cell phone novel, thus, creates a personal space for every individual reader who can even “comment on the story and help the author by giving feedback and pointers”⁶ of what he would like to see happen next in the upcoming chapter(s) of the text. The author, in his turn, also tries to employ the relevant feedback given by the readers into the plot of his novel in order to grow the interest of the readers for the novel. The author and reader relationship in this case, therefore, is very unique and critical too.

Cell Phone Novels throughout the World

Though Japan was the original birth place of this micro-lit called cell phone novel, the phenomenon soon moved to China and some other countries including Switzerland, Finland, Italy, South Africa, USA, Brazil and India too as mentioned earlier. In September 2004, China saw its first cell phone novel, *Out of the Fortress* written by Qian Fuzhang which was described by *The New York Times* as a “marriage of haiku and Hemingway.”

India too got its first SMS novel in the same year written by one young author who called himself as Ro Gue and the novel was published by 3825 Web Media. His *Cloak Room*, the first mobile phone novel in English in India, was launched in November 2004. But the series was stopped by the author himself after the publication of its 16th chapter in December 23, 2004. Later P. R. Harikumar, a lecturer in Malayalam of Sree Sankara College in Kalady, India, published a complete cell phone novella, *Neelakkannukal* in Malayalam in November, 2006 which is available for free download at his own website: <http://www.prharikumar.com>.

The phenomenon of cell phone novel got its way into Finland in the year 2007 with the publication of its first text message novel, *The Last Messages* which was written by a Finnish author called Hannu Lunthia. This is the story of a fictitious IT(Information Technology)-Language in India www.languageinindia.com

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executive in Finland who resigns from his job and travels throughout Europe and India, keeping in touch with his friends and relatives only through text messages. Italy found its first mobile phone novel, *Compagni di Viagg* in July 2007 which was written by Robbert Bernocco, an Italian IT-professional whose own words regarding the publication of his novel are very interesting:

“Only a few years ago I would have struggled to find both the time and the publisher to enable me to create this book . . . Thanks to my Nokia and Lulu (Lulu.com.) I am now proud to be a published author.”⁷

With Satoshi Takatsu’s (or *taka-chan* in short) *Secondhand Memories* (January 2009 onward), an award winning cell phone novel written in original Japanese-style cell phone novel in English, America got its first phone novel. This is one of Takatsu’s many writing projects, which, according to the author himself, is:

“A simple story about a high school love. A story about the true meaning of love, sacrifices, friendship and pain . . .”⁸

This is needless to mention that the novel was viewed by more than 30000 viewers and won several awards in USA including Readers’ Choice Award and Literary Agent Rep Winner in ‘textnovel. com contest 2009.’ South Africa where the cell phone novels are called ‘m-novels’ had also successfully launched its first m-novel *Kontax* on September 20, 2009 by the Shuttleworth Foundation of Cape Town which gave the readers incentives as Steve Vosloo, a communication and analytical skills fellow at the Shuttleworth Foundation said: “Every day we ask readers to leave a comment, and the best comment wins air time.”⁹

The movement also appeared in Australia in 2005, but in some other forms such as m-publication or cell phone publication of samples of chapters or excerpts from books to come up. “The service is called Mobile Reader and it was created to fulfill the needs of book lovers who don’t have the time to gather information on the upcoming books.”¹⁰ The delivery of soap operas and the texts of national and international authors via text messages is the reflection of the gradual exploration of the micro-lit under discussion in the countries like Brazil. Thus, this ubiquitous and the latest literary genre of the 21st century gradually entered into the literary

culture of almost every corner of the present world and not to speak of only Asia where it originated.

Basic Characteristics of the Cell Phone Novels

The present paper may seem incomplete if some of the key characteristics of the cell phone novels are not discussed in brief that may help in finding the truth behind the rise and huge popularity of the cell phone novels in Japan and the rest of the world, which, according to some, “is the first major literary movement of the 21st century.”¹¹ The discussion on some of the fundamental features of the cell phone novels can be done on the basis of the following aspects:

- Themes of the cell phone novels,
- Plots of the cell phone novels,
- Characters in the novels,
- Language and Sentence structure,
- Use of non-verbal or non-textual elements like symbols and emoticons,
- Use of first person perspective,
- Use of pseudonyms by the authors.

Most of the cell phone novels are generally written on romantic themes like teenage love, relationship, love triangles and sometimes also on the unconventional themes like rape, pregnancy, teenage prostitution, disease, drug addiction and violence. Yoshi’s *Deep Love* (2000), the first ever novel in this genre, reflects on the theme of teenage love and the true value of love though a number of episodes showing teenage prostitution, rape, AIDS, pregnancy and death appear in the sequel. *Love Sky* (2007) written by a young authoress called Mika also tells the story of a teenage girl who is bullied and gang raped, becomes pregnant and ultimately suffers a miscarriage.

The *Eternal Dream* (2008) written and posted by Mone which was accessed online for at least 3 million times in 2008 also tells the story of a small-town high school girl-student who is abducted, gang-raped by three strangers one day after school and abandoned on the side of a road. Later she is rescued by one of her male schoolmates from there which resulted in a love-hate relationship in them.

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Likewise, most of the cell phone novels of the world reflect upon a theme either of love and passion, rape and pregnancy, violence and murder, disease and death or teenage prostitution and suffering in more realistic way than the traditional literatures. As a result, no one can find in any of these novels a concrete plot or any typical development of the plot in comparison to that of the conventional novels. Nor, one can even find the endless descriptions of things and situations in these novels which are the essential requisites of traditional novels. What exactly the readers can find here are purely self-centred thoughts and actions mostly in the form of dialogues that actually attract the readers of this genre of literature.

The number of characters in these novels is also very less, and there is an absence of development of character(s) and complex personalities which are considered as the most essential aspects of the traditional literature especially of novels. The principle characters of the m-novels are generally, like their readers, young city dwellers who often have the terrible and sordid experiences of modern urban life including bulling, rape, murder, teenage prostitution, unwanted pregnancy, infection by Sexually Transmitted Diseases like AIDS etc. what, much like T.S. Eliot's poems, exactly entail the plots of the cell phone novels.

The language which is generally used in the cell phone novels is very simple and often having the "repetitive vocabulary"¹² – a language that is frequently used by common people, especially by youngsters in their day to day lives. Sentences are very short (essential because a mobile phone screen can hold maximum 100 to 200 characters in a single text) and simple but meaningful and, to quote Dana Goodyear, "there is ample blank space [in between sentences] to give the eyes [of the reader] a rest."¹³ 'The blank space' might have another essential implication too from the writer's point of view: to provide time and space for the reader's thought process. This point has been finely explained by Satoshi Takatsu in his essay "The Cell Phone Novel Manual: About Cell Phone Novels, What They Are and more":

"The unseen or omitted becomes a vital part of the reading experiences, allowing deeper meanings and interpretations to unfold."¹⁴

As the writer is limited by the small length of the text (maximum 100 to 200 characters at a time as mentioned earlier) which is designed to fit on a cell phone screen, it is a real challenge for him/her to pour within a small text the best of the creative frenzy or "Creative juices" as said

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Brian Clark, a member of 'Copy blogger'. An excerpt from Takatsu's *Secondhand Memories* can help us in understanding the point more clearly:

The water was cool, a refreshing touch at our feet.

I heard a loud Splash and felt a wall of cold was over me.

I turned to a giggling Uchida Aoi. I smiled roguishly.

Suddenly, I put my hand in the water and gave some right back at her.

She screamed when she was dripping wet too.

In revenge, she unleashed a tsunami at me.

Instead, laughing, I rushed over,

wrapping my wet arms around her and tackled her into the water.

With a crash and a Splash, we plunged into the water, squealing.

Summer meant no cares in the world.

Summer meant happiness.

That's what I always thought.¹⁵

A frequent use of non-verbal or non-textual elements like emoticons and other symbols in the texts of the cell phone novels, undoubtedly, tries to give "a modern dimension to the text."¹⁶ Literally, an 'emoticon' is "a facial expression pictorially represented by punctuation and letters [and numbers too], usually to express a writer's mood."¹⁷ Some of the fundamental emoticons are :- (smiling or agreeing), :-D (laughing), :-((sad or unhappy), :-@ (screaming), :-& (tongue-tied), :* (kisses) etc.¹⁸ These emoticons are generally available in almost every mobile set of the time. Being tiny pictograms or symbols these emoticons represent a variety of expressions of the writer and thereby save a number of characters of the text. The writers of the text novels are, therefore, very much accustomed to use these emoticons in the short chapters of their novels. The readers of these novels, at the same time, are also frequent users of the emoticons especially

in text messaging. Thus there is always a general urge from, and undercurrent expectation of the readers for these emoticons in the cell phone novels.

Another very common but important aspect of the cell phone novels is its ‘first person perspective’ or ‘first person point of view’ – an approach to the reader through the text so as to make him/her identify with a particular character of the story and thereby to make him/her feel a part of the same. The cell phone novels give a personal space to each and every individual reader who, in his turn, also gives feedback and pointers by commenting on the story that envelops an opportunity for the author to edit the upcoming chapter(s) of his novel. This author and reader relationship of the cell phone novels is uniquely different from any traditional genre of literature.

One more common feature, that enhances no less the attractiveness of the cell phone novels, is the use of pseudonyms by the authors of the text novels. Almost all the authors of the cell phone novels published ever have a special fascination for posting and publishing their works under a pseudonym very often by using a first name only. Starting from Yoshi, the first cell phone novelist to Takatsu, Rin, Chaco, Yupina, Ro Gue, Xinping 2016, Mugi-chan, Mone and others, almost all the authors of the text novels love to remain anonymous to their readers. But why anonymous? An answer to this question can be found very cogently in the words of Jaime Sorenson and David Pollack in their essay “Mobile Novels: A Novel Media”:

“This desire for anonymity stems from the fears that others will notice an individual’s different behaviour and will embarrass them [the authors].”¹⁹

Rin, herself a cell phone novelist, acknowledges that she prefers to write anonymously because “others might think . . . [her to be] . . . a bit strange.”²⁰ As a matter of fact, most of the writers of the cell phone novels, especially of Japan are young girls, many of whom are college or university students while a number of whom are also under-trodden of the society. Thus the authors are not usually a part of the literary mainstream. These young girls have found a comparably easy and portable medium to express and sometimes to confess, too, the darker aspects of their personal lives which include their indiscriminate sexual relationships and experiences, drug addiction, *enjo kosai*, unwanted pregnancy, abortion, the venereal diseases they suffer from, cheating by their lovers and what not! Of course, these girls dare to express the

darker side of their lives by authoring the cell phone novels but, at the same time, they fear to disclose their personal identities. As a result, they publish their works under pseudonyms.

Critique on the Cell Phone Novels

Keitai shousetsu as a new genre of literature has also raised certain alarming questions among the critics and scholars of literature. It raises question to the future of literature of Japan in particular and of the whole world in general for its poor vocabulary, slangy and sub-standard language, and also for its romance and sex based content. As the structure of the sentences in a cell phone novel is very basic and compact, the meaning of the sentences also very often remains vague to the reader(s) for which “there is a general worry in Japan that with such vague descriptions, people will begin to feel bogged down by the colourful details in a normal novel which will lead to even fewer readers of traditional paperback books.”²¹ The phenomenon of cell phone novels also raises another very striking question which is very consequent to the earlier one: “will the cell-phone novel kill ‘the author?’” — a question for which “*Bungakukai*,” a popular Japanese monthly journal, afforded its January 2008 issue.

The chapters of the cell phone novels hardly ever undergo any form of editing before these are being posted to the readers or being made available to the public. Therefore, the standard of the language used generally remains very raw with many of its grammatical and/or spelling mistakes. As an aftermath, this leads the “adults to worry that mobile novel will stunt the growth of children’s vocabulary, accelerate illiteracy, and damage their ability to express themselves,”²² because a greater portion of the readers of the mobile novels is children. One class of the critics, therefore, is enthusiastic to call cell phone novels as “yutori” — a Japanese slang term that is used for those who cannot “properly read, write or think because of Japan’s “yutori kyouiku” — ‘slow education’ — a system which has been adopted in Japan since 1977 with an aim “to reduce pressure on kids.”²³

One critic, R. Lingam has concluded his essay “The Advent of Cell Phone Novels” with an enticing assessment on cell phone novels at large that

“Above all cell phone novel is just a pastime and there is no scope for any innovation, stimulating thought, etc.”²⁴

But we should not forget that the genre of cell phone novel itself is a piece of innovation by the younger generation authors in this digital era. Moreover, the author, in this case, has to pour the utmost of his creative potentiality within the very short span of a single chapter on a cell phone novel that can consist of a maximum of 200 text-characters. The author, within this very short span, has to squeeze out the essence of his creative and innovative zeal. Otherwise, he fails to keep and grow the interest of the reader(s) to look forward for the next chapter of the serial. Brian Clark of ‘Copy blogger’ that successfully organized a rare kind of competition to write an entire story in just 140 characters on a cell phone screen in June, 2008, commented while introducing the contest that:

“Being constrained to exactly 140 characters will spark your creative juices and force you to focus stringently on word choice, sentence structure, and even punctuation.”²⁵

What is this, if not the creative frenzy of the author?

One major part of Japan’s literary elite, however, is not ready at all to consider the mobile novel as any form of literature, rather this is, according to them, “the offspring of an oral tradition originating with mawkish Edo-period marionette shows and extending to vapid J-pop love ballads.”²⁶ One group of critics even commented that the cell phone novels should at the best be counted ‘as comic books and pop music rather than literature’ as Norimitsu Onishi in “Thumbs Race as Japan’s Best Sellers Go Cellular” (2008) has pointed out.

Although the genre of cell phone novels seems to have been massively denounced by a major part of its critics, some notably positive attributes of this genre are really worth mentioning here.

- The cell phone novel has already started changing the traditional habits of reading and/or writing a novel. The reader no longer has to physically go to a bookshop and purchase a book for reading; now, he can procure this online and read it in his personal cell phone anywhere, anytime as per his convenience and requirement. One anonymous critic, thus, rightly said:

“These Cell phone microlits help the public transportation users to utilize their commuting time reading novel when it is almost impossible to open or carry a book.”²⁷

The writer of the cell phone novels similarly does not need to sit in his study or at a solace place to speculate on the thoughts of his writing; rather, he too needs a cell phone with internet connection to write and post the chapter(s) of his novel from anywhere and at any time. Thus its mobility, portability and convenience often save time and space for both the writer and the reader of a cell phone novel.

- Cell phone novel has become a very safe and sheer haven of self-expression and personal fulfillment for a huge number of Japanese women, because most of the authors of Japanese cell phone novels, writing under pseudonyms or anonymously, are women many of whom are directly coming from the darker side of the society. “Culturally speaking, women are often discouraged from revealing their emotions and opinions publicly in Japan.”²⁸ Quite naturally, they found *keitai shousetsu* as the only safe refuge to express their personal emotions and experiences even without disclosing their self-identities to the public. Thus cell phone novels give exposure to and reevaluate the lives of the women under curtain.
- Cell phone novels promise the beginning of a new era in Japanese literature in particular and in the literature of the whole world in general. In respect of the content, writing style, rawness of the vocabulary, use of emoticons, and above all its sequel format in the way of short chapters, the cell phone novel has undoubtedly given birth of a new epoch of literature as a whole. Satoshi Takatsu, himself a renowned author of a good number of cell phone novels, is so much confident about the possibilities of the cell phone novels that he boldly expresses, if not exaggerates: “Personally, I believe it [the cell phone novel] transcends existing literature in all its forms.”²⁹ His further reflection on this point of discussion is very much noteworthy:

“The short chapters brings out the best of art and combines it into one [perhaps, the grammatical error is also intentionally done here by the author-critic himself to bring about the essential ‘art’ that he points out].

In each chapter readers will be able to experience narration, poetry and

even visual arts in the use of carefully chosen line breaks, punctuation, rhythm and white space [gaps].”³⁰

- Thus, one must acknowledge without any doubt that it is not ‘a killing of the author,’ nor even a degradation of any form of literature that has been done by the advent of the cell phone novels. Rather, it is a kind of reinvention of the author and an up gradation of literature, or at least of the genre of novel as per the needs of the time.
- Moreover, so far the question of deterioration of the standard of language and vocabulary of the younger generations, as doubted by the parents and critics alike, is concerned, cell phone novel is not going to drag down at all the standard of vocabulary or language used by the youths. Because, the language used in the cell phone novels is very often the same language that is commonly used by the youths of the time. This is the zeitgeist of the time. The text novel is a medium only, so to say, that attempts for the first time to give this language recognition.
- Further, this world is always moving at almost the zed speed towards the latest inventions and discoveries in every field including Information and Technology. Therefore, cell phone novel, which can be considered as the latest brain child of IT, is never going to turn into nonexistence and disappear from this world; rather, it may be transcended to a highly moderated and up-to-date form of literature in future.
- Furthermore, cell phone novel will persist for ever regardless of any criticism, because it fills “a niche in Japanese society”³¹ which is also true for the other countries of the world that have cell phone novel in their literary culture. Therefore, instead of mere offensive and derogatory criticism, what is more required for the genre of the cell phone novels from the world is a proper direction and unbiased guidance, so that the young authors of the cell phone novels can rectify the shortcomings, if any, in their writings. Thus, Jaime Sorenson and David Pollack have a strong point when they suggest in their essay, “Mobile Novels: A Novel Media”:

“The world will have to learn how to adapt to this new genre and guide it in a non-offensive direction.”³²

Then, who can anticipate that today’s well discussed and highly criticized cell phone novels will not turn into tomorrow’s classics?

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Effectiveness of Instructional Technology for English Language Teaching in Pakistan

Malik Naseem Abbas, Ph.D. Scholar

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INTRODUCTION

Almost sixty per cent of the world population is multilingual. In most of the world, bilingualism or multilingualism is the norm rather than the exception. In the modern world, English is the most widely studied foreign language and Pakistan is no exception to it. Rather, in Pakistan, English is becoming a lingua franca in the field of education.

The history of English language teaching in Pakistan goes back to the time of British rule in India. English was formally introduced as an official language in the Sub-Continent in 1832. Muslims showed reluctance to learn this language but later, due to the campaign of Sir Syed Ahmed Khan, the situation was improved. While after partition, English was used as language for maintaining official documents and it was taught as compulsory Language in India www.languageinindia.com

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subject from Class VI onwards but the recent government has declared it compulsory from initial level. Being so important, it becomes necessary that it should be taught effectively so that our students could cope with the increasing demand of proficiency level to communicate with outer world effectively. We know that the advancement in the field of science and technology especially computer, Internet and other instructional technology has revolutionized the field of education and all these sources are being used extensively in the class rooms of advanced countries but, in Pakistan, such technologies are not being used or at least not at vast scale.

In past, various methods and approaches of language teaching were adopted by teachers but one thing was common in all i.e. the teachers adopted authoritarian approach and even the evaluation of the learning of students was based on traditional methods which were least concerned about the conceptual understanding or effective performance of the students rather it was more concerned with the cramming ability of the students. Piaget introduced a theory of learning whereby new information interacts with prior knowledge through a process of assimilation and accommodation (Piaget, 1985). This constructivist view of learning inspired the development of a number of instructional methods (e.g., *Learning by Discovery* (Shulman & Keisler, 1966); *Open-Classroom Learning*, (Kohl, 1969); *Experiential Learning*, (Kolb, 1984); *Inquiry Learning* (Bateman, 1990) all dedicated to the proposition that learning occurs most propitiously under circumstances of personal inquiry and discovery. These approaches have been supported by new and innovative approaches based on the latest technology, the vast resources and

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opportunities that technology has brought about, new tools, and strategies in language teaching and learning.

English is an important language in Pakistan. It is widely used in government offices as official language. Even it is the language of law and constitution. Many of Pakistani schools, colleges and universities use English as a medium of instruction. English language teaching (ELT) has been an important global activity and a large business and industry for the past five decades or so. This has been concurrent with the international role of English language. Language teaching is a difficult task and it is being done through textbooks published by the Text Book Boards and at Intermediate level which comprised of two books i.e. English Book II and a novel (Good Bye Mr. Chips by James Hilton). Most of the teachers use traditional means that is lecture method is used and the students are asked to learn the details of the given text. Most teachers are concerned about the examination pattern and syllabus coverage is the main concern of the teachers without assessing the original ability of the students. More importance is given to reading and writing skills while listening and speaking skills are ignored. Teachers use traditional equipment, i.e. black board and chalk or certain institutes have provided white boards and markers. A few innovative teachers use pictures, cards, newspapers and other materials relevant to the topic to make their students well aware of it. Yet, their main concern is to make the students able to learn the relevant material so that they can go through the examination easily. Least importance is given to the use of Instructional Technology or Instructional Material i.e. use of tape recorder, TV, VCR, Computer, Internet, Overhead projector, multimedia etc. though no one can deny the importance of

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such material for effective teaching. And probably the reason behind it is that either such technologies are not available in the colleges or if available, the teachers are reluctant to use it because of no expertise in handling these tools or authorities do not permit them to use it because of the fear of being damaged and they lack funds for their repair. The significance of the present study will be the practice of using instructional technology for English language teaching that could be done with little effort on the part of teacher as well as the educational institutes. The researcher considers it of great importance to highlight those areas of language teaching through instructional technology that have never been focused earlier.

Education and Technology are two words that have close relationship in the realm of research, practice and policy and these include not just attaining comfort with and knowledge of machines but also related literacies including information literacy, visual literacy, digital literacy, critical literacy and media literacy (Holum & Gahala, 2001). If we look broadly at the interface of technology and language teaching, perhaps most potentially rewarding for language teachers is the role of technology in language learning and instruction. For example, we know that electronic storybooks help to improve students' comprehension and motivation (Mathew, 1997; Doty, Popplewell & Byers, 2001) and that they also provide immediate decoding feedback to students (Labbo & Kohn, 1998; deJong & Bus, 2002; Cazet, 1998; Doty, Popplewell & Byers, 2001). Dual-coding theory (Paivio 1971, 1978, 1990, 1991) provides theoretical justifications for the use of visuals in the instructional presentations. According to the dual-coding theory, human memory is composed of two independent but interconnected coding

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systems. The visual system primarily deals with visual codes, such as images, pictures, concrete objects, or events; the other system, the verbal system, deals with non-visual codes such as words, speech, language, or semantic codes. Generally, each of the systems functions independently but most information processing requires connections and reinforcement between the two systems (Lai, 2000). Generally speaking, visuals are more likely to be processed in both verbal and visual systems, and hence the probability that they are retained in working memory and retrieved later from long-term memory is higher than when the presentation contains verbal information alone (Kobayashi, 1986). Instructional Technology is a field made up of elements of other fields and there is very little content which is unique. Most of its elements are taken from cognitive and perception psychology, management, communication and systems engineering. The use of Instructional Technology (IT) can help teachers and students to meet the challenges of the future. In order to prepare students for the challenges they will face in future life, teachers and students should be able to use IT in their teaching and learning activities, which may facilitate the development of new skills and high order thinking (Spencer, 1999). As suggested by Spencer (1999) this can be done by providing wider opportunities for dialogue with the physical and social world, leading to the assimilation of information to create mental schemes. It can also help teachers to keep up to date with the developments in their field and education in general (Spencer, 1999). It can help teachers to gain broader perspective and more objectivity through increased interactions, with peers (for example, through discussion groups) and create a better environment for collegial approaches. However, according to BECTA (1999) the learning potential of IT

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is not being realized, because many teachers are not familiar with IT and do not use it in their teaching. Teaching of English Language in Pakistan is very important because it is the language of courts, offices, commerce, technology and other walks of life and being so important, it is necessary that it may be taught effectively so that our students could cope with the increasing demands and standards worldwide.

Following were the major objectives of the study:

- 1 Evaluation of the effectiveness of Instructional Technology through the assessment of marks gained by the Experimental Group (EG) after teaching them for four weeks with the help of IT.
- 2 Suggest/Recommend suitable remedies for the improvement of learning process during the teaching of English Language.

RESEARCH QUESTIONS

The study was conducted to explore the following:

- 1 What differences does the use of technology make on the performance of learners of English in comparison with those who have not experienced any teaching with the help of instructional technology?

LITERATURE REVIEW

Foreign language (FL) teachers have always been ahead of the curve in integrating technology in FL instruction and learning. The number of computer applications, communications technologies, and sheer volume of offerings on the Internet has grown at

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an amazing rate over the past few years in advance countries while in developing countries like Pakistan such innovations are used on a limited scale in private sector.

Many FL educators have embraced these new technologies as useful instructional tools.

Furthermore, research and practice have shown that teacher's knowledgeable use of educational technologies in the language classroom can contribute to enhance input processing by bringing context into language teaching (Shrum & Glisan, 2000).

Davis, Bagozzi and Warshaw (1989) developed a theory of 'action relating to reasons' (technology acceptance model) based on the work of Fishbein and Ajzen (in Davis et al, 1989) to investigate why some people use computers and what are their attitudes towards them.

Moreover, according to Garrett (1991), technology enhanced language learning and teaching allows for further integration of language, literature, and culture. In our second/foreign language methodology courses we may use *PowerPoint* and *Hyper Studio* multimedia programs as well as a web design program *Dreamweaver 4* and *Inspiration* software in order to create activities and materials that relate language learning to other disciplines, academic content, and to the world at large. These programs have become common tools in language learning and language teacher preparation programs (Pusack & Otto, 1997).

DATA COLLECTION AND METHODOLOGY

This study was undertaken with a view to gauge feasibility of the use of instructional technology in Pakistani English language classrooms. This was done by synchronizing

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the quantitative (numerical data collected through the mean scores of the pre-test, post-test, retention test and the questionnaires).

As the study was carried out to investigate as to what extent the Instructional Technology is being used in the Pakistani Colleges and with what effects on English Language Teaching. The study was experimental and its aim was to explore as to what extent the English language teachers are using IT for language teaching and what is the effect of use of IT in teaching and the achievement of the students. The sample of the study was eighty students of I.Com. Part II of Punjab College of Commerce, Gulgasht Colony, Multan who were divided into two groups i.e. the experimental group and the control group and each group comprised of 40 students. The control group was taught in traditional way while for experimental group, Instructional Technology was used. After the treatment period i.e. four weeks, a post-test was held for both the groups while retention test was administered after one week of the post-test. As far as the scores of pre-test are concerned, it were used to equate the groups i.e. the Experimental Group and the Control Group. Whereas the significance of the difference between the mean scores of the Experimental Group and the Control Group in the pre-test, post-test and retention test scores was found out by applying t-test through SPSS 17.

MAJOR FINDINGS

The significance of difference between the mean scores of the CG and EG on pre-test scores in English was found out with the help of application of t-test and the summary of results is presented in Table 1.

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H₀ There is no significant difference between the performance of the Control Group (CG) and the Experimental Group (EG) in the pre-test.

H₁ There is significant difference between the performance of the Control Group (CG) and the Experimental Group (EG) in the pre-test.

TABLE 1

Group Statistics

Teaching Method		N	Mean	Std. Deviation	Std. Error Mean
Pre Test	Control Group	40	20.3000	2.96302	.46849
	Experimental Group	40	20.3250	2.94729	.46601

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Df
Pre Test	Equal variances assumed	.005	.945	-.038	78
	Equal variances not assumed			-.038	77.998

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pre Test	Equal variances assumed	.970*	-.02500	.66080

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Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pre Test	Equal variances assumed	.970*	-.02500	.66080
	Equal variances not assumed	.970	-.02500	.66080

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Pre Test	Equal variances assumed	-1.34054	1.29054
	Equal variances not assumed	-1.34054	1.29054

*Not Significant

P>0.05

As table 1 shows that the mean score of both the EG & the CG is 20.3 and 20.33 respectively and the difference between the two means is not significant statistically at 0.05 level so the null hypothesis “There is no significant difference between the performance of the Control Group (CG) and the Experimental Group (EG) in the pre-test” is accepted and both the groups i.e. the EG and the CG are treated as equal on the variable of the pre-test scores in English.

The significance of difference between the mean scores of the CG and EG on post-test scores in English was found out with the help of application of t-test and the summary of results is presented in Table 2.

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H₀ There is no significant difference between the performance of the Control Group (CG) and the Experimental Group (EG) in the post-test.

H₁ There is significant difference between the performance of the Control Group (CG) and the Experimental Group (EG) in the post-test.

TABLE 2

Group Statistics

Teaching Method		N	Mean	Std. Deviation	Std. Error Mean
Post Test	Control Group	40	24.4500	3.80923	.60229
	Experimental Group	40	37.2750	6.08903	.96276

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
Post Test	Equal variances assumed	13.810	.000	-11.293	78
	Equal variances not assumed			-11.293	65.472

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Post Test	Equal variances assumed	.000**	-12.82500	1.13563
	Equal variances not assumed	.000	-12.82500	1.13563

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Post Test	Equal variances assumed	-15.08587	-10.56413
	Equal variances not assumed	-15.09271	-10.55729

**Significant P<0.05

As the above mentioned table 2 shows that the mean score of both the EG & the CG is 37.275 and 24.45 respectively and the difference between the two means is significant statistically at 0.05 level so the null hypothesis “There is no significant difference between the performance of the Control Group (CG) and the Experimental Group (EG) in the pre-test” is rejected and the performance of the EG could be treated as better than that of the CG on the variable of the post-test scores in English.

The significance of difference between the mean scores of the CG and EG on retention-test scores in English was found out with the help of application of t-test and the summary of results is presented in Table 3.

H₀ There is no significant difference between the performance of the Control Group (CG) and the Experimental Group (EG) in the retention-test.

H1 There is significant difference between the performance of the Control Group (CG) and the Experimental Group (EG) in the retention-test.

Group Statistics

Teaching Method		N	Mean	Std. Deviation	Std. Error Mean
Retention Test	Control Group	40	30.4000	5.31471	.84033
	Experimental Group	40	38.7000	5.16993	.81744

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Retention Test	Equal variances assumed	.006	.938	-7.080	78
	Equal variances not assumed			-7.080	77.941

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Retention Test	Equal variances assumed	.000**	-8.30000	1.17233
	Equal variances not assumed	.000	-8.30000	1.17233

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Retention Test	Equal variances assumed	-10.63393	-5.96607

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Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Retention Test	Equal variances assumed	-10.63393	-5.96607
	Equal variances not assumed	-10.63396	-5.96604

**Significant P<0.05

As table 3 shows that the mean score of both the EG & the CG is 38.7 and 30.4 respectively and the difference between the two means is significant statistically at 0.05 level so the null hypothesis “There is no significant difference between the performance of the Control Group (CG) and the Experimental Group (EG) in retention-test” is rejected and the performance of the EG could be treated as better than that of the CG on the variable of the post-test scores in English.

CONCLUSION

On the basis of statistical analysis and results shown by this study, the researcher has drawn the following conclusions:

- 1 Instructional Technology used as supplementary strategy for English Language Teaching was found to be more effective for it increased the interest of the students as well as motivated them to participate more effectively.
- 2 As far as the performance of the EG is concerned, they showed more interest and acquired the language more effectively than those of the CG because the

students of EG were taught language with the help of concrete examples and the help of IT which played a significant role in the teaching learning process.

- 3 Better teacher-student interaction and even student-student interaction have provided soothing environment and the use of Laptop, multimedia and computers of the lab played a significant role and showed better results.
- 4 English Language Teaching with the help of IT and concrete examples proved to be beneficial for both the high achievers and low achievers of the EG as compared to the performance of the students of CG who were taught with traditional method i.e. without the use of any concrete examples and IT.
- 5 As far as the retention of learning is concerned, the students of EG showed significantly better retention level than that of the CG which was attributed to the use of concrete examples and the use of IT for the EG during the treatment i.e. teaching of English Language to the students of EG with the help of IT for four weeks.

LIMITATIONS OF PRESENT STUDY

It was difficult to find suitable equipment available in colleges because instructional technology is costly and a developing country like Pakistan cannot afford it, yet private colleges are providing this facility to their students. Even the material required for teaching with technology was not easily available which was generated through internet and personal resources for example the film produced by BBC of the novel Good Bye

Mr. Chips by James Hilton included in the syllabus by The Punjab Text Book Board was Language in India www.languageinindia.com

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hunted out after great ransacking. The breakdown of electricity was another hindrance, which had spoiled the activity based on the use of instructional technology because alternate facilities like generator and other sources are quite expensive and a country like Pakistan could not afford to provide such facilities to colleges, yet, the researcher is thankful to the administration of Punjab College who has already provided this facility to their students. This study was conducted for four weeks (the treatment i.e. English Language Teaching through the use of Instructional Technology to the Experimental Group) because of shortage of term as the students are more concerned about their final examination which is conducted by the BISE. Eighty students were selected which were divided into two groups i.e. forty each and one forming the Experimental Group while the other the Control Group. The contents of the tests were based on the examination pattern as per the direction of the administration and sweet will of the students as they were over anxious about their examination pattern and concerned about the methods which could help them to grasp more marks while anything which could help them to have better grasp on the language was not appreciated by them so the researcher confined himself only to those contents which were relevant to their course.

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Volume 12 : 3 March 2012

ISSN 1930-2940

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Determining Element in Love between Individuals

Love as a feeling is as old as the hills. It has been there since God made Adam and Eve as the first divine couple. The love of Adam and Eve was blissfully innocent and sharing. He was for her and she was for God in him. When Eve ate the forbidden fruit, disobeying God's command, Adam also suffered the consequences by eating the fruit for her sake. This kind of act on the part of Adam showed his selfless love for Eve. Since then,

Love has been a dominating feeling in the relationship of human beings and as such, it becomes the cause of not only the cordial but also strained relationship among the beings.

Attitudes and responses of man and woman towards each other determine the sincerity and strength of their love between them. The positive attitudes such as flexibility, trust, understanding, the policy of give and take, forgetting, forgiving, uncomplaining nature and adjustment should necessarily exist between them. Otherwise, there will be a discordant note in their relationship, leading to near total chaos in the entire household. It is a known fact that there is no true love without quarrel. However, there should be some limit whether there is love or quarrel because too much of anything is good for nothing.

Views on Love

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Many points of view are prevalent in the society regarding love. A.S Hornby in his Advanced Learners Dictionary of Current English has defined love as “a strong feeling of affection for somebody or something” (913). The New Testament brings out the virtues of love in human relationship:

Love is patient and kind. It is not jealous or boastful or proud. It is not self-seeking; it is not easily angered; it keeps no record of wrongs. It does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always and preserves and never fails. (1 Cor. 13:4-8).

William Shakespeare in his Sonnet 116 has said “Love is not love/which alters when it alteration finds” (5). Dr. Johnson in his Johnsonian Miscellanies has stated that ‘love is the wisdom of the fool and the folly of the wise” (23). William Blake in his poem titled

The Clod and the Pebble has listed real virtues of love:

Love seeketh not itself to please,
Nor for itself hath any care;
But for another gives its ease,
And builds a Heaven in Hell’s despair. (11-14).

A Spontaneous Feeling

Love is a spontaneous feeling and as such it is purely a personal affair. It is an irresistible desire and so it has to be desired irresistibly. It may or may not end in the marriage of loved ones. However, it is only marital relationship and love which go hand in hand with together because only love rules between man and woman as husband and wife. If love does not lead to the marriage of the loved ones, their love will become lust. If there is no love even after marriage, the married life of the partners will be meaningless. Moreover, when love is merely possessive, it itself is worthless. It should entertain the feeling that the ego of the loved one is as important as that of the loving one and hence, it should realize and respect each other’s feelings with all sincerity and truthfulness.

Different Turns

Love in the life of man and his wife takes different turns as years go by and yet it continues to remain as fresh and strong for ever between them till the end of their earthly life. A woman loves her parents till she gets married to a man as his wife. After her marriage, she begins to love her husband more than her parents. As soon as she becomes a mother, her love for her husband is transferred to her children. As far as man is concerned, his love for his parents remains stronger till a woman comes into his life as his wife. The moment he gets married, he begins to love his wife more than any one who is dear and near to him because it is stated in the first book of the Bible Genesis that “as woman was taken out of him, man as a husband should leave his father and mother and

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be united to her” (2:23). As he is all in all for his woman and her happiness, he should live up to her expectations and hopes.

Love in the Materialistic World

Human beings have become purely materialistic in a scientifically advanced society. As a result, they simply go on living without any faith both in the moral and spiritual values of life. Their loss of faith has made their life not only meaningless but also continuously miserable. Sometimes, their miseries are more painful and sometimes more bearable but they are always there to torment them. Even in the midst of such a miserable life, the human beings find some sort of consolation and solace in the faithful expression of true love to one another. Hence, love has to play a vital role in some form or other in the relationship of human beings. Many poets, dramatists and novelists have focused their attention on the feeling of love and explored its various aspects in the human relationship but there are no identical conceptions of love.

Significance of Love between Man and Woman

Matthew Arnold through his poem with the title *Dover Beach* conveys the significance of love in the relationship between man and his wife at the time of any crisis. Arnold feels that the appearance of the materialistic modern world is very deceptive. Outwardly, the modern world appears to be varied, beautiful and new like a land of dreams. But in reality, it is devoid of joy, love, loyalty, security, peace and relief. Hence, it is nothing but the darkling plain like a field engulfed in darkness. It suffers from internal divisions and struggles. It is like a battlefield where the human beings are involved in endless and purposeless conflicts for unknown reasons. In such a distressing state, both man and his wife can find consolation and peace only in a faithful love relationship between them. Therefore they should be true to each other and promise their loyalty to each other. In the strength of their loyalty and true love for each other, they can certainly hope to find the best substitute for the lost faith.

Nissim on Love, Sacrifice and Scorpion

Nissim Ezekiel has given love a very conspicuous place in his poetry. While describing love, he explores various facets of love such as fulfillment, fear, possessiveness, passion, surrender, waiting, separation, yearning, offering, thrill, impatience and joy. In his poems like *At the Hotel* and *Sparrows* he brings out the relationship between man and woman.

In the former poem, he reveals the mere existence of lust in their relationship but in the latter poem he gives the picture of an ideal relationship between them. In his *Marriage*, he brings out the bitter reality married life saying that marital life begins with joy, ecstasy and illusion and ends with frustration and disillusionment. His *A Night of the Scorpion* a mother's sacrificing and selfless love is brought out in her expression after her suffering

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of scorpion bite for nearly twenty hours: “Thank God, the scorpion picked on me/ and spared my children” (45-46).

Dominant Feature in Shakespeare’s Plays

Love as a dominating feeling is seen in the plays of Shakespeare too. His King Lear illustrates both positive and negative aspects love seen in King Lear’s three daughters Goneril, Regan and Cordelia. The love of his first two daughters, Goneril and Regan, to their father is just pretence and in reality they are after his possessions. But the love of his last daughter Cordelia to him and to her husband is genuine and in her show of true love, she stands as the best example of how a woman ought to be both as a daughter and a wife in her love. King Lear is carried away by the pretence of love and fails to see the real love as a result of which he suffers at the hands of his two elder daughters and only his death puts an end to his suffering.

Love is a power greater than the earthly power of men because it goes beyond the limitations of the world. In Antony and Cleopatra. Antony as one of the triumvirs ruling Rome never minds giving up his earthly power for the sake of his love for beautiful Cleopatra. It is the love between them which becomes an invincible destroyer of their power and life on earth. Their love, though voluptuous, aggressive, disgraceful and perfidious, is true to itself. It is nothing but mad passion through which both search for the unlimited. Love in Romeo and Juliet is more admirable and heroic. The love for Romeo and Juliet who belong to two warring families with each other conquers everything, first the prolonged enmity of their two families and finally the death itself. Theirs is a true love because it does not run smooth till their death. Both sacrifice their precious lives for the sake of love.

Shakespeare’s Comedy dramatizes a tale of love on various levels. It is a tale of love at first sight and this love always ends with the ringing of marriage bells of the lovers. His Twelfth Night offers an immense variety of love through the characters of Duke Orsino, Olivia, Viola and Malvolio. Orsino’s love is purely sentimental, Olivia’s passionate and aggressive, Malvolio’s vain and self-conceited, and Viola’s sincere and sacrificing. It is only Viola’s love, which has a beauty, and which is considered to be Shakespeare’s concept of ideal love:

She never told her love,
But let concealment, like a worm i’ the bud
Feed on her damask cheek; she pined in thought,
And with a green and yellow melancholy
She sat like patience on a monument
Smiling at grief. (2:3).

The Merchant of Venice is a play about true and selfless love of a friend for a friend seen

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in the actions of Antony for Bassanio, those of Bassanio for Antony and those of Portia for her husband's friend. It is very difficult to find such characters in the present day world of materialism.

Mother Against Laws of Nature

It is the laws of nature that man becomes more attached to his wife soon after his marriage than to his mother. It results in his affectionate mother turning jealous of the wife of her son for having stolen her son and his love from her. But a mother La Cachirra in Somerset Maugham's short story The Mother is one who refuses to accept the laws of nature. She is very possessive in devilish manner and she wants to claim her son entirely to herself. She also expects her son to return his love towards her with the same intensity.

When her son falls in love with a woman called Rosalia and becomes indifferent to her in his love and affection, she becomes a murderer of her son's love to get back her son and his love. Thus love is both a binding force and a humanizing power, strengthening human relationship.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12: 3 March 2012

ISSN 1930-2940

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Problems of Teachers in Developing Computer Assisted Instructions at University Level

**Zulfiqar Ahmed, M.Phil. Special Education, Ph.D. Scholar
Fauzia Khurshid, Ph.D.**

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Abstract

The study was descriptive in nature and aimed to explore the problems of teachers in developing computer assisted instructions at university level. A purposive sample of twenty eight university teacher was taken for study. Participants were different lecturers, Assist professors and Professors. A questionnaire was used as a tool to find out general perceptions of teachers about computer assisted instructions and prevailing hindrances of university teachers in their development. Data was analyzed and interpreted on average and by calculating a t-test to determine the difference of hindrances among teachers with and without computer qualification. Researcher found considerable hindrances among university teachers in developing Computer Assisted Instructions. Difference among teachers with and without computer qualification was also determined. Areas needed to be improved were administrative support, provision of new PCs, extra funding,

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development of courseware for CAI, competency to deal with troubleshooting, technical hurdles, safe keeping and training of teachers to utilize computer assisted instructions in a best manner.

Key words: CAI, Computer Assisted Instructions, CAL, Computer Assisted Learning, IT, Information Technology, NUML, National University of Modern Languages, LMS, Learning Management System, R2 & D2

Introduction

Patrick (2011) defines "Computer assisted instruction (CAI) is defined as the use of computers and software applications to teach concepts or skills." Similarly the concept of computer assisted learning (CAL) is adjacent with CAI which means use of elements regarding information and communication technology which assist within an educational setting. CAL may engage a standalone software on a single computer, wide network packages or on internet based system. Types of program may include tutorials, simulation, game, modeling, different general and specific purpose packages. Usage of this mode will enhance both cognitive and social gains.(Husan, Postlethwaite & Neville, 2001).

Hypermedia has made a significant contribution while developing different software which helps in combining and synthesizing different technologies which focus on subject matter contents. Due to this emerging trend data can be organized according to learner needs. An individual possessing normal skill can easily learn how to develop different tutorials, drills and other practical programs through multimedia productions. Hence different cognitive, affective and psychomotor objectives of Blooms Taxonomy can easily be achieved but it depends how the knowledge is sequenced and presented with the help of computer assisted instructions (Sponder & Robert, 2000).

Computers play a dynamic role in every walk of life. In educational activities they help a lot to promote students learning. According to Patrick (2011) supporting role of computer assisted instructions describes that educational institutions are pursuing interactive computer assisted instructions into their program to in order to meet specific educational objectives. With the help of a good learning management system (LMS), students approach towards different service websites for a specific period in view of their program. Similarly there are different electronic books which are used as a source of computer assisted instructions. They can be updated, cheaper well interactive in showing the images and ideas; through different dimensions learning becomes easier.

Stetter & Tejero, 2011 described that research proved that children with learning disabilities also benefit form CAI in comprehension skills. Students get help in visual imagery, advance organizers, visual imaging, visual, summarization and self-questioning through particular strategies developed for these skills. Students generally enjoy working on computers without any special support.

Mark (2010) describing role of computers as a machine says that the statement that computers will take place of a tutor and the concept of R2 and D2 robots is still threatening in view of future predictions. Computers facilitate in teaching learning without any class, race and individual capabilities. Hence confidence of the student increases and social embarrassment reduces.

Mark further states that computers being complex machines have some limitations. A working knowledge is very much important for competency of a teacher in computer related work. Teachers are having diverse attitude towards computer in their usage. Some think that they have been pushed into the areas where they have no experience and hence they consider this practice hostile to them.

Rapid development of ICT has an impact on teaching learning process. There are certain problem and issues in the use of computers and ICT. These include limitations of software for curriculum use and lack of physical resources in applying new media in the instructional process. According to computer assisted instruction (2011) despite the fact that trend of computer usage in classroom is increasing but still a large number of teachers are not fully utilizing CAI for their instructional purpose. According to some recent figures only one third of total teachers are utilizing CAI in America. Although a majority of them have computers in their classrooms but they do not use them. A major challenge is non availability of needed software for their instructional purpose. Only word processing is relied mainly and drill and practice software are used at elementary level.

Technical hurdles and troubles are also among factors which affect severely the use of CAI in teaching learning. Similarly the less interaction with computers or a little to no computer experience are another issues confronted by the teachers. Due to lack of experience in computers a valuable time is consumed on technical hurdles. Similarly sometimes technology is overused in class and not with paces or to support instructions hence student mental and physical interaction with teacher reduces.(Klaus. J, 2011)

Jack, Sprecher & Jerry (1983) describing multiple issues relevant to CAI says that some need assessment based initiatives should be carried out before start of these instructions specially courseware , administrative issues like vendor policy, marketing issues, back up policy may be kept in mind. Content issues in view of actual contents of courseware and technical issues like error, user friendly, speed and dependency are also important to be noted. There are also student related issues like student control, results , freedom from technology, motor skills and motivational values are also important part in developing a courseware of CAI. Despite of all that post acquisition evaluation criteria of any CAI courseware in class room setting is also necessary to judge it worth. Cost

effectiveness and budgeting are other concerning issues which may affect the infrastructure or framework for CAI courseware.

Among these all ongoing issues and challenges teacher has to get through in view of its potential. Sponder & Hilgenfld (2001) highlighted that although there are many teachers who are interested in developing their own software but they are going through many obstacles like lack of training, support and how to develop these programs with the help of multimedia. Consequently most of the teachers are still far away from the full advantages of CAI. Teachers and instructional designers are required to develop computer programs with the help of hypermedia like Hyper Card, TM Book and Micro media Director.

Significance of Study

In view of these tackling issues, current study will help both teachers and administrators to develop strategies and plan to meet issues relevant to development of CAI and its utilization. Study will also support in making teaching more attractive, comprehensible and outcome oriented. Teachers at universities can reduce or sweep the problems pertinent to their instructional role. Issues relevant to provision of equipments, training facilities and funding can also be resolved. The study will also help policy makers at government level to analyze survey and plan for development of instructional sources and train the teachers for usage of hypermedia and computer application on their instructional role. Study will help university teachers who are relevant to computer fields to work on development of CAI courseware and evaluation procedures

Objectives of the Study

Study was formulated with following objectives:-

- (1) To find out to what extent university teachers are utilizing CAI.

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- (2) To find general perceptions of university teachers about effectiveness of CAI in learning process.
- (3) To find out hindrances of university teachers in development and utilization of CAI
- (4) To differentiate the hindrances of university teachers in developing and utilizing CAI in view of their computer qualification.

Research questions

In view of the problem under investigation following research questions were developed

- (1) To what extent university teachers are utilizing CAI?
- (2) What are the perceptions of university teachers about effectiveness of CAI in learning process?
- (3) What are the major hindrances faced by a university teachers in developing and utilizing CAI?
- (4) What are the differences among teachers about hindrances of CAI development with respect to their computer qualification?

Method

Participants

For the current study department of IT & Engineering at NUML was involved. There were total 43 university instructors with various designations i.e. Professors, Assistant professors and lecturers teaching in department of IT & Engineering. Because of mid term assessment an available lot of 28 teachers deputed at various exam duties were taken for the study. Some of the instructors in total staff used to visit faculty on as and when required basis. Therefore maximum available staff form department of IT & Engineering was included. All teachers were having various backgrounds in view of their age, qualification, experience and gender which is explained as under. See Table 1 for demographic characteristics.

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Table 1
Demographic Characteristics of Participants (in Percentages)

Variable	Frequency	Percentage
<i>Gender</i>		
Male	20	71
Female	08	29
<i>Marital status</i>		
Married	16	57
Single	12	33
<i>Age</i>		
20-30 Yrs	16	57
31-40	10	36
40 Years or more	02	07
<i>Years of teaching experience</i>		
0-10	25	89
11-20	03	11
21 Years or more	0	0
<i>Highest degree held</i>		
Graduate or less	03	11
Masters	07	25
MS/PhDs	18	64

Sampling Technique

Owing to commitment of university staff in examination department of IT & Engineering was involved in the study. Hence study was delimited to department of IT & Engineering at university. The sample was purposive in nature. There were two major purposes for selection of this sample, first to know about the instructors who were closely related to IT & Engineering, how much they are utilizing their instructional skills through computers. Second purpose was to take constructive feedback in view of computer

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related issues and further suggestions for campus in order to propose suitable measures for development and utilization of CAI. Another factor was limitation of time frame for the study due to which a specific and relevant department was taken for this study. All available teachers participated in the study. It was a total of 67% from faculty instructors at department of IT & Engineering.

Instrumentation

In order to find out the perception of university teachers about utilization and problems regarding development of CAI, a questionnaire was developed after having a detailed review of relevant literature. Questionnaire was developed in the light of set objectives. It was based on five point likert scale to judge the perceptions and relevant hindrances of instructors. Items were given the rating scale i.e. Strongly disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA). Questionnaire included 20 items with a cover letter and purpose of study . First item of questionnaire was developed in order to know to what extent university teachers were having usage of CAI while delivery of instructions in class rooms. From item 2-5 university teachers were asked questions about general perceptions with relevant to CAI and its effects on students. Item 6-19 was covering most of the hurdles faced by university instructors in development and utilization in teaching learning. Aspects of these items were build on issues relevant to administration, training , computer skills, aids and equipment, development of courseware ,funding , evaluation and political influences. Last item No 20 was kept open ended to elicit teachers to mention their views, suggestion and feedback for better development and utilization of CAI during delivery of their instructions in class rooms. Questionnaire was with cover letter having a brief purpose of study and confidentiality of information. First part of questionnaire was having the demographic information of participants like gender, age, educational qualification, computer qualification, status of employment, etc. Construct validity of questionnaire was ensured before its administration to participants. Questionnaire was put before some senior experts of research; every item was analyzed according to its purpose and relevancy to objectives.

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Some of important suggestions were recommend, all these were included before preparation of its final version and administration to the sample.

Procedures

Questionnaire was administered one by one on every instructor. Instructors at university were deputed on various examination duties and they were pursued on their duty places in morning shift of university. Questionnaire was administrator after a brief introduction of researcher and purpose of study. Most of instructors returned their questionnaires after termination of paper timings. Instructors of engineering fields were administered with the questionnaire on next day. All available instructors filled in the questionnaire with sympathetic attitude. All questionnaires were collected one by one back from participants of study and gratitude was conveyed to all instructors on collection.

Data Analysis

Data acquired from university teachers was tabulated, arranged, and analyzed in every aspect of study. Data was coded and decoded, numbered and classified. Every item was given weightage on the basis SD=1, D=2, N=3, A=4 and SA=5 to find out averages of every item. Data was analyzed on percentage method to find out the level of perceptions from instructors. From item 1-19 averages were calculated, a separate t-test was used to determine the difference of perceptions among instructors with and without computer qualification. Item no one was analyzed separately, item 2-5, and 6-19 also in different phases to find out perceptions of university instructors separately. Last item was analyzed in qualitative aspect for views and perceptions regarding their hindrances in CAI. Comments of participants were summarized in view of their themes and activities with reference to CAI and its utilization.

Results and Discussion

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Results which were acquired from different instructors were analyzed and arranged separately on the basis of objectives determined. First university teachers were asked about how much they were using CAI in instructional process, then what perceptions they have about CAI effects on students, what hindrances were faced by them in developing and utilizing CAI. At the end last open ended item was analyzed in qualitative form about necessary suggestions which were incorporated by instructors. Results of above mentioned phases are elaborated separately. University instructors of utilization of CAI is as under (See Table 2)

Table 2

How much of university teachers are utilizing CAI in teaching

Statement	Mean	Std. Dev	SD (%)	D (%)	N%	A (%)	SA (%)
1. I use CAI while teaching	3.71	1.109	7	11	3	61	18

Ratio of University Teachers Utilizing CAI for Instructional Purpose

Statement No 1 was designed to identify, to what extent university teachers were utilizing or availing CAI for their instructional purpose. *I use CAI while teaching*. Total perception of university teachers was better enough. From a total sample 61% teachers were agreed while 18% strongly agreed with a mean of 3.71 and Std Dev 1.109. However a sufficient number of teachers were still with the views that they do not use CAI. From total teachers 11% were disagreed and 7% strongly disagreed, while only 3% were indecisive for their views. It showed that still a sufficient number of instructors were those who either deny or do not prefer to use CAI for educational training of students.

Table 3

Perceptions of University Teachers about Effects of CAI on Teaching Learning

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Statement	Mean	Std Dev	SD (%)	D (%)	N%	A (%)	SA(%)
2. CAI promotes good learning among students	4.14	0.755	0	3	11	53	32
3. CAI as compared to other methods is highly praised by students	3.75	0.967	0	7	39	36	18
4. CAI can well enhance teachers instructional capabilities	3.89	0.916	3	7	11	57	21
5. Students enjoy the classroom climate when CAI is used by teacher	3.75	0.967	0	14	18	46	21

General Perceptions of University Teachers for Effects of CAI on Students

Item 2-5 were structured to find out general perceptions of university teachers about effects of CAI on students (see Table 3). In all of these statements mean score of teachers ranged from 3.75 to 4.14 with a Std.Dev ranging 0.755 to 0.967 which was very significant and strong. Views of teachers in statement 2 that CAI promotes good learning among students were much stronger and a total of 53% teachers were agree and 32% strongly agree. In statement 3 when teachers were asked CAI as compared to other methods is highly praised by students was a little weak as compared to other perceptions but despite of that 36% agree and 18% were strongly agree with this statement. At item 4 when students were asked CAI can well enhance teacher's instructional capabilities. Percentages of agreed and strongly agreed were 57% and 21% which were highest in general perception. It showed that teachers were having strong perceptions about utilization of CAI for their instructional purpose. Last statement 5 was asked for the

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purpose of finding whether students enjoy and feel better when CAI is used by teachers in classroom. Here again perception was better and 46% teachers were agreed and 21% strongly agreed with this statement.

Table 4

Prevailing Hindrances of University Teachers in Developing CAI

Statement	Mea n	Std. Dev	SD (%)	D (%)	N %	A (%)	SA(%)
6. Administrative issues are a source of hindrance for developing CAI	3.25	1.206	7	4	30	44	22
7. Due to lack of professional training CAI cannot be developed at campus	3.5	1	3	21	25	39	11
8. Computer qualification is a major hindrance in developing CAI	2.28	1.242	28	39	18	3	11
9. Provision of inadequate facilities of computers at campus is a source of hindrance for developing CAI	3.07	1.245	18	11	32	28	11
10. Development of CAI is negated due to time constraints	2.96	1.137	14	21	25	36	3
11. Computers are avoided to be use for CAI as they are considered hazardous machines	2.14	1.238	39	32	7	18	3
12. Being no PC or access to PC I am unable to develop CAI	2.10	1.133	32	43	14	3	7

13. Due to technical issues of computers campus cannot focus on development of CAI	2.89	1.286	18	25	14	36	7
14. By developing a courseware, use of CAI in classroom can better be carried out	3.82	0.818	0	7	21	54	18
15. Cost effectiveness is one of the issues in provision of computers and related equipments for CAI development	3.67	0.862	0	14	14	61	11
16. Instructional methods for CAI are a source of trouble for its development	3.03	1.104	7	28	25	32	7
17. Funding is a major issue in developing CAI courseware	3.78	1.066	3	7	28	36	25
18. If CAI courseware launched ,there would be no evaluation procedure which would be a hindrance	2.82	1.090	14	21	36	25	3
19. Due to political influences university is still falling short of CAI development phase	3	1.217	14	21	21	36	7

Hindrances of University Teachers in Developing and Utilizing CAI

As one of the major objectives set out for the study was to diagnose the existing problems of university teachers in developing and utilizing CAI for their instructional purpose , hence in view of detailed review of literature statement 6-19 were specially focused on hindrances of university for CAI. Statement No 6 was asked relevant to

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administrative issues of university. *Administrative issues are source of hindrance for developing CAI for me.* At this statement negative perception of university teacher was shown by stating 44% agreed and 22% strongly agreed. Only 4% disagreed and 7% strongly agreed, while others remained neutral. Hence at this level mean too was much higher as compared to other statement of hindrances i.e. 3.25 and Std.Dev 1.206. It showed that administrative issues were one of the major hindrances for developing and utilizing CAI. Teachers were asked at statement 7 whether due to professional training they cannot develop CAI. Again teacher perception was acceptable and they supported with a ratio of 39% agreed and 11% strongly agreed 21% disagreed and 3 percent strongly disagreed.

When teachers were asked whether computer qualification was a hindrance in developing CAI for them, at this statement mean was low enough i.e. 2.28. Teachers were having a strong negative perception. A ration of 28% with strongly disagreed and 39% strongly agreed, only 3% were agreed and 11% strongly agreed with this view. Statement No 9 was posed in order to know the views of teachers whether inadequate facilities of computers at campus were a source of hindrance for developing CAI. Most of the teachers were neutral with 32% average, 28% were agreed and 11% strongly agreed, which shows a normal perceptions of teachers but strong as compared to negative perceptions. Time limitation being a factor was asked to teachers in next coming statement No 10, whether they negate CAI due to time limitations. Teachers perception for this hindrance was much strong 36% agreed and 3% strongly agreed, a prominent ratio was against it therefore a ratio of 21% were disagreed and 14% strongly disagreed.

Some of teacher being computer phobia or considering it a complicated machine do not prefer to use it, they consider it hazardous. To know computer phobia among teachers statement 11 was inquired. *Computers are avoided to be used as they are hazardous machines.* Teacher's perception for this hindrance was too low and in negative terms. Overall in this item 32% disagreed and 39% strongly disagreed. A minor lot of

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18% and 3% were agreed and strongly agreed consecutively. In item 12 teachers access to PC or having no PC with them was enquired. Again level of perception for this hindrance was standing lowest with a mean score of 2.10. A group of 43% disagreed and 32% strongly disagreed. Only 3% were agreed and 7% strongly agreed which showed that having no PC or teachers access was no more major hindrance in developing CAI.

In statement 13 teachers provided their views either technical issues of computers were a source of trouble for developing CAI for them. Teachers were having a significant views with 36% agreed and 7% strongly agreed. A total of 25% disagreed and 18% strongly disagreed. Next statement 14 was asked in search of need and importance of CAI courseware development for classrooms. Either by developing a CAI courseware its utilization can better be carried out. Level of perception from teachers here was standing at highest point with a mean of 3.82 and Std. Dev of 0.818. It showed that CAI courseware development was essential enough. Cost effectiveness was asked among one of troublesome issues at statement 15. Most of teaches were with a strong perception with an average of 61% agreed and 11% strongly agreed. A statement about issue of instructional methods for CAI course development was raised in item 16. A number of 32% were agreeing and 7% strongly agreeing. At statement 17 while denoting insufficient funding a ratio of 36% agreed and 25% strongly agreed, favored that funding was a major issue in CAI development.

Statement 18 was followed with the purpose that if CAI courseware is developed would they think that there would be no evaluation procedure for it. Most teachers denied this statement with negative perception ratio of 21% disagree and 14% strongly disagree. A major ratio with 36% was neutral. Political issues affecting university were also elicited in last statement No 19. Perception of university teacher was better strong. Teachers with a ratio of 36% agreed, 7% disagreed, 21% neutral, 21% disagreed and 14% were strongly disagreed.

Feedback of University Teachers in Open-ended Item

One item in the questionnaire which was kept blank for university teachers was analyzed on qualitative form. Teachers provided their feedback on many issues confronted by them in CAI development, launch and utilization at campus. Thirteen teachers out of twenty eight highlighted their viewpoints in open ended statement. One teacher totally opposed the use of CAI, claiming that CAI reduces student teacher interaction, it should only be used when teacher cannot fully expressed thoughts before students, I shall partially support it. A teacher stressed on government and other relevant institutions for promoting CAI, he stressed that sufficient funding should be allocated. An instructor highlighted the provision of computer to each faculty member separately so that every teacher may contribute easily. An instructor said that CAI best promotes students interests in course and enhances teachers capabilities. Some of the teachers emphasized on the provision of PCs and multimedia facility to every lecture room, they stated that hence they can easily deliver their lectures with deep knowledge and useful exercises. They further asked to provide software.

They said for provision of multimedia and dedication of computer labs to students. On laying emphasis on administrative hurdles it was notified by them that these hurdles must be met. Another instructor said that multimedia projectors must be facilitated to campus, high speed PCs with available space should be provided. Professional training should be provided by campus on periodic basis, proper training for CAI should be arranged. Few teachers gave comments on training either minimum of two weeks or short term courses for execution of CAI. One senior teacher gave importance to some crucial issues like funding, cost effectiveness, safe keeping and hurdles of troubleshooting should be resolved so that instructor may utilize computer in a best manner.

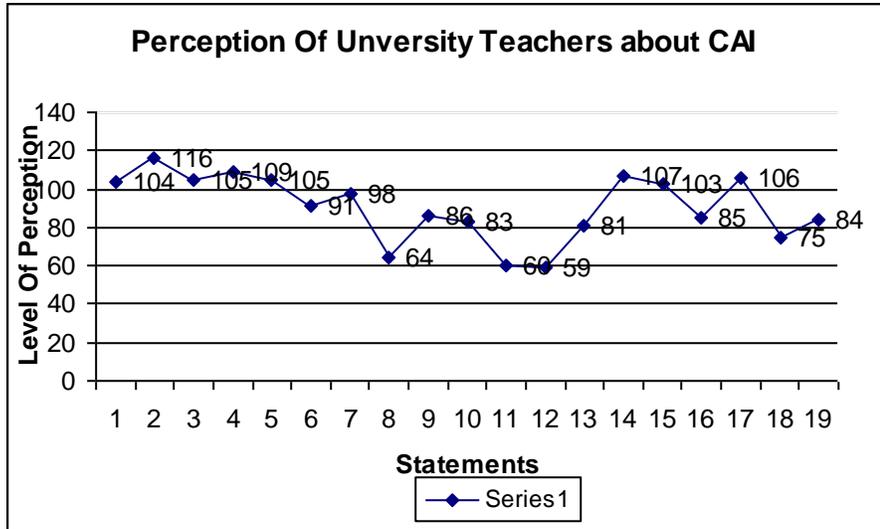


Figure: 1 Perception of University Teachers about CAI

Figure 1 shows perceptions of university teachers about effectiveness on students and their perceived hindrances. In statement 1-5 level of perception is high enough with regard to effects on students. While as statements goes on level of perception reduces relevant to perceived hindrances of university teachers in different statements.

Table 5

Differences in Perceived Hindrances for CAI between Male and Female Teachers

Gender	Group Statistics			
	N	Mean	Std	Std Error
Teachers with computer qualification	13	41.23	8.642	2.400
Teachers without computer qualification	15	42	8.577	2.216

Differences in perceived hindrances of teachers with respect of computer qualification

An independent sample t-test (see table 7) was conducted to evaluate hypothesis 1 which sought to find out whether there is a significant difference between computer qualified and without qualified university teachers. The result showed a significant Language in India www.languageinindia.com

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difference between male and female teachers $t(28) = -0.815$, $p > 0.000$ (insignificant). This implies that teachers with and without computer qualification were having no significant difference.

Conclusion

Problem understudy was focused on finding perceptions of university teachers about development and utilization of CAI and also prevailing hindrances faced by teachers in this process. Most of the teachers at Department of IT & Engineering were with strong perceptions about CAI and its effects on learning. Most of the instructors were utilizing CAI for their teaching. In the similar way teachers were having strong perceptions about effects of CAI on students learning and enjoyment in classroom environment.

Most of the teachers were having the views that CAI promotes good learning among students. Teacher, s views about their perceived hindrances and issues relevant to CAI were expanded too. Administrative issues were considered among one of the major issues. Lack of professional training in the context of CAI usage in classroom was another major hindrance for teachers at university level. Teacher's personal commitments and time limitation were another issues confronting CAI development. In the similar context teachers were having low computer phobia in computers operation. Technical issues of computer were a major hindrance too for teachers, they do not had adequate know how of technical problems with respect to CAI and its use.

Taken as a whole shortage of computers at campus, having no PC with instructors or easy access to PC were problems besides. Likewise the faculties being from IT & Engineering were lacking in CAI courseware. Development of CAI courseware and its evaluation procedure was emphasized by the by the teachers. Lecture rooms of instructors were missing multimedia facilities, hence most of the teachers insisted on

provision of multimedia to lecture rooms. In the same way teachers were asking for their own computers for their instructional purpose or an easy access.

Teachers also urged for multimedia projectors , high speed PCs and installation of multimedia or relevant accessories in their lecture rooms. Insufficient funding was another issue highlighted by the teachers, they urged for more funding hence computer, s use for instructional purpose may be made easy. Cost effectiveness, safe keeping of computers, trouble shooting issues, were mainly highlighted by university instructors which were hindering their instructional effectiveness in utilization of CAI.

Recommendation

The study being descriptive and survey type was sought to know both the general perception and prevailing hindrances in development and utilization of CAI for their instructional purpose. As teachers are instructional leaders therefore they need professional competency, organizational support and favorable attitude from staff and workplace. In view of the outcomes of currents study there were many areas which required both institutional and staff role in their respective fields. Most university teachers were utilizing CAI for their instructional roles and they had positive views about impact of CAI on students learning. But despite all these, teachers required an encouragement for its maximum use in class room. As compared to normal instructors and teachers from fields of IT and Engineering, these teachers require more competency , back-up and utilizing techniques of CAI in their instructional process.

Administrative support may be provided in view of easy access to computes, availability of computer related audio video aids and provision of new computers to labs. Teachers may be provided training for utilization of CAI either periodic or on short term basis. Issue of time limitation and commitments may be resolved with provision of separate PCs or relevant resources which may help teachers to develop CAI in a limited

time. To resolve technical issues of computers technical suggestions, guidelines and training may be provided by computer competent members of faculty.

Actions for development of CAI course ware for staff at campus may be taken along with evaluation procedures. It will assist instructors a lot in a better access, interaction, easy way of utilizing CAI and instructional improvements. University may have to take steps for provision of necessary funding which may overcome problems in purchase of new hardware, software and multimedia. Lecture rooms may be provided with high speed PCs and audio visual technology. Likewise issues of safekeeping, cost effectiveness and trouble shooting may be resolved or overcome through involvement technical experts of relevant fields or training of personnel who have to utilize CAI.

Future Research Needs

The result of this study cannot be generalized on a large sample, it is a case study but as a whole it give overall picture of teaching in Pakistani culture. Future researches may have to be extended to other departments of university, especially fields of social sciences. Researches on teacher's competency in computer skills and on administrative issues relevant to computers would also be required.

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Problems of Teachers in Developing Computer Assisted Instructions at University Level

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

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Glimpses of Traditional Indian Rustic Life and its Ruin in Kamala Markandaya's *Nectar in a Sieve* and *Two Virgins*

C. Karthikeyan, M.A., M.Phil., and S. Gunasekaran, M.A., M.Phil., Ph.D.

Markandaya and Modernization

One of the remarkable novelists in Indo-Anglian Literature is Kamala Markandaya. All the ten novels authored by her reflect the Indian scenario in a realistic manner. Her novels deal with diverse themes that touch upon domestic, economic, political, social, ethical, cultural and religious aspects of life. She portrays how the society becomes totally degraded because of its withdrawal from the original village atmosphere. The impact of modernization is felt not only by the society but also by the individuals who experience the pangs of material miseries.

East-west conflict, the problem of poverty and unemployment, the tug-of-war between traditional values and modern life, conflict between religion and science, the problem of hunger and starvation etc. are some of her recurring themes in her novels. The problems of independent

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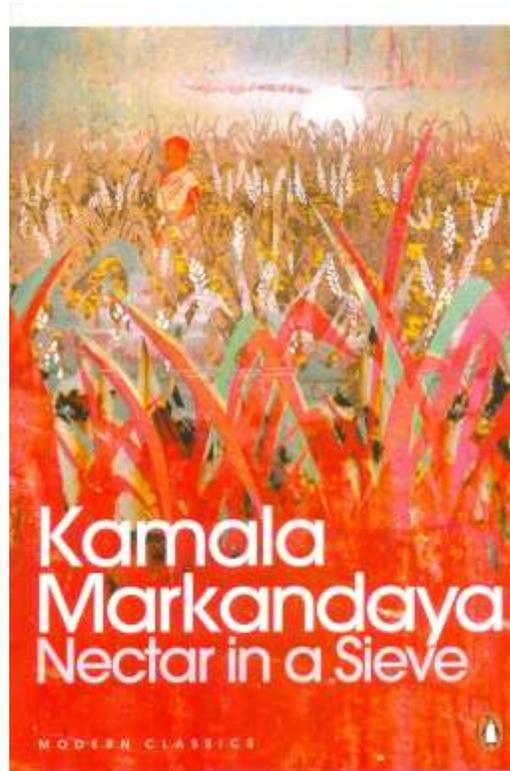
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India such as violence, murder, alcoholism, sexual abuse, prostitution, corruption, dishonesty are brought to light in an authentic way.

Nectar in a Sieve



In Kamala Markandaya's *Nectar in a Sieve*, the traditional Indian village life is brought before our eyes. The novel revolves around a south Indian village where the people live in harmony with Nature. As man has to lead his life by the mercy of Nature, an ancient, traditional, land-based society like this one, stresses cooperation with Nature. In such a society, man fulfils his needs in a simple and eco-friendly manner. Bayapa Reddy opines: The novel presents a realistic account of rural India with all its sensitiveness to nature, convictions in traditions and attitudes to life. (RLSRKMNS: 62) The economic system here is totally based on need and not greed. Only in a village, Nature abounds in her beauty. Unlike the present modern civilization where man fulfils his needs in an artificial way by means of industrial enterprise, a villager is

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satisfied with the basic necessities of life. The villagers, despite their apparent poverty, are more content than the city dwellers who have copious money and modern amenities. Rukmani in this novel is a personification of such a complacent villager. She never hankers after anything. She is totally satisfied with the basic necessities of life provided by Nature. Her simple way of living gives her peace of mind. She says: While the sun shines on you and the fields are green and beautiful on the eye, and your husband sees beauty in you which no one has seen before, and you have a good store of grain laid away for hard times, a roof over you and a sweet stirring in your body, what more can a woman ask for? ... Peace and quiet were ours. (NS: 9)

On Agriculture

Agriculture is the backbone of any civilization. Without agriculture, a civilization will be ruined. The village people derive great satisfaction and peace of mind by engaging in agriculture. A villager derives great pleasure in seeing the rich harvest which is the outcome of his hard labour. Rukmani summarizes this in her own words: The sowing of seed disciplines the body and the sprouting of the seed uplifts the spirit, but there is nothing to equal the rich satisfaction of a gathered harvest, when the grain is set before you in shining mounds and your hands are whitened with the dust of the good rice; ... (NS:107)

The village people know how to utilize natural resources to meet all their requirements for simple living. Fresh air, fresh food and hard work constitute the average village life style. The villagers always whole heartedly acknowledge God's mercy and God finds a place at the center of all their activities. When the land is ready for sowing the seed, they seek the blessings of God for a good harvest. The following words of Rukmani corroborate this fact: As soon as the rains were over, and the cracks in the earth had healed, and the land was moist and ready, we took our seed to our Goddess and placed it at her feet to receive her blessing, and then we bore it away and made our sowing. (NS: 81)

Equilibrium of Mind

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The villagers possess equilibrium of mind which makes them face the vicissitudes of nature and challenges of life without being disturbed. Sometimes there is abundance of rain, and at other times there is insufficient rain. They accept the vagaries of nature as part of their lives and they hope for the best. But the advent of tannery proves to be a death blow in the calm and peaceful life of the village. It deracinates the ancient cultural roots and makes people ape the western culture in the name of modernization. It not only spoils the wholesome atmosphere of the village but also lures the innocent villagers into greedy, self-centered, deceitful and grossly materialistic beings. The unexpected change brought about by the tannery ushers in disastrous consequences. Yashoda Bhat comments: The 'change' comes to the village in the form of the tannery abruptly, like a stone dropped into a quiet pond giving rise to numerous ripples and waves. But however quietly it comes, it is a veritable bombshell. (NSANCRI: 4)

Gradually Submerged in Social Evils

All social ills like prostitution, crimes, demoralization, dishonesty, corruption, alcoholism etc. gradually engulf the villagers and they start behaving in a different way. Prices of essential commodities shoot up, inflation clenches the vulnerable villagers and everywhere there are crowds, filth and noise. The tannery, besides polluting the village, succeeds in polluting the body and minds of the villagers. It spoils Nature and distorts the village life totally. Rahmat Jahan points out: Though a sign of modernity, this industrialization spoils the natural beauty, uphauls village economy, destabilizes a tenant farmer, sets in social degradation and erosion of traditional and human values. (NSATHSD: 202) The owners of the tannery behave in an abnormal way. They seem to be callous hearted people who treat the poor without any compassion for them. Saxena remarks: The owners of the tannery did not behave like normal human beings. They were devoid of any feelings of compassion and kindness to the poor. The tannery had made them savages. (TBVC: 180, 181)

Demoralization

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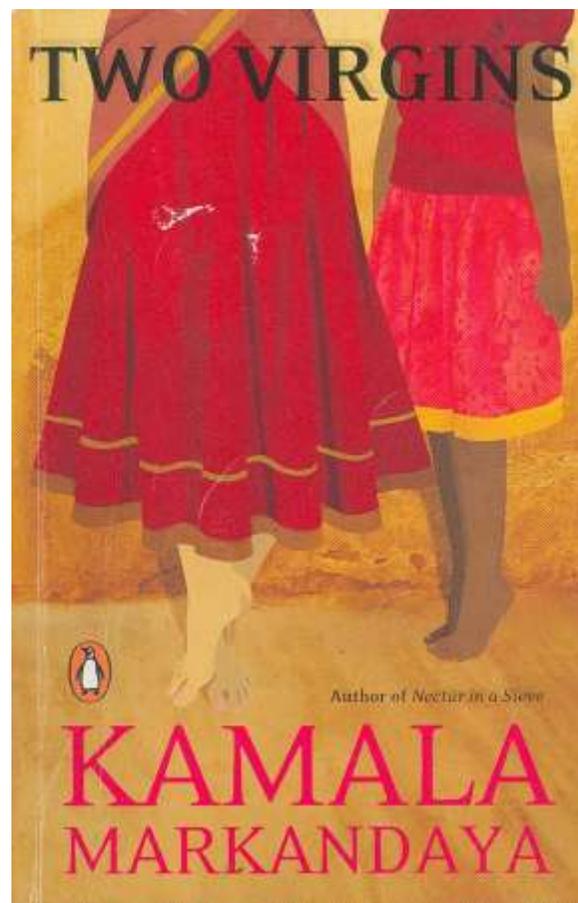
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Demoralization, which is the outcome of industrialization, takes its root in the quiet life of the village. The smell of tannery, the shouting and the crowds make the village a replica of hell. The youngsters have become ruffians by exhibiting rude behaviour. Everybody has become selfish and money-minded. Rukmani's daughter Ira turns to prostitution and money has become everybody's interest. Rukmani sums up the prevailing condition: Now it is all noise and crowds everywhere, and rude young hooligans idling in the street and dirty bazaars and uncouth behaviour, and no man thinks of another but schemes only for his money. (NS: 48)

Damage through Urbanization



In *Two Virgins*, Kamala Markandaya touches upon the traditional ways of Indian rural life and the damage brought about by the impact of urbanization. The story centres around two

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sisters – Saroja and Lalitha, the former being rooted in Indian tradition and customs and the latter being influenced by the western ways of living. Saroja is a God-fearing village girl. Generally the villagers acknowledge God's mercy and love by giving offerings to God in the temple. Kamala Markandaya informs: People were always surrendering things in the temple, not to each other but to God. The priests took them in his name. Mostly it was fruit, flowers, coconuts, honey and milk which they laid at God's feet, which Saroja considered beautiful and proper. (TV: 23)

Anti-Machine Attitude and Other Trends

Like Rukmani in *Nectar in a Sieve*, Saroja is also totally against allowing machines into her village which, according to her will spoil the skills of her people. Having influenced by the western education, Lalitha willfully gives up the long cherished tradition and rich heritage of her country. She frowns upon the traditional village life as it is devoid of all modern gadgets. Anita Mahajan points out: Lalitha, being modern in her ways and outlook, always disparages the traditional village life considering it primitivistic due to the absence of comforts and facilities the city life has, such as refrigerators, telephones and electric fans. (ACBYOGTV: 161)

She wants to become a film star and enter into the glamorous world. She comes across Gupta, a film director. But Gupta seduces her and makes her pregnant. She tries to commit suicide and ultimately runs away from the village never to return. Kamala Markandaya, through the character of Aunt Alamelu, clearly brings out age old virtues and time-honoured traditions which are always held in high esteem in the society. When Lalitha reveals her mind to become a film star, Aunt Alamelu warns her about the consequences. As Lalitha is adamant, the Aunt sums up the mentality of modern youth in the following words: I know what is going on these days, these days young people think they know best, they have no respect for their elders, they have no respect for anything except their own willful ways... (TV:62). But Saroja, on the contrary, is deeply rooted in the village soil. She loves her village with its buffalo, monsoon rain and the calm and serene atmosphere with green fields and fresh air. Unlike

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Lalitha, she abhors the lure of the city and escapes the sexual temptation of Devaraj, the assistant of Gupta. Though Lalitha is beautiful, well educated and modernized, she has become a victim of illusion. She lives in a world of fantasy, but finally she realizes what reality is.

Crime-ridden Cities

Despite their advancement and economic development, modern, unhealthy, crime-ridden cities are unable to even provide fresh air and food, what to speak of peace of mind. Modernization has totally destroyed the traditional culture and values and modern man has descended to a level of a massive hard-working machine. Lust, greed, anger, sense gratification, avarice etc. have become the constant companions of modern men and women. Though modern man does not believe in hell, he is busy creating it on earth by leading a machine life.

The motto of ancient Indian Rustic life is to lead a simple life without any anxiety. It teaches people how to utilize the rare human form of life for a higher purpose of living in harmony with Nature. It shows the way to the people to lead a life of tranquility without striving hard for the basic necessities of life. The ancient Indian culture is not a primitive one; it is pragmatic and universal. By following the traditional Indian life style, modern man can indubitably find the oasis of peace in the desert of material miseries.



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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

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ISSN 1930-2940

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The Use and Ranking of Different English Language Learning Strategies by English Major Iranian Female University Level Learners

Seyed Hossein Fazeli, M.A.

Abstract

This study aims to rank types of English language learning strategies that are used by Iranian female university level learners of English language as a university major. The results show that except the Metacognitive Strategies category, the mean score for each of the five categories fell in the range of medium strategy use.

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Key terms: English Language Learning Strategies, English Learning, Female Learners of English

1. Introduction

In the last three decades or so, an important shift has taken place in the field of second/foreign language learning, and researchers have focused mainly on learner's individual factors. It might be appropriate to refer to Wenden (1985) who reminds us a proverb which states "Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime". This proverb tells us that if learners are taught strategies of language learning to work out, they will be empowered to manage their own learning. In this way Ellis (1985) also claims that native language speakers use the same strategy types as learners of second/foreign language use. In addition, Chamot, Barnhardt, El-Dinnary and Rubbins (1999) point out that "Differences between more effective learners and less effective learners were found in the number and range of strategies used" (p.166). Therefore, the importance of encouraging using Language Learning Strategies (LLs) is undeniable. Moreover, even researchers (e.g. Oxford, 1990; Ellis & Sinclair, 1989) support the belief that learners who receive learner training, generally learn better than those who do not. The researcher aims to investigate regarding English Language Learning Strategies (ELLSs) among the students of English as university major to

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find how much the university students of English use such strategies. The reason that why the research focuses on female only, to avoid the influence of gender on type of research (Ehraman & Oxford, 1989; Green & Oxford, 1995; Oxford & Nyikos, 1989).

2. Review of the Literature

As Oxford (1990) points out how Language Learning Strategies(LLSs) are important in both theoretical and practical aspects of language learning for language learners; since the publication of seminal works “What good learners can teach us” (Rubin, 1975) and “What can we learn from good learners” (Stern, 1975), there have done much valuable works in the field of LLSs . In such case, building on the previous work, the investigator aims to add earlier research.

To our knowledge, a review of the relevant literature considering LLSs shows after decades of research in the related field, LLSs have received considerable attention in the literature. The researchers came to conclusion that vast number of strategies has been reported to be used by language learners (Cohen,1990) through various used methods such as survey tools and written questionnaire (Gu & Johnson,1996; Fan,2003), interview (Gu,2003; Parks & Raymond,2004), think-aloud or verbal reports (Goh,1998; Nassaji,2003), diaries or dialogue journal (Carson & Longhini,2002), recollective narratives (Oxford, Lavine, Felkins, Language in India www.languageinindia.com

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Hollaway & Saleh, 1996). Such measurements are used in the single form of method (separately) or as component methods (single set of methods) based on nature and goals of research works.

Related literature of LLSs includes explanations of some interesting patterns regarding LLSs, such as Marti'nez (1996) argues some features of LLSs which are inferred from the literature: a)They play important role to facilitate language learning; b)Learners may use LLSs as problem-solving mechanisms to deal with the process of second/foreign language learning.

Since 1975s, dozens of studies have contributed to our understanding of strategies used by ESL (English as a Second Language)/EFL (English as a Foreign Language) learners at the level of adults. Such studies show that in order to affect changes in perceptions of learners' role in learning process, we need to discover more about what learners do to learn successfully. Moreover, such studies show that the best way of going about teaching strategies remain a subject of much debate right up to the present (Brown, 2001) because of use of LLSs is influenced by number of factors (Oxford, 1990), and the frequency and variety of LLSs vary among different individuals and depend on a number of variables (Chamot & Kupper, 1989). In addition, research shows that students differ considerably in the use of LLSs (O'Malley & Chamot,

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1990; Oxford & Cohen, 1992). Although attitudes, sex, ethnicity, and the other factors have received lesser emphasis in the recent studies of LLSs (Oxford & Cohen, 1992).

3. Methodology

3.1 Participants

The sample drawn from the population must be representative so as to allow the researchers to make inferences or generalization from sample statistics to population (Maleske, 1995). A total of two hundred and thirteen Iranian female university level learners of English language as a university major at the Islamic Azad University Branches of three cities which named Abadan, Dezful, and Masjed-Solyman in Khuzestan province in south of Iran, were asked to participate in this research work. The intact classes that were chosen.

The chosen participants for this study were female students studying in third grade (year) of English major of B.A. degree, ranging in age from 19 to 28 (Mean= 23.4, SD= 2). Their mother tongue was Persian (Farsi) which is the official language of Iran, according to Act 15 of the Iranian constitution.

3.2 Instrumentation in the Current Study

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Three instruments were used to gather data in the current study. They were:

3.2.1 Strategy Inventory for Language Learning (SILL)

The Strategy Inventory for Language Learning(SILL) of Rebecca L. Oxford (1990) is a kind of self-report questionnaire that has been used extensively by researchers in many countries, and its reliability has been checked in multiple ways, and has been reported as high validity, reliability and utility(Oxford, 1996). In addition, factor analysis of SILL is confirmed by many studies (Hsiao & Oxford, 2002; Oxford, 1996; Oxford & Burry-Stock, 1995).In this way, as Ellis (1994) believes Oxford's taxonomy is possibly the most comprehensive currently available. Several empirical studies have been found moderate intercorrelation between the items of six categories in SILL (Oxford & Ehrman, 1995).

The SILL includes Memory Strategies (9 items), Cognitive Strategies (14 items), Compensation Strategies (6 items), Metacognitive Strategies (9 items), Affective Strategies (6 items), and Social Strategies (6 items).

The original inventory includes 50 items, but the adapted version includes 49 items which adapted for the current study. In adapted version of SILL, one item was taken out. The item was deleted based on the feedback from participants in the pilot study. Revision in part of Cognitive

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Strategies includes deletion of item number 22 “I try not to translate word for word”.

3.2.2 Test of English as a Foreign Language (TOEFL)

Because of the nature of this work (regarding the use of English LLSs), TOEFL(Structure and Written Expression, and Reading Comprehension parts) as a general English proficiency test was used for determining the proficiency level of participants in English in order to minimize the effect of English language proficiency. The participant whom were classified as intermediate subjects, were asked to participate in the current study.

3.2.3 A Background Questionnaire

The socio-economic status of participants, such as the participants’ social background, and parents’ level education was controlled as well by a background questionnaire. The middle class students were chosen.

3.3 Pilot Study

The sample for the pilot study was selected so as it represents the entire sample for participants whom asked to participate in the main study. Since sample size in pilot study ranges from 20 to bigger of 65 (Hinkin,1998), thirty nine female students university level learners of English language as a university major at Islamic Azad University

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Branches of three cities, namely, Abadan, Dezful, and Masjed-Solyman were asked to participate in the pilot study.

3.4 Reliability of the Instruments

Since Cronbach's alpha is one of the standard ways of expressing a test's reliability (Foster, 1998); and its coefficient is commonly used to describe the reliability factors of multi-point formatted questionnaires or scales; in such way, the reliabilities of our experimental measures were assessed by calculating Cronbach's alpha over the items of the two instruments across all the participants in the current study which were found .89 for SILL, and .80 for TOEFL. The reliability coefficient indicated the degree to which the results on a scale can be considered internally consistent, or reliable (De Vellis, 2003; Nunnally & Bernstein, 1994). Such finding of reliabilities for the two instruments confirms the finding of reliabilities in the pilot study.

3.5 Method of Data Collection

The study was done at each branch of the Islamic Azad University in two stages (in two sessions during two weeks). Before the study commenced, all the participants were informed of the objectives of the study. The participants were given TOEFL in the first stage (the first session in the first week), then the adapted version of SILL alongside

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Background Questionnaire in the second stage (the second session in the following week).

3.6 Data Analysis

After data collection, the data was entered onto databases (Excel and SPSS) to enable data analysis to be carried out.

4. Results and Discussion

The means were calculated in order to determine the reported frequency of strategy use among the total group of the respondents (N=213). In reporting the frequency use of LLSs, Oxford's key (1990) was used to understand mean scores on SILL in the current study:

In the entire sample, except the Metacognitive Strategies category, the mean score for each of the five categories fell in the range of medium strategy use. The strategies in the Metacognitive category were the most frequently used, with a mean of 3.7 (SD=.64). The mean use of strategies in the other five categories were 3.2 (SD=.63) for Compensation Strategies, 3.1 (SD=.69) for Affective Strategies, 3.1 (SD=.79) for Social Language in India www.languageinindia.com

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Strategies, 3.0 (SD=.59) for Memory Strategies, and 3.0 (SD=.52) for Cognitive Strategies. Mean of the overall strategy use was 3.2 (SD=.45), which categorized as a medium level. Except the Metacognitive category, there was not much difference in the mean scores of strategy use among the other five categories.

The researcher identified the High frequently used strategy items in the current study that were included from sixteen strategy items. The strategies covered strategies from the six categories. The numbers of strategy items were six strategy items from the Metacognitive Strategies category, three strategy items from the Cognitive Strategies category, two strategy items from the Affective Strategies category, two strategy items from the Compensation Strategies category, two strategy items from the Memory Strategies category, and one strategy item from the Social Strategies category. The most interesting finding was that from the sixteen High frequently used strategy items, six of them were from the Metacognitive Strategies category, and the maximum mean in this level of use belonged to the Metacognitive Strategies category.

The researcher identified the Medium frequently used strategy items in the current study that were included from thirty strategy items. The strategies covered strategies from the six categories. The numbers of strategy items were nine strategy items from the Cognitive Strategies

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category, seven strategy items from the Memory Strategies category, five strategy items from the Social Strategies category, three strategy items from the Affective Strategies category, three strategy items from the Compensation Strategies category, and three strategy items from the Metacognitive Strategies category. The most interesting finding was that from thirty Medium frequently used strategy items, nine of them were from the Cognitive Strategies category, and the maximum means in this level of use belonged to the Cognitive, Affective, and Metacognitive Strategies categories.

The researcher identified the Low frequently used strategy items in the current study that were included from three strategy items. The strategies covered strategies from three categories. The numbers of strategy items were one strategy item from the Compensation Strategies category, one strategy item from the Cognitive Strategies category, and one strategy item from the Affective Strategies category. The minimum mean in this level of use belonged to the Affective Strategies category.

5. Limitations of the Current Study

Generally speaking, there are some difficulties inherent in endeavor to conduct any research work on the learners of a second/foreign language. Similarly, the present study due to using Ex Post facto type of

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research has certain limitations that must be taken in mind which interpretation of the results.

Moreover, since all the education quasi-research deals with living human beings occur out of laboratory conditions have limitations (Gall, Gall & Borg, 2003). Like any study, the current study has a number of limitations. The limitations in this study include limitations that are related to questionnaires, English proficiency test, statistical method, large of sample, type of research, comprehensive operational definitions, environment, and culture.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

Editors: B. Mallikarjun, Ph.D.

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Indian Diasporic Population in Canada

N. Kavitha, M.A., M.Phil., Ph.D. Scholar P. Selvam, Ph.D.

INTRODUCTION

Migration and dispersion are natural phenomenon. Human beings are no exception to this. They have been experiencing temporary, seasonal and permanent migration from their original habitation. The growing Indian diasporic community is evolved in this manner. When we pronounce the word “Diaspora” we feel a sense of affection and affinity. This is also the case for Indian diaspora. The word diaspora itself is associated with many interesting questions: whom do we call Indian Diaspora? What are their problems? What is their role in the regional and international politics and economy? Today, they are over 20 million people of Indian origin who can be labeled Indian diaspora (Report of the High Level Committee on the Indian Diaspora (New Delhi: ICWA, 2001) P.V .

Etymologically the term *diaspora* is derived from the Greek ‘dia (thro’) and speiro (to scatter) literally meaning scattering or dispersion ([www. uohyd.ernet.in/njword/html](http://www.uohyd.ernet.in/njword/html)).

According to the *Encyclopedia of Social Science*, “Diaspora is a Greek term, which refers nation or a part of a nation, separated from its own state or territory and dispersed among another nation, but preserving its own national culture” (*Encyclopedia of Social Sciences, Vol.5 (New York: The Macmillan Company, 1935)p.126*)

The term “diaspora” is generally used to refer to those Jewish people who reside outside the Palastine/Israel. The connections that the diaspora maintain are symbolic. For the scholars, the

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term “diaspora” combines various categories such as immigrants, guest workers, ethnic and racial minorities, refugees, expatriates and travelers, and knowledge-based workers. Diaspora may be created as a community, as a result of voluntary or forced migration, mass exile and by emigration of economically depressed groups to other countries.

Focus of This Paper

This paper presents an overview of Indian diaspora by identifying its population structure, settlement pattern and political and economic profile. The spread of the Indian diasporic population is linked with the nineteenth century migration during the colonial period. This was largely based on the forced recruitment to the various plantation jobs almost all over the globe. Geographically speaking Indian diaspora has its roots in about 138 countries. They have their locations in various processes of migration involved in the emergence and spread of Indian diaspora. This process is part of the colonial and the post-colonial period.

THE POST-COLONIAL MIGRATION IN THE 20TH CENTURY

The Second World War wiped out much of the British Empire’s manpower base. As a result, there began the post-colonial phase, which are only a few decades old. This period witnessed the large-scale emigration of white-collar professionals from India to the developed western world particularly to the countries such as the USA, Canada, U.K., Australia and the European Countries in the late 1960’s. Students, Professionals, Skilled, Knowledge based workers, Scientists, Businessmen, IT experts and educated elite class have formed this migratory process.

Renewed Importance

The concept of “diaspora” has acquired a renewed importance in the modern era of globalization. V. S. Seth defines the term ‘diaspora as “Scattering of people with a common origin, background and beliefs”. In order to define the concept of “Indian diaspora” we have to analyze the concept such as overseas Indians, NRI and Persons of Indian Origin (PIO).

The category of “Overseas Indian” comprises of the Indian Nationals Overseas (INO) and the PIO. There is a marked difference between these two categories of migrants. This is due to the political status, which they receive in their country of adoption and also their intention behind their stay and the length of their stay in the respective country of adoption (As quoted by P. Sahadevan in India and Overseas Indians: The case of Sri Lanka (Delhi: Kalinga Publication: 1995) P.I. . The concept of overseas Indian is the residue and left over of the British colonial legacy.

INDIAN NATIONALS OVERSEAS

In India the term INO is referred to the NRI. The NRIs are said to have emigrated from India since 1947 to various countries. According to Foreign Exchange Management Act 1999, which came into effect from June 1st 2000, NRI is a person who is resident outside India but keeps his Indian Passport. India or settled down abroad for any other purpose indicating his intention to

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stay outside India for an uncertain period. The Indian Citizen working in abroad with the government agencies or international or regional organizations like the United Nations, Organizations, those who are working in the International Bank for Reconstruction and Development (IBRD) or World Bank, the officers of both the central and state government and also public sector enterprises posted abroad on deputation are said to NRI's under this category, those Indian Citizen who have taken up jobs on completion of their higher studies abroad are also included (RBI Exchange control facilities for investment by NRI's (New Delhi: RBI, 1988) P.I.

“The spouse of a Citizen of India is also deemed to be of Indian origin”.

Thus the Pre-requisite condition for calling a person an NRI is his purpose and also his duration of stay abroad. This definition is evidently linked to holding of Indian citizenship.

PERSONS OF INDIAN ORIGIN (PIOs)

PIOs are another category of the overseas Indians who are chiefly the descendants of the Indian emigrants of indenture labour (especially on plantations) sent by the British in the Nineteenth and the early part of the twentieth centuries. According to the Foreign Exchange Management Act, ‘a PIO is a person who is deemed to be of Indian origin if he or she held an Indian passport or he/she or either of his/her parents or any of his/her grandparents were citizens of India by virtue of the Constitution of India or the citizenship Act, 1955. At present, there are about 7 lakhs and 1 thousand PIOs in Canada The Foreign Exchange Management Act (FEMA) 2000 see (Investment in Firm or proprietary concern in India) Regulations, 2000 P.174

The term PIO is applied for a foreign citizen of Indian descent. PIOs tend to become stateless within the legal framework of the country of their domicile. These include children whose names were entered in migrant parent's passports which were later destroyed or lost and in many other cases, where there is no documentary proof to substantiate their Indian origin. The stateless person are those who have neither taken Indian citizenship nor been granted the citizenship of their respective countries of residence. Stateless persons are those who are neither said to be citizen of the country of their origin. In Canada, there are about 1000 persons who are said to be stateless.

OVERSEAS INDIANS

Overseas Indians comprise of NRIs and PIOs. But there exists a huge variation between these two. It is the term of the period of their migration. The PIOs migrated in the colonial period, whereas the migration of NRIs is a recent phenomenon. Overseas Indians include these people who migrated from India in the 19th century and they are the PIOs. There are about more than one lakh NRIs in Canada.

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In Canada, India diasporic population includes Tamilians, Malayalis, Punjabis, Gujaratis, Maratis and Bengalies. Indians are settled in Toronto, Van Coyer, Montreal, Calgary and Edmonton. They are mainly from the states of Tamil Nadu, Kerala, Punjab, Gujarat, Maharashtra and West Bengal. The Indians in Canada are mainly from Tamil Nadu, Kerala, Punjab, Gujarat, Maharashtra and West Bengal. The Indians can be classified on the basis of their economic activities and occupation into four groups they are:

- a. Professionals
- b. Agricultural Labourers
- c. Unskilled and Semi-skilled workers
- d. Traders, Merchants and Business communities

In Canada it is estimated that 30% of the Indians are occupying professional and managerial positions both within the government and the private sector. The average annual income of the immigrants from India is nearly 20% higher than the national average. Most of the Indian diasporic community are well-educated professionals. A majority of them are in the full or associate professor category. The prominent professors from the Indian diasporic population are Uma Parameshwaran and Sunitha N. Joshi. Some of the Indian students are studying in various Canadian Universities.

Some of them are involved in politics. Though they are a microscopic minority, their presence is vital in countries like Canada. In Canada, the Indian diasporic population is felt in the mainstream Canadian politics. For instance, Herb Dhaliwal became minister in the Canadian cabinet. The percentage of the Indian diasporic population in the total population of Canada is about 2.8%.

OBSTACLES

After September 11, 2001 incident, Muslims from Asia and Africa have been subjected to several prejudicial acts among the people in USA and Canada and in Europe. In this process, non-Muslim Asians and Africans also suffered. In USA and Canada, their shops were looted and some of them were killed. This widened the racial divide.

CONCLUSION

From the above discussion it is clear that the Indian diasporic population has achieved progress in their chosen fields. Through their entrepreneurship, they have now started providing employment to others. In Canada, their income has surpassed the per capita income of other Canadian communities. The Indian diaspora is culturally, emotionally and sentimentally interconnected with India. The Indian diasporic population function not only as cultural ambassadors of India but also they represent all four corners of India.

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The Exploring Nature of Vocabulary Acquisition and Common Main Gaps in the Current Studies of Vocabulary Acquisition

Seyed Hossein Fazeli, M.A.

Abstract

Vocabulary can be as a key factor for success, central to a language, and paramount to a language learner. In such situation, the lexicon may be the most important component for learners (Grass & Selinker, 1994), and mastering of vocabulary is an essential component of second/foreign language teaching and learning that has been repeatedly acknowledge in theoretical and empirical second/foreign language acquisition research. The intent of the current study is to set out the nature of vocabulary acquisition alongside the expressing importance of vocabulary acquisition. The importance of the present study is to explore the current studies of vocabulary in order to find out common main gaps among such studies.

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The Exploring Nature of Vocabulary Acquisition and Common Main Gaps in the Current
Studies of Vocabulary Acquisition

Keywords: Vocabulary, Vocabulary teaching, Vocabulary acquisition, Vocabulary learning strategies

Introduction

It seems only logical that a text about teaching and learning of vocabulary would begin with definitions of what vocabulary is and what word is. The review of the literature reveals that we do not have a universal definition of the terms vocabulary, and word. As Julien (2006) discusses there is a certain paradox connected with the concept 'word'. Vocabulary and word can be defined in a number of ways based upon the particular aspect of which is approached. In such ways, "vocabulary" is defined as "the body words used in particular language or in a particular sphere of activity" (Concise Oxford English Dictionary, 2008, 1617), or it is as "all the words used by a particular person or all the words which exist in a particular language or subject" (Cambridge international dictionary of English, 1995, 1628). Moreover, "Word" is defined as "a single distinct meaningful element of speech or writing, used to form sentences with the others" (Concise Oxford English dictionary, 2008,1660-1661), or it is as "a single unit of language which has meaning and can be spoken or written" (Cambridge international dictionary of English, 1995,1678), or it can be defined as "a speech sound or combination of sounds having meaning and used as a basic unit of language and human communication" (The new lexicon Webster's encyclopedic dictionary of the English, 1995,1131). Moreover, it must be mentioned that *"Learning" and "Acquisition" used interchangeably as the same concept throughout this study, although the researcher is aware that different researchers may treat these terms differently.*

During the past three decades, the researchers have attempted to express the importance of vocabulary acquisition for second/foreign language acquisition. In such way, vocabulary attracts more and more the attention of scholars that it becomes the subject of numerous research works (Allen, 1983; Morgan & Rinvolutri, 1986; Aitchiston, 1987; Hatch & Brown, 1995; Carter & McCarthy, 1988; McCarthy, 1990; Nation, 1990, 2000, 2001; Coady, 1993; Read, 2000; Nagy and Scott, 2000; Schmitt, 2000, 2008; Thornbury, 2002).

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Nowadays because of many reasons, it is widely accepted that vocabulary acquisition should be part of the syllabus design. For example, Schmitt (2008) believes that vocabulary is an essential part for language mastery. Similarly, Knight (1994) proposes that acquisition of words can be considered the most important aspect of second language acquisition.

Review of Literature

A brief look at the history of L2 acquisition in the last three decades helps us to see the major issues in vocabulary acquisition. In the last three decades, vocabulary constituted an important part of L2 teaching and learning. The researchers have focused their attention on vocabulary in the procedure which second/foreign language learners optimize their vocabulary knowledge. In such way, after long time of neglect, as Stern (1983) mentions vocabulary acquisition had been curiously and unjustly neglected, vocabulary is now recognized as central to second/foreign language acquisition process (Laufer, 1997).

When we observe at the research on vocabulary acquisition over the past three decades, the sheer volume of the literature and welter of topics and findings is incredible. Countless books, papers, articles, schemes and items of equipments have grown out such argument. Especially in the last three decades, there are varieties of both theoretical and empirical researches which are appeared on various aspects of vocabulary acquisition (Harrison,1980; Keen,1985; Cruse,1986; Wallace,1987; Nation,1990; Clark,1993; Huck, Haynes & Coady,1993; Schmitt,2000).

As we enter the 21st century, acquisition of vocabulary has assumed a more important role (Lewis, 1993).This is evidence in the growth of interest in L2 vocabulary acquisition research and in the publication of many books exclusively devoted to the teaching of vocabulary, acquisition of vocabulary, and vocabulary learning strategies.

The recent studies are done on various aspects of vocabulary acquisition, for example vocabulary acquisition via task (Nunan, 1989), vocabulary acquisition via reading activities (Gu & Johnson, 1996), acquisition condition of vocabulary (Joe, 1995), research and techniques of

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vocabulary acquisition (Hatch & Brown, 1995; Oxford, 1990; Nation, 1990), and approaches and strategies of vocabulary learning (Krashen & Cho, 1994; Sanaoui, 1995).

After having long been ignored, vocabulary acquisition is once again of central interest in language learning (Manguerra, 1993); however still as Meara (1980) points out that we know a little about vocabulary acquisition.

Importance of Vocabulary Learning

The statement that “While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972, 111) tells us that mastering of vocabulary is an essential component of second/foreign language learning. Moreover, Read (2000, 1) states that “words are the basic building block of language, the units of meaning from which larger structures such as sentences, paragraphs and whole text are formed”, Nation (1993) discusses that vocabulary knowledge enables language use (as cited in Nation & Waring, 1997), or Anderson and Freebody (1981) emphasize that vocabulary has long recognized as important to reading success (as cited in Dickinson, Flushman & Freiberg, 2009).

Similarly, Carroll (1993), Elley (1991) and Krashen (1993) believe that the development of vocabulary knowledge and the amount of target language reading undertaken by the learners are strongly related, or difficulty levels of vocabulary substantially affect the degree of readability of reading text (Coady, 1993; Alderson, 2000; Nation, 2001). In addition, successful acquisition of the ability to read with comprehension is essential for success and full participation in the mainstream the technological society (Dickinson, Flushman & Freiberg, 2009). In such case, Coady (1993) believes that vocabulary building as integral part of reading.

Main Gaps in the Current Studies of Vocabulary Acquisition

Although there is a welter of studies about vocabulary acquisition, but there are so many areas that have not been considered and discussed at all or seriously. Such areas are observed as gaps of current studies of vocabulary acquisition in this study. The gaps are:

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1. Synonym is a type of relationship among words that are similar in the meaning. Such type is one of the common vocabulary acquisition techniques which is based on the semantic sets. Such technique is applied in order to help learners to learn the unfamiliar vocabularies in terms of the familiar: the meaning of an unknown vocabulary can be expressed in terms of vocabulary whose meaning is known. Here, this problem arises that the meaning of two vocabularies are not same to each other completely; therefore the learners who learn similar meaning of one vocabulary instead of exact meaning of that vocabulary, how they can understand and apply in active skills correctly. Such problem must be considered, studied and discussed from various views. Same problem should be studied on antonym as another common vocabulary acquisition technique which is based on the semantic sets.

2. One of the problems in the studies of vocabulary acquisition is the developing of the model that really clarifies how vocabulary is transferred from short-term memory to long-term memory. The developing of such general and applied model can solve many of the most current problems in the vocabulary acquisition procedure. Such model is needed to be developed.

3. There are very few empirical studies have researched on teacher beliefs about nature of vocabulary, vocabulary acquisition procedure, and the other related subject to vocabulary. Such less studies can be considered as a gap in the studies of vocabulary acquisition.

4. The correlation among constitutes lexical competence, and the factors that facilitate and hinder successful vocabulary acquisition procedure needs to be studied from various views to have particular dominant overall theory in such case.

5. Since text can affect the procedure acquisition of vocabulary, and text types are varied based on the subject type, word difficulty level, complexity of text and the other factors; there are needs to particular studies to be done as clarification of valuation of text in order to have particular model for degree of value for every text.

6. The advantage and disadvantage of the two common acquisition procedures of vocabulary which are incidental and direct learning should be more clarified and classified. Such

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clarification and classification of the advantage and disadvantage are varied depend various factors such as why and how regarding particular individual personality of the learners some advantages and disadvantages follow every type of leaning of procedure of vocabulary. Such classification and clarification are needed to be researched as a gap among the current studies of vocabulary learning.

7. Since the text is the environment for acquisition of vocabulary, the effect of such environment whether it is ‘authentic material’ or not, can affect the vocabulary acquisition procedure. How much such environment can affect vocabulary acquisition when the early stages of acquisition includes such environment, when the condition of L2 acquisition is as a foreign language, and so many factors are needed to be considered, studied, and discussed as long-term of education which leads to more realistic results that are varied from the results of short-term of studies.

8. Since mostly the current empirical studies of vocabulary acquisition were done among advanced and intermediate language proficiency learners and the outcomes of these studies were applied (generalized) for low language proficiency learners as poor language learners, the problem arises that normally the poor language learners do not know when, where and how apply particular strategy regarding vocabulary acquisition procedure as they are applied among advanced and intermediate language proficiency learners as good language learners. Therefore they deal with the difficulty when the application (generalize) the scientific outcomes which are obtained from good language learners. The gap is that it should specific studies among poor language learners and their outcomes should be specified for such learners.

9. The focus of studies of vocabulary acquisition is done on good language learners because normally the poor language learners are not advanced in applying of strategies. The gap in such studies is that there is not focus on how to motivate the poor language learners to begin and continue applying of strategies of vocabulary learning and, how to help the poor language learners to select particular strategies to be succeeded in vocabulary learning through such strategies.

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10. In the studies of vocabulary acquisition, psychologically there is a gap that there is not specific focus why the learners apply particular vocabulary strategies more or less.

11. There are studies on the application of particular vocabulary learning strategies by the learners as general information but from technical point of view, there are not specific studies. For example there is not a technical study that if the learners shift from one or some particular vocabulary learning strategies to another, how the vocabulary acquisition procedure would process and how much the learners would be succeed.

12. There are not complete similarities or differences among a group of language learners; and similarities and differences are varied from one learner to another. In such situation, it should be suggested that vocabulary learning strategies as individual strategies and they should be considered from individual learning point of view; but the vocabulary learning strategies are discussed in the current studies as group strategies and from group learning point of view either directly or indirectly are considered and discussed.

13. The vocabulary knowledge is discussed from two points of view, firstly knowing of vocabulary knowledge and secondly using of vocabulary knowledge. Knowing of vocabulary knowledge includes passive knowledge which is varied from using vocabulary knowledge that is considered as active knowledge. In the studies of vocabulary learning, it is gap that there is not specific studies on which vocabulary learning strategies help the learners to have better using of vocabulary knowledge and which vocabulary learning strategies help the learners to know vocabulary knowledge only.

14. The importance and type of vocabulary learning strategies which are applied among the language learners are discussed in so many studies, but there are not specific researches on how to apply such particular vocabulary learning strategies consecutively for long-type of learning and what kind of procedure is needed to be applied.

15. In the studies of vocabulary, the particular new learning strategies for the language learners are suggested that they should apply to be more succeed, but the gap is that the

researchers do not show how to connect such particular new vocabulary learning strategies to the former vocabulary learning strategies that the learner already had adjusted to them.

16. The flexibilities of every one of vocabulary learning strategies can be as a helpful and useful facility for better application of vocabulary learning strategies by the learners, and easier extension of vocabulary learning strategies among more language learners. In this way, without application of flexibilities for every one of vocabulary learning strategies, some restrictions would occur. However, the studies of vocabulary learning strategies are researched to specific formats and procedures; and the flexibilities of vocabulary learning strategies are not studied and discussed as it should be focused in the studies of vocabulary learning strategies.

17. In the studies of vocabulary and vocabulary learning strategies, there is not a distinctive line between the nature of target language whether it is second or foreign language.

18. The application of every one of vocabulary learning strategies are studied in language learning classes without any consideration from the effect of other course papers that the learners studied before or study simultaneously as they study language learning course. In such situation, it is necessary to be specific studies on probable effects of other course papers on vocabulary learning strategies as variables whether directly, indirectly, consciously or unconsciously, otherwise it is difficult to claim about the applications and outcomes of vocabulary learning strategies.

19. The majority of the studies of vocabulary includes the application of vocabulary learning strategies by the learners, but there is not specific studies on teachability characteristics and evaluation of teachability of such strategies; in other words, it is necessary to research on the possibility of evaluation of teaching particular vocabulary learning strategies, and how the teacher can teach it to the language learners in order to be applied in vocabulary learning procedure.

20. There is lack of balance and high correlation among teachers' approaches, methods and techniques in type of vocabulary learning strategies. Such type of lack is varied from some minimum level to some maximum level of range and from one language teaching class to another. The gap in the studies of vocabulary learning strategies in such case is that the type of

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balance is fixed without any flexibility and without consideration to any correlation among the levels of variation among different groups of language teachers and learners. In such situations, it is difficult to have scientific claim about the application of vocabulary learning strategies.

21. There is no a general agreement of approaches, procedures and evaluation among theoretical researchers, theoretical researchers and teachers, and teachers regarding vocabulary learning strategies. In this way, some problems in type of whole procedure of vocabulary learning strategies would occur. Such problems are as gaps in teachers' aspect of studies of vocabulary learning strategies that need to be studied and discussed more seriously.

22. Target language to be taught may come as a second or third language, or it is taught through mother tongue or other than mother tongue. In such situations, what type of procedure and outcomes regarding the application of every one of vocabulary learning strategies would occur. Such conditions should be more studied in order to be clarified.

23. Communicative competence is as a considerable phenomenon in language learning which is correlated with vocabulary learning strategies that need to be studied and discussed based on application, procedure and evaluation of vocabulary learning strategies.

24. The majority of application of vocabulary learning strategies in academic courses and for examination purposes. In such situations, examination purpose is a variable which may affect the outcomes of vocabulary learning strategies. Here, this question arises if the purpose of application of vocabulary learning strategies is for the long-life learning purpose only, what outcomes would occur, and when we compare application of vocabulary learning strategies for examination purpose with long-life learning purpose only, what outcomes would be obtained.

25. Motivation as a strong instrument for the learners to apply vocabulary learning strategies. However, there are not specific applied studies on the correlation between motivation and type of vocabulary learning strategies; how motivation can be useful and helpful empirically in application of vocabulary learning strategies; and how the teacher can develop motivation of the learners to apply vocabulary learning strategies more.

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26. Motivation can be as a beginning point for the application of vocabulary learning strategies and there is need that using of vocabulary learning strategies to be continued as a procedure. In this way, it is necessary to study how to motivate the learners to develop the continuity of such procedure.

27. Academic language is more abstract than social sciences and that in science; common words can take on specialized meaning (Janet, 1999). In the studies of vocabulary, it should be differences in application of vocabulary learning strategies which are used in academic language or not. Such differences need to be studied in order to develop clarification on the application of vocabulary learning strategies in academic language and another type of language.

28. The majority of studies of vocabulary for other than mother tongue are done on English language learning. Such studies should be done to other than English language, to generalize vocabulary learning strategies as general vocabulary learning strategies.

29. The different scientific backgrounds, fields and majors of the learners may affect application, procedure and outcomes of every one of vocabulary learning strategies. It should be scientific applied studies on the probable effects, and the correlation of such backgrounds and fields of the learners, and vocabulary learning strategies.

30. The proficiency level of same mother tongue of particular group may affect the application, procedure and outcomes of vocabulary learning strategies. The specific studies are necessary to be done in order to clarify the probable effects.

31. The type of test and examination of vocabulary knowledge should be correlated with the type of vocabulary learning strategies. Such type matter has ignorant to be studied and discussed as should be discussed in many studies.

32. In some general course classes such as General English Course as compulsory courses in school and university degree durations, the elementary, intermediate and advanced proficiency level English language learners participate at same class. In such classes, how teachers can present vocabulary learning strategies, how learners are asked to apply particular vocabulary learning strategies, and how the outcomes of application of particular vocabulary Language in India www.languageinindia.com

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learning strategies would be tested, scored and interpreted, are as problems which are as gaps in the studies of vocabulary learning of English as example that need to be studied and discussed as serious problem in many studies of vocabulary learning strategies in language learning classes.

33. The application of every one of vocabulary learning strategies by the learners whether it is imposed to be used or not, needs to be studied and discussed clearly and to be focused among the language learners as participants through the style of relationships of the teacher and every one of the learners, because of individual characteristics of the learners in type of vocabulary learning strategies are varied.

34. Since mainly the current experimental studies of vocabulary are based on the short-time of teaching and learning research which includes one session or more sessions and they have not organized based on long-life schedules, the generalization of particular outcomes of limited period of teaching and learning is difficult (sometimes) or even sometimes it is impossible. So there are needs to be longer-experimental type of studies to decide about the nature and scope of vocabulary; related approaches, methods, and techniques regarding of both teaching and learning of vocabulary from more scientific clear and obvious view that really it can solve some problem in vocabulary issues.

35. One of the serious gaps in the studies of vocabulary learning strategies is regarding balanced structured teaching approaches that focus on format training; and open-ended and un-structural activities that focus on cultural central content of the target language. From such two different approaches, teaching, learning, application, evaluation and outcomes of every one of vocabulary learning strategies would be varied. However, in the studies of vocabulary learning strategies, these two approaches based on, through, and from point of view of vocabulary learning strategies are not studied, discussed and focused as it should be.

36. Frequency of vocabulary can affect vocabulary learning, and vocabularies will be more focused when they have high frequency. In the studies of vocabulary learning strategies, there is not specific emphasis on the nature, application and outcomes of vocabulary learning strategies through frequency aspect that vocabularies have.

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37. There are two types of learning, inductive and deductive learning. The effect of every one of these two types of learning and vocabulary learning strategies on each others; and the correlation between these two types of learning and vocabulary learning strategies are as gaps in the current studies of application, procedure and outcomes of vocabulary learning strategies.

Conclusion

The nature of vocabulary, vocabulary acquisition, vocabulary learning strategies, and the approaches, methods and techniques of teaching vocabulary have been the subject of much debate. The sheer volume of the literature and welter of topics and findings of vocabulary and related subjects is incredible.

Our understanding of the relations between nature of vocabulary, vocabulary teaching and learning, vocabulary learning strategies, and the realistic situation of current studies of vocabulary in application are expended in several ways as gaps in the present study.

There is need that the importance of vocabulary learning strategies be considered, studied and discussed as it is repeatedly acknowledged theoretically and empirically in many studies.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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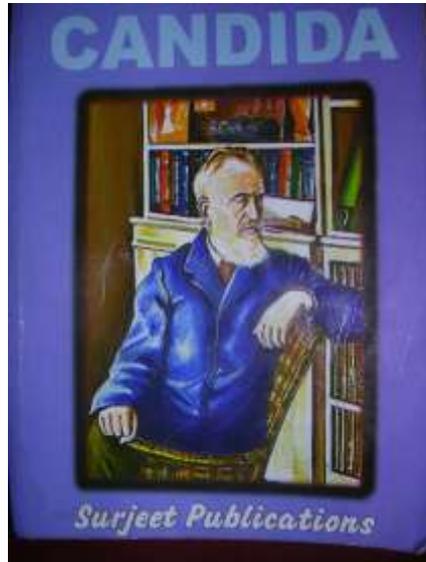
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The Treatment of Marriage in George Bernard Shaw's *Candida*

A. Kayalvizhi, M.A., M.Phil., Ph.D. Scholar



Abstract

This article focuses on how George Bernard Shaw attacks the most popular institution *marriage* and the economic system of the society in his domestic play *Candida*. He conveys in this play that marriage is only a sexual contract between a man and a woman. Moreover,

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woman's economic dependence on man makes her a slave in the house, and it is also a hindrance to the free movement of Life Force, believes Shaw.

Outline Story

Candida, a pretty woman of thirty three, is married to James Mavor Morell, a popular man of forty and a first rate Christian Socialist clergyman, and they are the parents of two children. Outwardly, Morell and Candida seem to be a happy couple, living harmoniously without any kind of dissatisfaction between them. However, the intervention of Eugene Marchbanks, an eighteen years old poet, turns things into a different shape. He ascertains that Morell does not deserve Candida, for he is just a religious windbag, and treats her as a slave. And he realises that his poetic soul has a natural resemblance with the soul of Candida. He shows his love to her, and she responds to him impulsively.

Suddenly Marchbanks, who turns to be daring, tells Morell that he is no match for Candida, and he himself would be the suitable person to be her husband. First Morell does not take this seriously; but then he starts worrying, because of the assertion of Marchbanks. Morell, at last, lets Candida to choose between them. Candida finds herself for auction and asks the rivals to announce their bids. Morell offers his strength for her defence, his honesty for her surety, his ability and industry for her livelihood, and his authority and position for her dignity. Marchbanks offers his weakness, his desolation, and his heart's need. Though Candida is impressed by Marchbanks's bid, she declares her decision to remain with the weaker of the two rivals, i.e. Morell. Her choice shocks Marchbanks, yet he leaves the household of Candida without any complaint, but with a secret in his mind.

Heroism of Marchbanks

Shaw's depiction of his hero Marchbanks is completely different from the hero concepts of other playwrights. He is an eighteen years old youth who is shy and physically weak, but mentally he is very strong. The portrayal of Marchbanks by Shaw is observed by Innes: "Hypersensitive, fearful, physically puny, Marchbanks is a typical Shavian contrast to the conventional hero. Yet he represents both the idealist and an ideal" (17).

Marchbanks has the intellectual competence to judge others correctly, and it is he who finds the incompatible combination of the couple Morell and Candida, whereas they seem to

be an ideal couple for others. Shaw introduces Morell as a respectable, popular, first rate clergyman of forty, and having the unaffected voice with perfect articulation of a practiced orator. In spite of the fact that he is highly regarded by the people, Marchbanks sees him as a religious windbag. He opines about Morell to the typist Proserpine, “I can see nothing in him but words, pious resolutions, what people call goodness” (Shaw 39). He degrades the oration of Morell as which merely excites people and rouses their fervour but makes no change in their conducts. He even compares Morell to King David, who danced before people to make them enthusiastic and despised by his wife for that.

Unintentional Treating of Wife as a Slave – Marchbanks’ World View

Morell is, of course, an ideal husband and is very much devoted to his wife, but he treats his wife like a slave unintentionally. Marchbanks finds out that there is no real love between Morell and Candida though he adores his wife. According to Marchbanks, the conventional, pig-headed Morell cannot match up with the idealistic, noble Candida. His view is that if a man really loves his ladylove, he would wish to keep her happy and free from toiling, albeit to be idle and useless. So he wants to rescue her from the chores, and asks Morell to give up his wife. He condemns Morell, “your wife’s beautiful fingers are dabbling in paraffin oil while you sit here comfortably preaching about it: everlasting preaching! preaching! words! words! words!” (44). But what he, Marchbanks, can provide her is that, he says poetically:

a tiny shallop to sail away in, far from the world, where the marble floors are washed by the rain and dried by the sun; where the south wind dusts the beautiful green and purple carpets. Or a chariot! To carry us into the sky, where the lamps are stars, and dont need to be filled with paraffin oil every day. (Shaw 46)

A Higher Goal?

Marchbanks may seem to be a wicked man for intruding into the affairs of a perfect couple and flirting with the wife of another man. But it is not true, for he does not seek sensual pleasure from her. His desire is only to see to it that Candida lives happily and this quality of his character can be perceived from his suggestion to Morell:

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Oh, Morell, let us both give her up. Why should she have to choose between a wretched little nervous disease like me, and a pig-headed parson like you? Let us go on a pilgrimage, you to the east and I to the west, in search of a worthy lover for her: some beautiful archangel with purple wings –. (Shaw 67)

Thus, in Marchbanks are seen this honesty and exquisiteness of the soul. The frail Marchbanks, who trembles in fear when Morell tries to attack him, is strong in his conception, and brave enough to fight against the notions of a clergyman.

Candida's Love for Marchbanks

Shaw describes Candida as a woman with the double charm of youth and motherhood who frankly and instinctively handles people by appealing to their affection. As evaluated by Marchbanks, Candida is a woman with a great soul, craving for reality, truth, and freedom. She ties her husband with her abundance of love, but does not have a high estimation of him. Her opinion about Morell is similar to that of Marchbanks. For her, his preaching is not any worth mentioning, that the big crowd listening to him do not follow his words but they take it as an entertainment for them. His sermons are, she says, “mere phrases that you cheat yourself and others with every day” (Shaw 53).

But the poet Marchbanks appeals to her soul very much that he is an extraordinary, quick-witted, and cleverer than Morell. She finds him well-suited to her own temperament. She expresses her love to him without any hesitation. She is bold enough to tell Morell about her increasing love for Marchbanks. Goodness and purity, which Morell expects from her, are little care for her, since she says, “I would give them both to poor Eugene as willingly as I would give my shawl to a beggar dying of cold, if there were nothing else to restrain me” (Shaw 53). Candida's fascination with Marchbanks is not to be taken as sexual magnetism. It is well-explained by Holroyd:

But the affinity between them is that of mother and son, and the weapon that guards them from Hell is the taboo of incest. It is because the Virgin Mother outlaws sex that she is Shaw's ideal. Candida reduces all men to children by emotional castration. (317)

Candida's Outlook of Men

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Morell recognises that Candida holds Marchbanks in high regards, and not him. Candida's outlook on both men is thoroughly expressed in her speech, for she tells Morell, "He is always right. He understands you; he understands me; he understands Prossy; and you, darling, you understand nothing" (Shaw 53). Her words, which hurt Morell, clearly show her esteem and affection for Marchbanks.

Preference of Candida

Morell, unable to stand his intolerable jealousy and the insistence of Marchbanks to give up Candida, asks her to choose her mate between them. In a situation of selecting a man, she finds herself as a thing being auctioned, and therefore asks the bids of the rivals. Morell says, "I have nothing to offer you but my strength for your defence, my honesty for your surety, and ability and industry for your livelihood, and my authority and position for your dignity. That is all it becomes a man to offer to a woman". And Marchbanks's bid is, "My weakness. My desolation. My heart's need" which is admired by Candida (Shaw 77).

After a while, surprisingly she announces that she wants to give herself to the weaker of two; by this she means that she wants to remain with her husband. She justifies her decision to Marchbanks that he can do without her, but Morell needs her very much, as his mother, sister, wife and mother to his children. Bentley comments on Shaw's converse view on the topic of weaker sex: "instead of the little woman reaching up toward the arms of the strong man, we have the strong woman reaching down to pick up her child" (71).

Marchbanks does not feel depressed for being rejected by Candida. He proves to be a gentleman unlike the jealous Morell, and he departs her without any hostility. His response towards Candida and Morell is purely benevolent, not malevolent. He tells Morell, "I no longer desire happiness: life is nobler than that. Parson James: I give you my happiness with both hands: I love you because you have filled the heart of the woman I loved. Goodbye" (Shaw 80). Holroyd observes his attitude:

It is Eugene Marchbanks who experiences the metamorphosis from sensuality to spirituality and artistic dedication. Looking upon the suffocating commonplaces of the Morell household, he concludes that domesticity, security, and love are inferior ends compared with the sublime and lonely renunciation of the artist. (316)

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Candida thinks that her decision must have shown him about the character of women. So she enquires him: “How old are you, Eugene?” and the philosophical reply of Marchbanks is, “As old as the world now. This morning I was eighteen” which implies that he becomes matured enough to understand the nature of the women (Shaw 80).

Purpose of Shaw

The intention of Shaw to make Candida take this decision is that, in spite of being an idealist, she cannot overcome the traditional economic morality of the society. Though a romantic, she is not influenced by illusions. Life Force, the power of Nature, utilizes woman, its willing agent, as equipment for the fulfilment of evolutionary process. It concerns only for betterment of the race, and individual’s happiness is not considered. Candida, in order to bring up her children well, needs economical help from man. Her insight enables her to assess the two men, and she perceives that it is her husband who can provide a more secured home and sustenance for her and her children.

The poets are intellectuals and help the Life Force in the enhancement of the human race, but they may fail to be successful breadwinners. Hence she renounces her happiness so as to obey the order of Life Force. She is prepared to continue her life at Morell’s home where she is a mistress as well as a slave. She tells Marchbanks, “I build a castle of comfort and indulgence and love for him, and stand sentinel always to keep little vulgar cares out. I make him master here, though he does not know it, and could not tell you a moment ago how it came to be so” (Shaw 79).

Focus on Biological Need

Nature intends women to propagate children and sustain the human race. If so, her sexual relationship with man is not the result of higher love but of her physical hunger. Therefore, man and woman live together for biological need, and fulfil their duty demanded by Nature, even though there is no true love and mutual understanding. Therefore the preference of Candida for Morell is not the outcome of real love. Bentley puts it, “The axis about which *Candida* revolves is that of strength and weakness, not love and hate” (71). Shaw exposes effectively the hollowness of marriage in the present society through this play. According to him, any marriage will be proved to be failure if it is checked up inherently. The people want

to maintain their relationship by suppressing their mental distress with the wrap of happiness and peace.

Impact of Economic Dependence

Furthermore, Shaw discloses how the economic dependence of woman impedes the free movement of Life Force. Life Force, whose sole duty is to produce better intellectual human race, urges the woman on choosing a competent mate for its purpose. In this case, Candida finds Marchbanks superior to Morell in fulfilling the requirement of Life Force. Had Candida been economically independent, she would have chosen Marchbanks. Therefore her economic slavery obstructs her from picking the right person for mating.

Implications of “Candida”

Shaw has his own intention for naming his heroine “Candida”. The different implications of the word “candida” such as white, bright, and light vividly describe the personality of his heroine. The purity of her soul is represented by “white”. She is “bright” and clever in making better decisions. And she is a light in the sense that she illuminates her surroundings with her charisma. Moreover, the word “candida” also means “fungus” and Shaw has cleverly titled his play with the same name so as to inform his readers that he discusses in this play how marriage and economic systems, like fungus, decay the society and restrict the Life Force.

Conclusion

The actual reason behind the decision of Candida and the influence of the social conventions on it may be the secret in the poet Marchbanks’s heart. Thus, the worthlessness of morality of society and its ideal of happiness are drawn attention to in this play. Shaw’s aim to attack the purport of marital love and domestic happiness is well achieved. And how the customs of the society become the setbacks of the progress of the human race is excellently depicted.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

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Techniques for Cognitive Development of Child at Early Ages

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Abstract

The purpose of this study was to explore teacher's understanding and practices regarding techniques for the cognitive development of the children at ECED level. This study describes the brief background of the context of the study, teacher's profile, review of available literature, methodology used for the study and major finding of the study along with recommendations.

Several theories on cognitive development have been described in literature which emphasized on the importance of using specific techniques of teaching to develop children's cognitive skills and capabilities at early ages. The study employed a qualitative mode of research and field work was carried in the First ECED based school Aliabad Hunza. One teacher of grade three was selected as participant along with her students.

In this study we use interview and observation as the methods for data collection. The selected teacher was interviewed twice and observed in the classroom in action for more than six times.

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Interview transcripts and observation notes were compiled for analysis and read and reread using various themes that emerged from the research question.

Final findings and conclusions were drawn on the basis of analysis that involved a comparison between various themes and sub-themes. The finding of this study revealed that the teachers are aware of the concept of cognitive development and techniques required to ensure appropriate development of cognitive skills in young children. It is revealed that the teacher used several teaching techniques relevant to help children acquire cognitive development. However, the study also indicated that due to lack resources and limited exposure to professional development opportunities the teacher was unable to use the techniques in their true spirit.

Hence, the study recommends that the school management should ensure that the teacher avails professional development facilities to enhance her understanding of the concepts and practices related to cognitive development in young children. The study also highlights the need for conducting further research studies in the real context around the same topics and more importantly action research projects should be conducted with participation of the teachers.

Introduction

Great importance is associated with early childhood care and education throughout the world, and in all ages albeit adopted different approach in different contexts and the time in ancient time people considered child as a tabula-rasa and the age to admit to the class was about 6 to 8, but the recent theories shows that child begins to learn before his birth. So, due to this importance governments and Non-Government-Organizations (NGOs) have begun to work for the early childhood care and education, today the world's less than half of the children are participating in the early childhood care and education. Birth to eight years of age are very crucial age of child development but in our areas education of a child start with the age of five to six, at this stage child brain development is almost completes. In this age group children have curiosity to explore the thing around them.

The First ECED Centre in Hunza was Montessori Based School established in 2005. To fill the vacuum of early childhood education in Hunza, Association of Educational and Societies of Hunza (AESWSH) with the collaboration of AKRSP established a modal school. The First ECED centre Hunza, Montessori based School which is formally providing a platform to children of the valley. This provides a systematic education through one of the ECED education system widely practiced in the world.

It is also a Montessori's teacher training Centre to disseminate specific Montessori teaching

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training. So far two training sessions have been conducted for the teachers of both member and non-member schools, where more than 100 teachers were benefited under ECED trained teachers through specific Montessori material.

Review of Related Literature

Verma (2006) focuses on child's cognitive development during early childhood, which includes building skills such as pre reading language, vocabulary and numeric, beings from a child is born. The first eight years of life are the most fundamental in the development of human beings and their potential. According to Oxford Learner's Dictionary, "cognitive development is connected with mental processes of understanding" (p.285). As Woolflok (2002) defines "cognitive development is a gradual orderly change by which mental processes become more complex and sophisticated" (p.58). The capacity to learn, remember, and symbolize information, and to solve problems, exists at a simple level in young infants, who can perform cognitive tasks such as discriminating animating beings or recognizing small numbers of objects. During childhood, learning and information-processing increase in speed, memory becomes increasingly longer, and symbol use and the capacity for abstraction develop until a near-adult level is reached by adolescence.

Cognitive development should be based on child initiated activities, the environment in which this intervention takes place should be arranged so as to elicit the desire behaviors. Cognitive development is brought through the process of thinking. Therefore such methods of teaching should be used which emphasizes the use of reasoning and thinking.

According to Dunstetal as cited by Wilson (1998) "Responsive teaching methods are the instructional strategies of choice when promoting cognitive competence" (p.101).

The term "responsive teaching" demonstrates an instructional approach that employs social responsiveness (e.g., smiles, honor, hold close, and other forms of positive consideration) as a rein forcer to keep up or remind further desired behaviors from the child. Positive social reinforcers tend to apply powerful influences on the achievement of early cognitive capabilities. According to Dunstetal as cited by Wilson (1998) play activities offer many opportunities for manipulating, exploring, and practicing and thus highly recommended as place for nurturing the cognitive abilities of young children. Vygosky as cited by Woolflok (2002) states that learning pulls development to higher level means that other people play a significant role in cognitive development. Cognitive development involves developmental changes in children's awareness, knowledge, understanding, reasoning, and judgment.

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According to Essa (2003) cognitive development of infants is promoted best when they are in a safe, loving environment where their basic needs are met. This environment must be rich in appropriate stimuli and sensory experience that helps children to explore and learn about their world.

Methodology

Research Question

How do the teachers understand and practice techniques specific to cognitive development of children in ECED classroom?

Research Design

According to the nature of information required and to fully explore and understand the topic under study, we decided to use a qualitative research approach. We explored the understanding and practice related to techniques which teachers use for cognitive development of children at ECED 3rd. By using qualitative research, it made me able to use multiple data collection methods from which we knew, about the techniques that teachers apply for the cognitive development of children in ECED 3rd class.

Case Study

In this study, we used the case study method to explore the understanding and practice of teachers with reference to the techniques for cognitive development of children in an ECED three class. Gay (1987) states that "primary purpose of the case study is to determine the factors and relationships that have resulted in current behavior status of the subject of study" (p.21). We used the case study method in this study because it seemed appropriate to answer my questions similarly. Cohen, Manion and Morrison (2002) state, "Case study provides, a unique expel of real situations, enabling researchers to understand ideas more clearly than simply by presenting them with abstract theories or principles" (p.181). Case study design also allowed us to use multiple sources of data collection such as, teacher interview and observation of teacher.

Research Context and Sample

The study was conducted in the First ECED centre Hunza Montessori based school Aliabad. This is one of the famous ECED centres where children are provided a variety of activities through games the whole environment is attractive. Sampling is a process of selecting individual from

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population. We conducted our study in ECED III class with one teacher who manages the class and all students became secondary participants of the study. To select a sample to conduct a research the researchers selected the sample with the characteristic which are relevant to the research problem. We compiled my data in the First ECED centre Hunza Montessori based school. We selected class 3rd teacher as sample from all population. So, teachers of class 3rd represent all the class 3rd teachers of Hunza region. This was representative of the whole area.

Instrument of the Study

The present research study planned to identify the techniques for cognitive development of children an ECED at class 3rd; as such the data was collected from the teachers the First ECED centre Hunza Montessori based school Aliabad through semi-structured interviews and classroom observation.

Data Analysis

Bogdan and Biklen (1998) Data analysis is the process of systematic search and arrangement of the interview transcripts, field notes and other material that are collected to enhance one's own understanding of them and to present the findings to other. We transcribed in descriptive form.

The purpose of data analysis is to observe and analysis the techniques for cognitive development of child at early ages. This exercise provides an opportunity to know teachers understand and practice techniques specific to cognitive development of children in ECED classroom in detail and to analyze the finding in a significance way. The procedure of data analysis involved reading and re-reading of the data to see what is the difference and similarities and what output come from whole process. We read the interview and observations many times. We listened to the tape many times and analyzed it. From analysis of all the data we have read the information many times and tried to make sense of the problem. This rose up from the data through scaring.

Findings

The findings of the study is that the study shows that the teacher's perceived cognitive development is one aspect of child development, when changes are occurred in the mental processes and child thinking become more and more complex. Analysis of the data suggests teacher used many techniques of teaching for example oral work, self-study, problem solving, drill work, group work, and hand on activities. Group work and pair work are good techniques for young children where they learn from each other". This shows that children learn how to talk other as well as listen to all viewpoints of discussion. Through this children develop their cognition themselves.

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The finding shows that teaching techniques are very important in ECED classes. These year are crucial where child thinking, seeing, observing, testing, and touching is involve. Concrete props and visuals aids during teaching make students active learner.

Recommendations

This study recommends that the teacher should study literature on the topic to enhance her conceptual pedagogical understanding of the same. It is also recommended that the teachers should explore training opportunities to improve practical skills in using teaching techniques relevant to the cognitive development in children. It is further recommended that the teacher should use more and more hands on and minds on activities to help children development their cognitive abilities. The teacher lacked practice skills related to using techniques appropriate to children cognitively, the school requires to offered professional development opportunities for the teacher in this specific area.

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LANGUAGE IN INDIA
Strength for Today and Bright Hope for Tomorrow
Volume 12 : 3 March 2012
ISSN 1930-2940

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Enhancing ESL Learners' Writing Skills

R. Mahendran, Ph.D.

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Introduction

The aim of this paper is to discuss the importance of the writing ability and to suggest some practices. An ability to communicate is imperative in the present day situation to meet the academic, professional and social needs. Writing is a vehicle for communication. It is the creation of original text using the individual's intellectual and linguistic resources rather than copying one's text. There are many kinds of writings; writing composition, letter, thesis, article, project, book, etc. A college student's or a school student's performance of an academic year is always being evaluated only by the written examinations. Hence writing is a part and parcel of education. Writing examination is entirely different from creative writing. In the examinations, students reproduce what they learn in the course. But creative writing is an expression of individual's experience.

The most important thing in "teaching to write" is to make them realize the need to write and to develop a taste for writing. The students should cultivate regular writing habit. "Never a day without a line" should be the curricular motto.

Writing is the only skill which has a visible and ‘tangible’ outcome and has a high ‘face validity’ (White,1987:259).

Writing - An Art

An ancient proverb avers, ‘Tell me, I forget, Show me, I remember, Involve me I understand’. The learners should be involved in writing. Essentially, writing is learnt by writing and not by talking about it, nor by learning the rules and principles of writing. In fact, knowledge of how to write should precede the knowledge about writing. Reading and writing are the two sides of the same coin. So, reading and writing should be integrated in classroom instruction.

The scholarship of an academician is evaluated based on how many books and publications he has penned. The teachers of schools, colleges and universities know how the writing ability of students is at present. All the competitive examinations have a portion of questions on writing. A student who is better in listening, reading and speaking may be poor in writing. It is in the hands of the teachers to stimulate the writing ability of students.

Tierney and Pearson (1983) view reading and writing as essentially similar processes of meaning construction “involving continuous, recurring, and recursive transactions among readers and writers, their respective inner selves, and their perceptions of each other’s goals and desires”. They go on to add, “One must begin to view reading and writing as essentially similar processes of meaning construction. Both are acts of composing”. Similarly Smith (1979) argues that reading, writing, speaking and understanding speech are not separable aspects of language, since they all use the same cognitive structure.

A teacher’s major task in helping learners develop their ‘literacy inarguable’ is that they should familiarize their students with the strategies and skills which are needed for effective communication through the medium of writing. For this reason, reading, that is, purposeful reading, will play an important part in a writing programme. In reading, just as in listening to speech, an awareness of how language functions as a communicative system can be developed only through adequate exposure to a variety of forms in written language. By being exposed to varieties in written language, one learns the style, different types of sentences, spelling of unfamiliar but interesting words, punctuation system and the like. Therefore reading is likely to be a more pervasive and important act than writing, in the sense that writing receives help and support from reading.

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R. Mahendran, Ph.D.

Enhancing ESL Learners’ Writing Skills

More Demanding

But writing to be understood as a task is more demanding than reading to understand. Why? In the process of writing, we have two persons acting in one: the 'writer' (composer of ideas), and the 'reader' (that is, proofreader and editor). Writing in the beginning stage is more physical than mental. Writing, like reading is an active process. As the reader reconstructs meaning in the course of reading, the writer discovers meaning in the process of writing. Hence it is said that writing has heuristic function.

Principles of Writing Skills

Effective writing comes from writing experiences and ideas that are real and relevant to the writer. Writing helps to shape and organize experience. Language, in addition to its expressive and descriptive functions, has heuristic function too. That means, in addition to employing language to express and describe one's experiences through writing, one explores new ideas and thoughts. Writing helps to discover new ideas and thoughts during the course of writing, and helps to organize them from fluid process to solid product, and back again to fluidity. This genuine to and fro movement produces real writing.

Good writing occurs in the completion of real and meaningful tasks in the pursuit of real goals. The writer should first of all feel a need to write as a necessary act rather than as an imposed academic exercise. Therefore, classroom writing should not be made as an 'exercise', a mechanical activity, a mass drill. Instead, it should be a meaningful activity - an individualized interesting experience, a part of their real living.

Composition exercises are meaningless if they are entirely removed from the aims and interests of writers and those of their readers. Therefore, what the writer needs most in writing is a consciousness of the problems of his reader. His success as a writer depends upon the psychology of reading more than it does upon the psychology of composition.

Goal-oriented Activity

Good writing is a goal-oriented activity. Good writers do not simply express themselves; they plan their writing, around a goal they share with a reader and design it to be understood and remembered. Good writers are their own editors. This means they can test their own writing for effectiveness from the

reader's point of view by reviewing and revising. In the process of revising they generate new ideas and build them into their text. Revision and editing are mainly done keeping in mind the needs and problems of reader. Their very purpose is to reduce ambiguities and anomalies in writing and to increase its readability and acceptability in terms of the writer's goals and intentions. A writer who writes should read twice.

Creative thinking involved in writing can occur almost anywhere often while you are doing something else. It is important to get your brain working on a piece of writing as soon as possible, to give yourself time for this "free thinking" to happen.

Making Students Efficient Writers

To attain good response from students, teachers should use varied techniques to bring out their writing capability. The functions of teachers are to help students learn by imparting knowledge to them and setting up an amicable situation to learn effectively. Effective learning takes place only when the learner is able to communicate fluently both in writing and speaking.

Krasham (1982) claims that formal teaching of rules should be reduced to the minimum. There should be a shift in emphasis from conscious learning to unconscious acquisition. Before starting writing any write-up, we may list out at least 10 'WH' questions to develop our ideas.

When Do We Write?

Agatha Christie, creator of mystery stories, found that the best time for planning a book was while doing the dishes. Virginia Woolf, a British writer did most of the serious planning for her writing during long bubble baths. If you lead a busy life, you will want to do your creative writing while you are driving to work, or cleaning house, or taking a walk, or engaged in some other activities that does not require much concentration.

In a written communication, in addition to using proper words and sentences, the writer uses standard spelling, proper punctuation, capitalization, indentation, paragraphing, underlining, illustration and so on as adjunct aids.

A famous novelist George Orwell has suggested Five rules for effective writing in his essay '*Politics and the English Language*'.

- 1). Never use a metaphor, simile or other figure of speech.
- 2). Never use a long word where a short one will do.
- 3). If it is possible to cut a word out, always cut it out.
- 4). Never use the passive where can use active.
- 5). Never use a foreign phrase, a scientific word or a jargon word, even if you think as equivalent of English.

Suggestions for Classroom Practice

The following suggestions for stimulating the writing ability among students may be practiced in the class-room.

- 1). A piece of news from a newspaper may be read in the class-room and students may be asked to express their critical views in writing.
- 2). A text written in their mother tongue can be given for translation in a foreign language and vice versa.
- 3). A five minute story writing contest may be held in the class-room.
- 4). A picture may be placed on a wall and students may be asked to write and explain it.
- 5). Students may be advised to cultivate habit of writing diary in a foreign language every day.

Conclusion

Nobel laureate Nadie Gordimer says that all great writing is deeply personal and heartfelt. Teachers need to provide learners with opportunities to write about topics that are relevant to their lives, to participate various writing activities, and to feel that their writing has value. Writing is a painful art. Without this labour of pain, no good writing emerges. Writing is, no doubt, a substitute for speaking. Hence, let us write whatever we can because writing is a pleasure by itself.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

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A Comparative Study of Effectiveness of Concept Attainment Model and Traditional Method in Teaching of English in Teacher Education Course

Iftikhar Ahmed, Ph.D., Aijaz Ahmed Gujjar, Ph.D. Candidate, Shafqat Ali Janjua, Ph.D., Naeemullah Bajwa, Ph.D.

Abstract

In language teaching, method plays prime role. Well adopted materials without effective method of teaching are practically useless. But with proper tools and instructional materials, a good teacher encourages each member of the class to participate directly in the learning experience.

The main objective of this study was to define the concept attainment model and traditional method and to compare the effectiveness of concept attainment model and traditional method. In order to achieve the objectives M.A. education students studying the subject teaching of English constituted the population of the study and the sample of the study consisted of 46 students teachers. On the basis of pretest scores they were placed in three groups randomly. Each group

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comprised 23 students. Three hypotheses were framed and tested by applying independent sample t-test and dependent sample t-test, the results showed that all the students including low achievers and high achievers, who were taught through concept attainment model performed significantly better than their counterparts taught through traditional method.

Key words: traditional method, concept attainment model, low achievers, high achievers

Introduction

In language teaching method plays prime role. Well adopted materials without effective method of teaching are practically useless. But with proper tools and instructional materials, a good teacher encourages each member of the class to participate directly in the learning experience (Saddique, 2005). Method is an overall plan based on some approach. (Shahid 2000) defined method is an overall plan for the orderly presentation of language material. No part of which contradicts and all of which is based upon the selected approach. Grammar Translation method is the most widely used method for teaching of English in Pakistan. In spite of the virulent attacks that the reformers have made, the traditional method has maintained itself remarkably well and is very popular with English language teacher. In grammar translation method, language teacher translates each and every word, phrase and sentence into mother tongue. In this method textbook occupies an important place. The textbook constitutes major reading material which has specific graded vocabulary. The teacher translates every word and explains grammatical rules and principles. The paramount features of the method are:

1. the unit of teaching is word
2. over use of native language
3. explanation of grammatical rules (Tahir, 2005)

Under the translation method, the meanings of English words, phrases and sentences are translated into the mother tongue (Gurrey, 2005).

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Concept Attainment model

Models of teaching are an exciting and rapidly developed field that holds much promise both as a specific enterprise and as a means of improving the standards of instruction. Model based teaching has produced very encouraging and promising results. Model of teaching has revolutionized the field of teaching. A model of teaching serves a useful purpose of providing in specific terms what the teacher has to do. Model provides guidance to the teacher as well as to the students to reach the goals of instruction. According to Wittrock (1986) models of teaching are designed to implement these strategies while helping students develop as persons, increase their capacities to think clearly and wisely.

According to Chohan (1989) model of teaching is an instructional design which describes the process of specifying and producing situations which helps in bringing desired changes in students, behavior. Cele (1988) described that concept attainment model is a teaching strategy based on analysis of the nature of concepts and how they are acquired. This strategy is the most structured. Students must be guided carefully. Concept attainment is a search for “listing of attributes that can be used to distinguish exemplars from non-exemplars” of various categories (Joyce & Weil 2007).

Concept attainment strategy uses analytical and evaluating thinking skills. During the concept attainment lesson plan, focus is always on teaching objectives, general content and the process being carried out. This is an exciting part for students, which forces them to think and participate. Specific examples are provided in concept teaching strategy four components must be considered. Components of the lesson are examples and non-examples, attributes of the concept and its definition (Joyce & Weil, 1969). Concept attainment lesson is moderately structured. Good understanding of the concept draws students towards its application (Novak and Musondoner, 1991).

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Objectives

- i. To define the concept attainment model and traditional method
- ii. To compare the effectiveness of concept attainment model and traditional method

Population

As the purpose of this study was to measure the comparative effectiveness of CAM and Traditional method in teacher education course at the M.A. level, M.A. education students studying the subject of teaching of English constituted the population of the study.

Sample

The sample of the study consisted of 46 students teachers. On the basis of pretest scores they were placed in three groups randomly. Each group comprised 23 students.

Design of the Study

This study was experimental in nature. Experimental research is the most valid type of research. It can truly test hypothesis concerning cause and effect relationships. It represents the most valid approach to the solution of educational problems, both theoretical and practical. In an experiential study the researcher manipulates at least one independent variable, controls over relevant variables and observes the effects on one or more dependent variables. The independent variable also referred as experimental variable. The dependent variable is termed as criterion variable.

Characteristics of Experimental Research

Experimental research incorporates a high degree of control over the variables of study. Proper control over the variables permits to establish caused relationships among research variables. The two defining characteristics of experimental research are:

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(1) Manipulation of an independent variable.

(2) Control over extraneous variables

An independent variable is a variable whose values are chosen and set by the experimenter. To manipulate independent variables, subjects must be exposed at least two levels of that variables. The specific conditions associated with each levels are called treatments of the experiments. The variables, whose values researcher observes and records in experimental design, is called the dependent variables. The group receiving the treatment is called the experimental groups. The control group is treated exactly like the experimental group except that is not exposed to the experiential treatment.

The second characteristic of experimental research is control over extraneous variables.

Extraneous variables are those that may affect the behavior researcher wish to investigate.

Extraneous variable can be controlled by two ways.

(1) Hold extraneous variable constant.

(2) Randomize its effects across treatment

Findings

Ho: 1 There is no significant difference in the mean scores of trainee teachers taught through CAM and TM

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Table: 1 **Significance of difference between trainee teachers taught through AOM and TM**

Group	N	df	Mean	S.D	t-value
CAM	23	22	76.91	8.163	6.31*
TM	23	22	60.09	9.835	

*Significant 0.05 level

Table value: 2.02

interpretation

Table: 1 indicates that t-value (6.31) is significant at 0.05 level of significance. So, the null hypothesis that “there is no significant difference between students achievement on the post-test taught through concept attainment model and traditional method is rejected and it is concluded that there is a significant difference between the achievement of both groups. Students in experimental group taught through concept attainment model gain higher mean score (76.91) than students in control group taught by traditional method (60.09) there fore it is stated that concept attainment model displayed better performance.

Ho:2 **There is no significant difference in the mean scores of high achievers trainee teachers taught through AOM and TM**

Table: 2 **Significance of difference between high achievers taught through AOM and TM**

Group	N	df	Mean	S.D	t-value
CAM	12	11	82.67	4.317	11.14
TM	12	11	66.92	2.712	

Significant at 0.05 level

Table value 2.02

Table: 2 shows that t-value (11.14) is significant at 0.05 level of significance. So the null hypothesis that there is no significant difference between students' achievement in academic test is rejected and it is concluded that there is a significant difference between the achievement of both groups. Students in experimental group taught through concept attainment model gain higher mean score (82.67) than students in control group taught by traditional method (66.92) on the post-test. Hence it is stated that students in concept attainment model group yielded better performance.

Ho: 3 There is no significant difference in the mean scores of low achievers trainee teachers taught through CAM and TM

Table: 3 **Significance of difference between low achievers taught through CAM and TM**

Group	N	df	Mean	S.D	t-value
CAM	11	10	70.64	6.727	5.17
TM	11	10	52.64	9.362	

*Significant at 0.05 level

Table value 2.02

Interpretation

Table: 3 reveal that t- value (5.17) is significant at 0.05 level of significance. So the null hypothesis that there no significant difference between students' achievement taught through concept attainment model and traditional method is rejected and it is concluded that there is some significance between the achievements of both groups in academic test. Students in experimental group taught through concept attainment model gain higher mean score (70.64) than students in control group taught by traditional method (52.64) on the post-test. So it is remarked that students in concept attainment model displayed batter performance.

Conclusion

- 1- Study results proved that concept attainment model emerged as effective instructional strategy in teaching of English.

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- 2- It was identified that high achievers trainee teachers registered better academic performance thought through concept attainment model.
- 3- It was noted that low achievers trainee teachers produced better results taught through concept attainment model.

Discussion

This study was entitled to comparative effectiveness of concept attainment model and traditional method. In concept attainment model, emphasis is given to cognitive development and from the theory of learning it has been established that cognitive development facilitates more learning. The most important aim of this model is to acquaint the students with pre-existing concepts. They are presented meaning fully so that process of learning may be triggered.

In traditional method, students remain inactive and passive recipient of information. In traditional method, knowledge is imparted haphazardly and it lacks any systematic approach. According to Bruner systematic, structured instructional strategy amplifies absorption of knowledge and improves comprehension and understanding.

The results of the study negate the major hypothesis that there is no significant difference between trainee teachers taught through concept attainment model and traditional method. Sample included in the concept attainment model exhibited superior performance when compared with traditional method. So the null hypothesis that there is no significant difference in the mean scores of trainee teachers taught through concept attainment model and traditional method is rejected. This finding verifies the results of the study conducted by Siddique (2006).

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Result also revealed that concept attainment model proved more effective in terms of academic achievement scores when compared with traditional method. This negates the results of the study conducted by Ivie in (2004). The reason may be that student taught through concept attainment models remain always active and engaged and novelty of the may be the cause of better results.

Recommendations

On the basis of the findings and conclusions following suggestions are made.

1. Models of teachings should be incorporated in teacher Education Course at different levels.
2. Curriculum workers should realize the importance and contribution of cognitive Psychology in the domain of instructions and curriculum be designed accordingly.
3. Master trainers should cognize themselves with different models of teaching and their large scale different subjects.
4. Master trainers should be provided training in models of teaching to use then effectively.
5. Master Trainers should be encouraged to work regular of teaching models
6. New models of teaching should be shaped that may cater the requirements of Pakistani students.

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12 : 3 March 2012

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LANGUAGE IN INDIA
Strength for Today and Bright Hope for Tomorrow
Volume 12 : 3 March 2012
ISSN 1930-2940

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**Word Accent in English Spoken by Students of Engineering in
India: A Pedagogical Perspective on Intelligibility**

Maruthi Kumari Vaddapalli, Ph.D.

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Abstract

The main purpose of the study is to look at the word accent of the English spoken by engineering students in India since Indian English is emerging as one of the varieties of world Englishes. Speech samples of ten engineering students were obtained for this purpose. It investigates the word stress patterns and deviations of word stress from Received Pronunciation and its impact on intelligibility. No specific pattern of divergences in placing the stress in words emerges which reflects the lack of explicit knowledge and awareness of English word stress. In order to overcome difficulties in placing word stress in English, it is recommended that a systematic course, involving the introduction of stress rules, ear training and production practice be given to engineering students of Andhra Pradesh in India.

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The world is becoming a global village and the English language is bringing the world together. There are historical, economic, political, and academic reasons that English has been established the *de facto* world language. Whatever may be the reasons for the spread of English, it is now evident that it has become the global *lingua franca*. The flexibility of the language has facilitated a tremendous growth in the field of communication all over the world. David Crystal (2003) considers English “the world’s first truly global language. According to McArthur (2004), the English language is undoubtedly the world language due to the number of people who use English. He presents us the facts that English is being used in more than seventy countries as an official or semi-official language. The English language plays a significant role in over 20 countries. One billion people in India alone use English out of 1.4 billion users of English worldwide.

Impact of Globalization in India

India has become one of the best destinations for outsourcing business due to its English speaking manpower. Many qualified Indians work for IT companies and Business Process Outsourcing. Since the language used in these businesses is English, it has become vital that graduates in India have good communication skills. In today’s world, it is a well acknowledged fact that effective communication goes hand in hand with technological advancement. These days, most Indian companies hire language trainers and accent trainers to improve the communication skills of their employees. They conduct continuous language training programs in order to improve the language skills of their employees. English speaking skills have a major role in the economic advancement of the country.

‘Good’ and ‘Bad’ English

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There are many varieties of English in the world which include both native and non-native varieties. Kachru (1992), divides world Englishes into three concentric circles. According to Kachru, native varieties of English, i.e. English spoken in the USA, the UK, Canada, Australia and New Zealand, form the inner circle. The non-native varieties of Bangladesh, Ghana, India, Kenya, Malaysia, Nigeria, Pakistan, Philippines, Singapore, Sri Lanka, Tanzania, Zambia form the outer circle while the English spoken in China, Egypt, Indonesia, Japan, Israel, Korea, Nepal, Saudi Arabia, Taiwan, USSR, Zimbabwe form the expanding circle. The Englishes of the inner circle are the standard or accepted varieties of English that are prestigious. However, the outer and expanding circles don't enjoy the same status.

According to DSouza(1999), though the Englishes of the outer and expanding circles are not bad Englishes, they don't enjoy the same prestige as the native varieties. Since these are deviant from the native varieties, there is often a problem of intelligibility. Jones (1956), says that "a person's speech is good when it is clearly intelligible to all ordinary people and it is bad when the speech is difficult for most people to understand". He further states that "A person may speak with sounds very different from those of his hearers and yet be clearly intelligible to all of them, as for instance a Scotsman or an American addresses an English audience with clear articulation. Their speech cannot be described as other than 'good'"(pp. 4-5).

The Concept of Intelligibility

Catford (1950) argued that an utterance can be considered intelligible only when it is "effective." This means that the listener and the speaker should respond to each other appropriately to the situation. According to Catford, the term 'intelligibility' can be used only

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when the speech is both intelligible and effective. Bryan Jenner (1989) defines intelligibility as “*what all native speakers of all varieties have in common which enables them to communicate effectively with native speakers of varieties other than their own*”. As English is being accepted more and more in the world, it is obvious that there is greater scope for exchange of speech among peoples of the world. Kenworthy (1950), put forward the concept of *comfortable intelligibility* as a suitable goal for the majority of learners. The term is self-explanatory, but does not actually specify which features of English pronunciation need to be learned in order to attain this intelligibility.

Bryan Jenner(1989) considered a set of factors of English pronunciation essential for intelligibility anywhere in the world calling those factors as Common Core. Jennifer Jenkins (2000) modified the Common Core so as to take the reality of English as an International Language (EIL) into account. The resulting *lingua franca Core* identifies 7 areas in which it is essential to eliminate error in the students’ pronunciation. They are vowel quantity, consonant confluents, phonetic realisations, consonant cluster simplification, prominence and weak forms, tone groups, and nuclear/contrastive stress but not tone.

For intelligibility, Robin Walker (2001) recommends “*good vowel length, good pronunciation of most of the consonants, good handling of clusters, the avoidance of incorrect deletions, prominence and good tonic stress*” Walker’s work focused on pronunciation and the appropriate use of tone groups.

Linda Shockey (2003)in her work *Sound Patterns of Spoken English* says “*Conversational speech processes are partially conditioned by the phonetic nature of surrounding segments,*

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but other factors such as stress, timing, syllable structure and higher level discourse play a part in nearly every case.”

Features of Indian English

English is spoken in India by a wide variety of people. There are different kinds of Indian English. Some of them are mutually intelligible and some are not. Jenkins (2005), mentions the demographics of English speakers in India. It is astonishing that there are about 37 million proficient English speakers in India and about 200 million Indians with some English language skills. She also mentions that due to the influence of local cultures, Indian English has evolved its own characteristics. This evolution is due to the existence of various Indian languages and social conditions that have had a great influence on English language. Indians learn English from Indians, which is one of the reasons that Indian English is evolving as a variety with its own distinctive features. For example, Bansal (1969) highlights major differences in phonetic deviations. He states that Indians do not use aspiration word initially. As a result, words like ‘pen’ and ‘cup’ are usually unaspirated by Indian speakers unlike native speakers. Secondly, the voiced and voiceless alveolar consonants are pronounced as retroflex consonants. In addition, dental fricatives in words like *health* and *that* are pronounced as alveolar plosives. He also observed the use of bilabials in place of fricatives.

Another characteristic of the pronunciation of Indian English is spelling based pronunciation. In Indian languages, there is a close connection between spelling and pronunciation and they have one to one correspondence between letters and sounds unlike English. David Crystal (1987, p.214) reports that about 400 or so most frequently used words

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in English have irregular spelling which makes it difficult to learn the spelling and pronunciation of English language.

Intelligibility of Indian English

As there are many Indian languages, their influence on English hampers the general intelligibility of Indian English. Such influence is normally called MTI (mother tongue influence). Universities, colleges and multinational companies are working towards accent neutralisation so that the English of Indian speakers will become globally intelligible. For instance, when an employee working for a multinational company interacts with a person from another part of the world, it is important that his accent is neutral and intelligible so that there is effective communication.

Bansal (1969) says, “English spoken in India does not differ radically from native English in vocabulary and grammar, though there are some well-known differences. In pronunciation, a large number of people deviate from both British and American English in a number of ways.” He further states, “*As language is primarily a means of communication, we must ensure that we retain at least those features not only phonological and phonetic, but also those related to clear, articulate speech in the absence of which mutual intelligibility is likely to be affected.*” Other features that cause unintelligibility to a native speaker are stress and intonation, the supra-segmental features of utterances (Balasubramanian, 1988, p. 131). According to Balasubramanian (1988, p. 131) “anyone using English should learn and acquire the supra-segmental features of native English.

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Importance of Word Stress

Like every other language, English words consist of syllables. The vowel sound in each syllable forms the centre. In words with two or more syllables, one syllable is stressed or pronounced with greater prominence. The stressed syllable is called the accented syllable. Peter Roach (2000), in his work on word stress, categorizes four factors that are important in syllable stress. These are the loudness, length, pitch, and quality of the syllable.

It is generally accepted that word stress causes a great difficulty to non-native learners of English. Since it is difficult to predict which syllable of a word is stressed, it is important to learn the placement of stress when learning the word itself. Bansal (1969) states that “A very common fault among Indian speakers is the incorrect stressing of English words, that is different from the usual RP or the pattern of other native varieties”.

Importance of English for Engineering Students in India

There is an acknowledged need for students of engineering to acquire language and communication skills in order to be effective as practising engineers in the global industry. Recruiters may prefer the student who demonstrates the ability to communicate with others and to organize time and work. With the software industry growing by leaps and bounds, there is a greater need for the students of engineering to acquire effective communication skills so that they can step directly into positions of responsibility in the industry. The following excerpt of an article written by Chandra Kanth (2007) from a popular newspaper (*The Hindu*) clearly shows the state of engineering students in India.

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“This issue of employability of engineering and other students has become a talking point. A McKinsey Global Institute study on the emerging global labour market has pointed out that the multinational companies in India find only about 25 per cent of the engineering students who graduate every year falling in the "employable" category. That means the rest need to upgrade their technical as well as soft skills, suggesting that the educational system could be overhauled significantly to cater to industry requirements.”

The Study

The aim of the present study is to analyze word stress patterns in the English spoken by engineering students in India and its impact on intelligibility in order to see the levels of intelligibility of Indian students leaving colleges and seeking employment. The analysis is intended to reflect the present state of spoken English of engineering students, so that remedial measures or steps for improvement can be suggested

For historical reasons, India has had longer association with British English than any other variety. This model is well described in many books including the English pronouncing dictionary available in the market. By and large, the education system in India follows the British model.

Because British Received Pronunciation (RP) is widely accepted and easily understood worldwide, this model was selected as standard for comparison.

Method

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The speech of ten randomly chosen students of a final year engineering course was recorded and divergences from RP were analyzed. The speech samples were played to listeners from a wide range of backgrounds. The listeners were asked to give their feedback.

Participants in the Study

For the present study, ten students in a final year engineering course were chosen as speakers. The sample was viewed as adequate as a representative sample of Engineering students' English.

The ten speakers include both male and female speakers from different colleges in Andhra Pradesh, India. All participants ranged from 18 to 22 years of age. Their learning background and environment was homogeneous. Their mother tongue was Telugu.

Test Material Used for the Study

The data comprises speech samples obtained from final students of engineering from various engineering colleges in Andhra Pradesh, India. The test material used for the study was a set reading passage. The passage includes all the 44 RP phonemes of English with different types of words that are bi, tri, and polysyllabic. It was also ensured that the passage contained familiar words within the register of engineering. The passage is reproduced below.

“Engineering is bringing a global change. It gives shape to our world. Cars, computers, toys, bridges, aeroplanes are all products of engineering. Roller coasters, movie special effects and everything one can imagine is a result of engineering. Engineers can design, create, or modify everything we touch, wear, eat, see and hear in our lives. Their innovations safeguard national security, protect environment, and also improve health care. Engineers should work

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with dedication and precision. They are problem solvers who search for quicker, better and less expensive ways to use the forces and materials of nature to meet today's challenge. No one can disagree that engineering is a marvel."

Recording Procedures

All the speech samples were recorded by using a very good quality Sony TCS cassette recorder. A quiet room was chosen for recording at various colleges. The passage was typed neatly on a sheet of paper and was handed to each speaker. They were asked to read the passage as naturally as possible. They were, however, given a few minutes to look through the passage before reading. No interruption took place throughout the recording.. Each speaker was asked to say his/her name before reading the passage.

Listening Procedures

Four groups of five each were selected to be the listeners. The first group comprised five foreigners of which three were native speakers of English and the rest from other languages, the second group had five prospective employers, the third had five members from general public and the remaining five were the teachers of engineering colleges of JNTU (Jawaharlal Nehru Technological University, Hyderabad, India). The teachers were chosen from JNTU as they are teachers of engineering in a sister university. All the listeners were graduates.

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Care was taken to ensure that the listening sessions were free from noise that could affect the procedure. For the sake of convenience, the recorded data was transferred to a compact disc and a CD player was used for the listening sessions. The listeners were given a booklet of 10 feedback forms comprising questions on intelligibility factors and were asked to fill in the forms after listening to each speaker. On each sheet there was information about percentage of marks. Each speaker was given a percentage of marks as assessed by the listener. After listening to the speakers, each listener was asked to identify and indicate the best speaker and the worst speaker according to his/her estimation. The listeners were also given a form called 'Particulars of the Listeners' in which they had to fill in their particulars.

The listeners were clearly instructed on how to fill in the feedback forms before filling in their responses. They were asked to listen to each speaker carefully and give his or her responses before listening to the next speaker. There was a pause of a few seconds between playing each speaker to enable the listeners to fill in the feedback sheet concerned.

Transcription

The reading passage of each speaker was listened to carefully and a phonetic transcription of the data was made based on auditory perception. (see appendix for details). The validity of transcription was cross checked by a senior professor of phonetics and phonology at the English and Foreign Languages university, Hyderabad. Features of stress and intonation were marked even though the study is limited to looking at the patterns of word stress in the speech of these students.

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Data compilation sheets of all the speakers were prepared based on the phonetic transcription of the reading passage. Divergences from RP in terms of word stress were described. It is convenient to describe the speech of a person in terms of divergences from a standard model. Divergences from RP in respect of word stress of each speaker were noted in the data compilation sheet.

Divergences from RP - Word Accent

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	M.P
engi'neering	1	3	3	1	1	1	1	1	1	1	1
'global	1	1	1	1	1	1	1	1	1	1	1
com'puters	1	1	1	1	1	1	1	1	2	1	1
'bridges	1	1	1	1	1	1	1	1	1	1	1
'aeroplanes	3	1	1	1	1	1	1	1	1	1	1
'products	1	1	1	1	2	1	1	1	-	1	1
'roller 'coasters	1,1	1,1	1,1	1,1	1,1	1,1	1,1	1,1	1,1	1,1	1,1
'everything	1	1	1	1	1	1	1	1	1	1	1
i'magine	2	2	2	1	1	1	1	1	1	1	1
re'sult	1	2	1	1	1	1	1	1	1	1	1
engi'neers	1	1	1	1	1	1	1	1	1	1	1
de'sign	2	1	2	1	1	1	1	1	1	1	1
cre'ate	1	1	1	1	1	1	1	1	1	1	1
'modify	1	1	1	1	1	1	1	1	1	1	1

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inno'vations	3	3	3	1	1	1	1	1	3	1	1
'safeguard	1	1	1	1	1	1	1	1	1	1	1
'national	1	1	1	1	1	1	1	1	1	1	1
se'curity	1	1	1	1	1	1	1	1	1	2	1
pro'tect	1	2	1	1	1	1	1	1	1	1	1
en'vironment	1	3	1	1	1	1	1	1	1	1	1
im'prove	1	2	1	1	1	1	1	1	1	1	1
dedi'cation	1	1	1	1	1	1	1	1	1	3	1
pre'cision	1	1	1	1	1	1	1	1	1	1	1
'problem	1	1	1	1	1	1	1	1	1	1	1
'solvers	1	1	1	1	1	1	1	1	1	1	1
ex'pensive	1	1	1	1	1	1	1	1	1	1	1
'forces	1	1	1	1	1	1	1	1	1	1	1
ma'terials	1	1	2	1	1	1	1	1	1	1	1
disa'gree	1	1	3	1	1	1	1	1	1	1	1
'marvel	1	1	1	1	1	1	1	1	1	1	1
ex'citing	1	1	1	1	1	1	1	1	1	1	1
tech'nology	1	1	1	1	1	1	1	1	1	1	1
to'day	1	1	1	1	1	1	1	1	1	1	1

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Word Accent

Word accent of the speakers was studied on the basis of the bisyllabic, trisyllabic and polysyllabic words present in the passage. Significant divergences from R.P pattern were noted with respect to word accent.

A close look at the table above gives us the word accentual pattern used by the speakers of the words in the passage.

The first column of the table indicates bi-syllabic, tri-syllabic and polysyllabic words, which are tested for word accent. The last column indicates the majority pattern of the word accent of the speakers.

It is observed that majority of speakers had word accent on the first syllable in almost all the words. 8 of the 10 speakers had stress on the first syllable in the word 'engineering'. It is interesting to note that all the speakers were students of engineering and yet they could not pronounce the word 'engineering' correctly.

Words such as 'global', 'bridges', 'roller coasters', 'everything', 'modify', 'safe guard', 'national' etc. are stressed in conformity with R.P. pattern as they are stressed on the first syllable according to R.P. 9 of the 10 speakers accented 'computers' and 'security' on the first syllable. 7 of the 10 speakers stressed on the first syllable of the word 'imagine'. The majority pattern shows that most of the speakers accented on the first syllable of all the words in the passage.

From this we understand that the speakers are totally ignorant about the English word accent and however they have a tendency to stress the first syllable of words.

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Listeners' Responses

Listeners's responses offer us interesting facts. Since the listeners were asked to respond to the questions on meaning saying clear, unclear and not so clear, code x was assigned to clear, 'y' to not so clear and 'z' to unclear for the sake of analysis. On this scale, Speaker 10 scored 18 'x's, 2 'y's and no 'z's. He scored the highest number of 'x's which means that his speech was very **clear**. Table (Appendix-) gives the speech details of the speakers with respect to clarity of meaning. Hence it can be interpreted that the clarity of meaning of speakers 2, 10, 6, and 4 is **good** and that of speakers 5 and 7 is **bad**.

The listeners were asked to rate each speaker's pronunciation on the scale- '**good**', '**not so good**' and '**bad**'. For the sake of convenience, 'x' is coded to **good**, 'y' is coded to **not so good**, and 'z' is coded to **bad**.

Speaker 2 scores 15 'x's and 5 'y's with respect to his pronunciation and Speaker 1 gets 13 'x's and 5 'y's to his account. Speaker 6 scores 11 'x's and 9 'y's and Speaker 10 gets 12 'x's and 8 'y's to their accounts. Speaker 3 also gets 10 'x's and 10 'y's to his account. All of them had no 'z's in their account. Though speaker 4 gets 9 'x's and 10 'y's, he scores 1 'z' too. Speakers 5, 7, and 9 score 5 'z's, 2 'z's and 3 'z's respectively. Speaker 5 gets only 3 'x's to his account whereas he gets 12 'y's. Speaker 7 also gets only 3 'x's and 15 'y's. Speaker 9 gets 9 'x's and 8 'y's.

Hence we can interpret that Speakers 1, 2, 6, and 10 are rated as **good** speakers with respect to their pronunciation and Speakers 5, and 7 are rated as **bad**.

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The listeners were also asked to give percentage of marks to the speakers. Average of the percentages given was calculated by the researcher. The last column of the table shows the average percentage of each speaker.

Considering the average of the percentages, Speaker 2 gets the maximum percentage of 73.8. Speakers 10 and 6 score 72.05 percent each and Speaker 8 scores 70.15 percent. Speaker 1 scores 67.9 percent whereas Speaker 8 scores 67.75 percent. Speaker 3 scores 67.15 percent.

On the other hand Speakers 5 and 7 score relatively less than the other speakers. Speaker 5 scores the least-57.9 percent followed by Speaker 7 who got 61.65 percent.

Hence from the percentages given by the listeners, though Speaker 2 scores the maximum, speakers 6, 9, and 10 can also be considered as **good** speakers, whereas speakers 5 and 7 are **bad**.

Limitations of the Study

Since this study is based on a small sample size, a bigger sample size would facilitate better generalization of findings which might unfold some stress patterns in the English spoken by engineering students. The instrument used for data collections was also limited to only one.

Conclusion

Speaker 10 has fewer divergences than Speakers 2 and 6. All the three of them stressed the third syllable instead of first in the word 'engineering'. Speaker 2 demonstrated stress on the third syllable in place of the first in the word 'aeroplanes'. The word 'environment' was stressed on the third syllable by Speaker 2, and on the first syllable by Speakers 6 and 10.

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This tendency clearly shows that even the best among the speech samples are not aware of the English word accent.

A majority of the speakers had the word accent on the first syllable in almost all the words. Eight of the ten speakers stressed on the first syllable in the word 'engineering'. It is interesting to note that all the speakers were students of engineering and yet they could not pronounce the word 'engineering'. This is mainly due to the influence of their first language in which the accent is on the first syllable. An investigation made by Pickering, L. and Wiltshire, C.(2000) on three Indian teaching assistants with Bengali, Tamil and Hindi as their first language found that Indian English accent is influenced by Indian languages and Phonetic correlates of accent in Indian English are found in Indian languages.

In the present context of engineering graduates seeking employment in foreign countries, and also in the context of globalisation, it is imperative that the intelligibility level of the technical graduates be improved, as much of their careers involve interaction with global clientele in software industry.

It would be ideal for the colleges offering technical education to also provide remedial measures which include language training programs. It is also suggested that teaching spoken English with special emphasis on word accent form an important and integral part of the curriculum. The present study indicates that no specific pattern of divergences in placing the stress in words emerges which reflects the lack of explicit knowledge and awareness of English word stress. Hence, it is recommended that a systematic course, involving the

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introduction of stress rules, ear training and production practice be given to engineering students of Andhra Pradesh in India.

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Appendix A

Group No.	Listener No.	Particulars of the listeners
(foreigners)	01	American
	02	American
	03	Russian
	04	Thai
	05	British
(prospective employers)	06	H.R.Manager, Impetus
	07	Operations Manager, Deloitte
	08	H.R.Manager, SATYAM
	09	H.R.Executive, Logicia India

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		pvt. Ltd
	10	H.R.Manager, IBM India
(general public)	11	Medical Officer, Andhra university
	12	Assoc.Professor of English, Andhra University
	13	Manager, INCS, Naval Base
	14	Advocate
	15	Language Training Free Lancer
(teachers of engineering colleges of JNTU)	16	Professor, Mechanical Engineering
	17	Professor, Electrical Engineering
	18	Professor, Electrical Engineering
	19	Associate Professor, Mechanical Engineering
	20	Associate Professor, Mechanical Engineering

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Appendix- B

Feedback form

Listener No.

Tick the appropriate item

1. The meaning conveyed by the speaker was

a) clear

b) not so clear

c) unclear

2) The speaker's pronunciation was

a) good

b) not so good

c) bad

3) What percentage of marks would you give to the speaker? ()

Date of Listening

Signature

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LANGUAGE IN INDIA
Strength for Today and Bright Hope for Tomorrow
Volume 12 : 3 March 2012
ISSN 1930-2940

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Causes of Stress among Teachers at Secondary Level in District Attock

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Abstract

The aim of present study was to investigate the causes of stress among teachers at the secondary level in district Attock, Pakistan. Benefits of this study include that the government can make appropriate policies and administration for improving the performance of the teachers at the secondary level in district Attock. Future researchers can also find other ways to improve the capabilities of the teachers at the secondary level, and motivation level of the teachers can be increased.

Population of the study comprised of the teachers teaching at the secondary level in Punjab. The scope of the study was delimited to the government secondary schools of district Attock. Seventy two government secondary schools' teachers (36 male and 36 female) were taken randomly from the different schools (male and Female) as sample of the study. A questionnaire was developed as research instrument for the collection of information from the

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teachers. Data was then tabulated and analyzed by applying appropriate statistical tools. It was concluded that there are number of factors which were affecting the teachers' performance at secondary level i.e. extra work load, duties other than teaching, teaching different subjects to the different classes, conveyance problem and autocratic behavior of the principal.

Key Points: Stress, Occupational, Performance, Administration, Capabilities, Policies

Introduction

Manthei, R. J. (1996) states that, "there is no doubt that job related stress is rapidly becoming one of the most pressing occupational safety and health concerns in the country today".

Rubina, (2004) declares that, "Teachers play an important role in constructing the personality of their students. Schools are as important institutions as any other organization of the society. It can be reviewed as an interface, a platform where significant socialization of growing children takes place and where a sizable number of adolescent members of a society follow careers and meanings in their lives. Importance of profession is obvious however; the social and psychological conditions exert a strong influence on the levels of performance, job satisfaction and even on the mental health of teachers".

Vaghn, (1990) suggested that, "Like all other professionals, teacher's are also overwhelmed by multiple and complex challenges. They lag behind their counterparts in relations to the opportunities for self development and professional enhancement. In many parts of the world, teachers are rarely provided with the resources they need to meet the high demands and expectations placed on them. The long hours at work (as they supervise students' projects, evaluate students' work, prepare lessons and conduct the examination) coupled with pressures of their job environments eventually lead to debilitating health problems".

Hayward, (1991) stated that, "The teaching profession is one of the helping professions in which practitioners are normally committed to giving their best for the welfare of those entrusted in their care. While the commitment is laudable, the consequences can be detrimental when the job demands overshadow the individual's coping resources, as well as the job rewards; thus leaving the practitioner feeling unhappy and unable to perform well".

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Stress is basically, a word derived from the Latin word. 'Stringer"- meaning "to draw tight". The definition of stress are many and varied, ranging from simple one word statement such as tension or pressure to medical explanations for the physiological response of the human body to certain stimuli.

Stress has different meanings to different people. From a lay person's perspective, stress can variously be described as feeling tense, anxious, worried, or having the blues. Scientifically these feelings are manifestations of the stress experienced in intriguingly complex programmed response to the perceived threat that can have both positive and negative results. There is general consensus however, that stress is a physical, mental or emotional reaction resulting from an individual's response to environmental tensions, conflicts, pressures and similar stimuli. As commonly understood, stress is a pattern of disruptive, physiological and psychological reactions to events that threaten a person's ability to cope.

Review of Literature

According to Cox, 1978; Lazarus & Folkman, (1984), "The stimulus-oriented theories identify stress as an aspect of the environment (a stimulus), which causes a strain reaction in the individual exposed to the stressful stimulus. These theories view stress as a potential residing within the stimulus provided by the organism's environment and those aspects of the environment that increase demands upon or disorganize the individual impose stress him or her".

Terry, (2000) stated that, "Management is distinct process consisting of activities like planning, organizing, actuating and controlling. These activities are performed to determine and accomplish the predetermined objectives with the help of human and other resources".

Hellriegal *et al*, (1993) states that, "managers have been in existence for as long as individuals have put others in a position subordinate to them for the purpose of accomplishing predetermined goals". The books written by Sumerian Temple Priests about 5000 BC are evidence of managerial practices.

The response-oriented theories of stress consider stress to be the response of the individual or organism to the events of the environment (Balock; Canon; Duruna & Morgan, as Language in India www.languageinindia.com

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cited in Bartlett, 1998). This approach treats stress as a response, focusing on people's reactions to stressors. Although response based definition of stress refers to stimulus, which lead to the stress response as stressors, Although response-based definition of stress refers to stimulus, which leads to the stress response as stressors, they focus upon the occurrence of response as the actual stimulus itself (Selye, 1983). We see an example of this approach when people use the word *stress* to refer to their state of tension, and when someone says "I feel a lot of stress when I have to give a speech". This response has two interrelated components. The psychological component involves behaviors through patterns and emotions as when you "feel nervous". The physiological component involves heightened bodily arousal - your heart pounds, your mouth goes dry, your stomach feels tight, and you perspire. The person's psychological and physiological response to a stressor is called strain.

Stress can also be defined as, "the condition that results when person environment transaction lead the individual to perceive a discrepancy - whether real or not- between the demands of a situation and the resources of a person's biological, psychological and social systems". We can think of external events that would be likely to place demands on a person and that could lead to stress. These might include the demands of work, family, poverty or unexpected events to which a person has to adjust. We can also imagine 'internal' factors that might make a person more likely to respond in a stressful way to such events. These might include poor coping skills, less support, negative attributional styles or a number of attitudes and beliefs about one's self or the world. Psychological theories of stress has focused on the interactions between these internal and external factors, and the process of appraisal, by which the individual assess the seriousness of external events and the threat they pose as well as their own coping resources.

Stress is an unavoidable and dreaded, yet needed, part of everyday life. Although life's stressors (e.g., meeting goals, making money, and caring for others) are usually thought of as only damaging to physical and mental health, they also motivate people to live actively and productively.

Rowney and Cahoon (Cited in Rittmayer, 2001) called these stresses as emotional stresses, these stresses include: time stress, the pressure of doing something (or lots of things) before a certain time; anticipatory stress, worry and dread about impending events; situational

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stress, fear of finding one's self in a situation posing threat, loss of control, or loss of status in the eyes of others; and encounter stress, anxiety about dealing with people one finds difficult or unpleasant. A moderate level of stress is optimal.

The stress at workplace has gained much importance in the interests of stress researchers. Workplace stress can be defined as an emotional state that people experience in situations where they perceive an imbalance between the demands placed on them and their ability to meet these demands. Stress is a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from normal functioning.

Stress can be broken down into a number of "facets" that represent categories of variables to be studied. The first facet is personal facet, it refers to stable characteristics that employees bring with them to the workplace e.g., demographic characteristics and personality etc. the other facet, environmental facet refers to those stimuli which are present in the environment and employees must confront with them e.g., characteristics of work performed (such as complexity) and nature of job related interpersonal relations. Next is process facet that refers to the interaction of characteristics of person and characteristics of the situation. This is the point where a person perceive work environment as stressful or not. After the environment is perceived as stressful, there may be a variety of consequences for both the individual and the organization as well. The final facet is time facet, which exhibit that the processes of individuals' perception of stressor in the environment are embedded with temporal context.

Teacher Stress

There are four major issues concerning the development of a definition of teacher stress. The first issue is whether to use the term "teacher stress" to refer to the level of demands made on the teacher, or whether the term should refer to the emotional state engendered in a person in attempting to meet such demands. A second issue is, whether stress should refer to all demands (both positive and negative) or only to a negative one. The third issue involves the fact that teachers' emotional responses to their situation very much depends on their perception of situation and their coping ability. The fourth issue concerns how best to take account of the balance between the levels of demands made on teacher, or the teachers' ability to meet such demands.

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Research Methodology

POPULATION

Population of the study was the teachers teaching at secondary level of education in Punjab.

DELIMITATION

The scope of the study was delimited to the government secondary schools of district Attock.

SAMPLE

Seventy two government secondary schools' teachers were taken randomly from the different secondary schools (Male and Female) of district Attock as sample of the study.

RESEARCH INSTRUMENT

A questionnaire was developed as research instrument for the collection of information from the teachers.

RESULTS AND DISCUSSION

Data was collected from the teachers teaching in government secondary schools of district Attock. Analysis of the data after receiving from the teachers of secondary level discussed below;

Table 1: Teaching of different subjects to different classes causes stress to me.

Respondents	N	Mean	S D	S.E _{Mean}	Mean Diff.	T-Value
Male Teachers	36	3.03	1.194	1.09	0.27778	0.938
Female Teachers	36	2.75	1.97	1.40		

****N-Significant**

df = 70

t- value at 0.05 =2.000

Table 1 shows that the number of respondent of male teachers and female teachers is 36. The mean and variance of male teachers are 3.03 and 1.09, while at female teachers the mean and variance are 2.75 and 1.40 respectively. The computed t-statistics is 0.938, which is non-significant at 0.05 levels. So above statement is not rejected.

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Table 2: Daily teaching to 06 or 07 classes is difficult for me.

Respondents	N	Mean	S D	S.E _{Mean}	Mean Diff.	T-Value
Male Teachers	36	3.89	1.765	1.33	0.111111	0.336
Female Teachers	36	3.78	2.17	1.47		

****N-Significant** **df = 70** **t- value at 0.05 =2.000**

Table 2 shows that the number of respondent of male teachers and female teachers is 36. The mean and variance of male teachers are 3.89 and 1.33, while at female teachers the mean and variance are 3.78 and 1.47 respectively. The computed t-statistics is 0.336, which is non-significant at 0.05 levels. So above statement is not rejected.

Table 3: Copy-books checking are a great burden for me.

Respondents	N	Mean	S D	S.E _{Mean}	Mean Diff.	T-Value
Male Teachers	36	3.00	1.944	1.39	1.38889	5.374
Female Teachers	36	4.39	0.46	0.68		

**** Significant** **df = 70** **t- value at 0.05 =2.000**

Table 3 shows that the number of respondent of male teachers and female teachers is 36. The mean and variance of male teachers are 3.00 and 1.39, while at female teachers the mean and variance are 4.39 and 0.86 respectively. The computed t-statistics is 5.374, which is significant at 0.05 levels. So above statement is rejected.

Table 4: Assigning of different duties frustrated me.

Respondents	N	Mean	S D	S.E _{Mean}	Mean Diff.	T-Value
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Male Teachers	36	3.39	1.015	1.01	0.19444	0.749
Female Teachers	36	3.58	1.41	1.19		

****N-Significant** **df = 70** **t- value at 0.05 =2.000**

Table 4 shows that the number of respondent of male teachers and female teachers is 36. The mean and variance of male teachers are 3.39 and 1.01, while at female teachers the mean and variance are 3.58 and 1.19 respectively. The computed t-statistics is 0.749, which is non-significant at 0.05 levels. So above statement is not rejected.

Table 5: Conveyance problem causes stress for me.

Respondents	N	Mean	S D	S.E _{Mean}	Mean Diff.	T-Value
Male Teachers	36	3.47	1.36	1.17	0.16667	0.602
Female Teachers	36	3.64	1.4	1.18		

****N-Significant** **df = 70** **t- value at 0.05 =2.000**

Table 5 shows that the number of respondent of male teachers and female teachers is 36. The mean and variance of male teachers are 3.47 and 1.17, while at female teachers the mean and variance are 3.64 and 1.18 respectively. The computed t-statistics is 0.602, which is non-significant at 0.05 levels. So above statement is not rejected.

Table 6: Overcrowded classes frustrate me.

Respondents	N	Mean	S D	S.E _{Mean}	Mean Diff.	T-Value
Male Teachers	36	4.06	1.164	1.08	0.75000	3.916
Female Teachers	36	4.81	0.16	0.40		

**** Significant** **df = 70** **t- value at 0.05 =2.000**

Table 6 shows that the number of respondent of male teachers and female teachers is 36. The mean and variance of male teachers are 3.00 and 1.39, while at female teachers the mean

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and variance are 4.39 and 0.86 respectively. The computed t-statistics is 5.374, which is significant at 0.05 levels. So above statement is not rejected.

Table 7: Heavy workload gives teachers - no time to relax.

Respondents	N	Mean	S D	S.E _{Mean}	Mean Diff.	T-Value
Male Teachers	36	4.17	1.028	1.01	0.00000	0.000
Female Teachers	36	4.17	0.97	0.99		

****N-Significant** **df =70** **t- value at 0.05 =2.000**

Table 7 shows that the number of respondent of male teachers and female teachers is 36. The mean and variance of male teachers are 4.17 and 1.01, while at female teachers the mean and variance are 4.17 and 0.99 respectively. The computed t-statistics is 0.000, which is non-significant at 0.05 levels. So above statement is not rejected.

Table 8: Meager salary, causes stress for me

Respondents	N	Mean	S D	S.E _{Mean}	Mean Diff.	T-Value
Male Teachers	36	3.86	1.231	1.11	0.44444	1.546
Female Teachers	36	3.42	1.74	1.32		

***N-Significant** **df =70** **t- value at 0.05 =2.000**

Table 8 shows that the number of respondent of male teachers and female teachers is 36. The mean and variance of male teachers are 3.86 and 1.11, while at female teachers the mean and variance are 3.42 and 1.32 respectively. The computed t-statistics is 1.546, which is non-significant at 0.05 levels. So above statement is not rejected.

Table 9: I feel anxiety when students don't put any effort into their studies.

Respondents	N	Mean	S D	S.E _{Mean}	Mean Diff.	T-Value
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Male Teachers	36	4.31	0.879	0.94	0.36111	2.065
Female Teachers	36	4.67	0.22	0.47		

**** Significant** **df =70** **t- value at 0.05 level =2.000**

Table 9 shows that the number of respondent of male teachers and female teachers is 36. The mean and variance at male teachers are 4.31 and 0.94, while at female teachers the mean and variance are 4.67 and 0.47 respectively. The computed t-statistics is 2.065, which is significant at 0.05 levels. So above statement is rejected.

Table 10: Principal Autocratic attitude frustrate me.

Respondents	N	Mean	S D	S.E_{Mean}	Mean Diff.	T
Male Teachers	36	4.14	0.842	0.92	0.30556	1.235
Female Teachers	36	3.83	1.36	1.17		

***N-Significant** **df = 70** **t- value at 0.05 level = 2.000**

Table 10 shows that the number of respondent of male teachers and female teachers is 36. The mean and variance of male teachers are 4.14 and 0.92, while at female teachers the mean and variance are 3.83 and 1.17 respectively. The computed t-statistics is 1.235, which is non-significant at 0.05 levels. So above statement is not rejected.

Conclusion

In the light of the analysis of data and findings of the study following conclusions were drawn;

1. It is concluded from the results that teaching of different subjects to the different classes was the cause of stress for the teachers which affect efficiency of the teachers.
2. Results of the study showed that teaching six to seven classes a day was difficult task which also affected the performance of the teachers.
3. Results showed that assigning different duties to the teachers other than teaching also have effect on the performance of the teachers.

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4. According to the results, conveyance was another cause of stress for the teachers.
5. It was concluded that extra workload was also a cause of stress.
6. Results showed that meager salary was becoming the cause of stress for the teachers.
7. Autocratic behavior of the principal was the cause of stress for the teachers.

Recommendations

Following recommendations are made from the study;

1. It is recommended that teachers should be given one or at least two subjects for teaching into the class.
2. It is suggested that teachers should be allocated maximum 4 to 5 periods per day.
3. It is recommended that teachers should be given balance activities to perform so that he may perform well in teaching also.
4. Teachers should be given facility of conveyance as it is possible for the school administration or government as well.
5. Salary of the teachers should be maintained according to his status so that he may live into the society with dignity and honour.
6. Principal should have good behavior with the teachers so that they may share the problems faced by them and related to the students also.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Societal Attitude and Gender Bias as Reflected in the Language of Matrimonial Advertisements

Pratima Dave, Ph.D.

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Men and Women Wanted!

1. WANTED for - 25 yrs old TALL, FAIR, VERY BEAUTIFUL, family oriented, homely, convent educated MBA professional girl alliance from well settled Jain boy sub- caste no bar. send BHP to this PO box no 1192.

2. Affluent & highly cultured brahmin family seeks alliance for their BE, well established son from the parents of good looking, fair, tall, slim, caring, traditional value lover, professional girl from Brahmin famiy.

Relationship between Language and Society

Language is a guide to social reality—it powerfully conditions all our thinking related to social issues, problems and processes. Human beings do not live in the objective world or alone in the world of social activity as ordinarily understood. They are very much at the mercy of the particular language, which has become the medium of expression for their society. It is quite an illusion to imagine that one adjusts to reality essentially without the

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use of language and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is that the real world to a larger extent is built up on the language habits of the group.

There is a direct relationship between language and society. Social structure may either influence or determine linguistic structure and/ or behaviour. Language reflects the matters of regional, social or ethnic origin and even sex. This shows in the choice of words, structures, the tone of the speaker, silences and body language. If we look at it carefully, we realize that the influence is bi-directional: language and society may influence each other and even shape each other (Fasold, year)

A Filter to Reality

Language provides a screen or filter to reality (Wardough, 1992). It determines how speakers perceive and organize the world around them, both the natural world and the social world. Consequently, the language we use helps to form our worldview.

The linguistic situation is more likely to be stable in conservative cultures, where male and female social roles are not flexible. Indian society is a male dominated society, where gender discrimination is a common phenomenon reflected in different spheres of life. A female child has to bear the brunt of this. Preference for a male child has religious significance and girls are considered liability and parents are eager to get rid of this liability as soon as possible. Indian patriarchy system exhibits gender bias overtly. Here, we need to understand the difference between sex and gender. Sex is a biological matter of genes and hormones, whereas gender is socially constructed. It is learned. People acquire characteristics, which are preferred as masculine and feminine. Language reflects society so that social division on gender ground is reflected in the pattern of language. Being born as male or female has far reaching consequences for an individual. It affects how we act in this world and how the world treats us (Talbot, 1998).

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Language and the Subordinate Status of Women

Spender (1983) claims that women's subordinate status is reflected in the language they use and the language used about them. Women get conditioned to the extent that they see themselves through men's eyes and try to cultivate feminine characteristics that they expect men to want from them. As a consequence women's self esteem is caught up in their appearance and desirability to others particularly to men. Language of matrimonial ads reflects this trend conspicuously. It establishes the sexism in language, where women are treated as different from and inferior to men. This sex differentiation results in stereotyping of women.

To stereotype someone is to interpret the behaviour, personality in terms of a set of common attributes applied for the whole group. It must be said that stereotyping is most often suffered by minority group i.e. those who are socially subordinate and are stigmatized. In society, it is the woman who gets stereotyped as an object of man's desire. The language of matrimonial ads proves this fact. Here, language draws connection between language and power. It reveals hidden agenda of gendered inequality prevalent in the society. Language puts things into clear-cut categories imposing boundaries, limits and division on reality. This paper is an attempt to probe this aspect of Social reality as presented in the matrimonial ads where the attitude of society and the inherent gender bias is overtly reflected through the language used in them.

Sample for This Study

For this descriptive research project, the sample of 200 matrimonial ads was randomly selected from four language newspapers- English, Hindi, Gujarati and Marathi. Out of that 100 ads were for male and 100 ads for female aspirants. So, it is difficult to

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generalize the outcome with this small number. But, we can definitely reach at a tentative generalization that shows a specific pattern through the language used in them.

Nature, Function and Cost of Advertising

Advertising in general is a public discourse in the sense that it has a mass and indeterminable audience. It is a 'one-way' discourse in the sense that the producer and the interpreter roles do not alternate. The advertiser is the producer, and the audience is the interpreter. The addressee is not specifically identified. The language of advertisement needs attention for critical study. If we read the ads carefully, we notice the structure of sentences is the body of the text. It is the syntax of concise, no nonsense, to the point efficiency and the constructed addresser is individualized. The language used is telegraphic, because giving ad in a newspaper is a costly affair hence; the maximum information is given in the minimum space. A classified ad in English costs around Rs. 7000 to 8000, whereas the same ad in Hindi and other regional languages may cost around Rs. 3000 to 4000.

An important function of ads is of building images, which on interpretation could be honorific or derogatory. Ads reflect modern life style associated with the middle class. The verbal clues are the many expressions for their priorities of the modern life style. In this process of image building, words especially adjectives are used for the 'desired' physical and other attributes of the male and female advertisers. This process of enhancement is crucial for modern commodities. Advertising helps to legitimize contemporary consumerism.

Reflecting the Attitudinal Changes

Society is changing at a fast pace. Matrimonial ads reflect this attitudinal change in the society. We must remember that it is purely an urban phenomenon. It is difficult to know

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whether the ad is given by the prospective groom and bride, or is given by the parents on behalf of their children. Matrimonial ads reflect a very important dimension of the present state of affairs on the institution of marriage. Going through them the researcher realized that in spite of the big talk of women's emancipation, there is a distinct social and gender bias reflected in them.

Though advertisement is a very powerful tool, it can have a negative impact on society too. The linguistic signals we transmit about members are highly distinctive and discriminating symbols of public and private identities. The relatively permanent features of language that express aspects of person's physical, psychological identity are- age, sex, body type, personality and intelligence and they are all stereotyped.

Several factors define a person's physical identity- height, build, complexion, facial features, type of hair etc. A woman has to bear the brunt not only of social stratification but of physical stratification too. This puts her in the category of an object in the eyes of men, who decide the criteria for an eligible bride for her. Although her legal position has been greatly improved, but a woman is still bound by ancient tradition of behaviour that emphasize upon the traits of submission, obedience, devotion and absolute dedication to her husband and family. Indian society determines the place and conditions the role of a woman, where she is expected to abide by the norms of the society- the norms decided by men.

Devaki Jain (1975) writeses that a relationship, which plays a central role in enhancing or enslaving a woman, is marriage. The act of marriage is not merely legal, contractual arrangement amongst the Hindus but a sacramental fact. The various factors that conclude marriage, build into its ties, which are permanent and, at least psychologically unbreakable. As most girls are brought up to believe that marriage and motherhood are their destiny, the destiny designed and controlled by men. This affects her individual identity and she has to fit in the mould of an image, which is created by the society,

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which reflects an overt gender bias towards her. This study is an attempt to analyze this aspect and to evaluate its effects on society in general and women in particular. Certain variables were studied to understand this bias towards women.

Findings

Followings are some of the findings of this research.

Education

It is found that education, the most important determinant of a woman's status, did not hold much status in men's eyes. Educational qualification of female advertisers was on the higher side in all the linguistic communities. 42% of them were having professional degrees under different categories-medicine, engineering, MBA, MCA, and other professional degrees. This proves that they did not believe in adding up the degrees for the sake of it, but preferred to be professionally qualified for jobs. There was not a single female advertiser, who did not declare her educational qualification. But what disturbs is that 46% of the female advertisers did not mention any educational qualification 'desired' in men. There could be two interpretations for this:

1. Women in India are still not assertive enough.
2. The 'declared' qualification by them is an indirect indication of the 'desired' qualification in men.

37% of male advertisers did not mention any educational qualification 'desired' in females. Either it shows that the educational qualification of women is insignificant, or in response to men's 'declared' qualification only eligible females would apply. Because it does not mean that they will marry an illiterate woman.

Desired/Declared Qualifications

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This discrepancy between ‘desired’ and ‘declared’ qualifications in male and female advertisers is a clear indication of gender bias towards women. Though, we cannot deny that women’s education is an accepted fact, rather an asset for them as they are competing with men in almost all the professional fields. But, they have to constantly prove their worth, which is accepted automatically in men.

Occupation

The variable of ‘occupation’ reflects society’s gender biased attitude towards women. In the ‘desired’ category of occupation in men, 43% of female advertisers preferred a ‘well-settled’ person without naming any specific profession. This reflects a typical Indian parental attitude where a ‘well- settled’ person would be a provider for their daughters’ needs. The adjective ‘eligible’ also refers to the provider. 14% female advertisers did not mention any occupation as ‘desired’ in men.

46% of men from all linguistic groups did not mention any occupation in women under the ‘desired’ category. But the adjective ‘eligible’ is used and it may refer to a qualified girl, who may be working or may have a desire to work. A workingwoman is an asset today, as she would supplement her husband’s income and raise their living standard. 54% men preferred workingwomen.

Physical Traits

The variable of ‘desired’ and ‘declared’ physical traits both in male and female advertisers confirm the double standard of society. Looks are not important for a man in marriage, but being beautiful is an obligatory ingredient for a woman in marriage. The ads project a woman as an object, a commodity reflecting the consumerist mentality. Consumerism has not left any area untouched and marriage scene is no exception to that.

Advertisements exploit female body even to sell cigarette or gents undergarments. Woman is only a body for media. Her desired physical attributes (by men) are supposed

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to be the most important aspect of her personality. Looks are so very important for a girl in marriage that people could compromise with other things such as –education, dowry, and family status but not with looks.

Beauty

Beauty, an abstract term is concretized as ‘fairness’ of skin for Indian mindset. Indians are obsessed with the colonial hangover of ‘fairness of skin’. Indian mindset will need centuries to think otherwise. Dark skin is deterrent to marriage for girls in India. That is sad but true. In fact men at least have some reprieve here, even if the pay packet is thick or thin the color of the skin is immaterial for them, but girls have to be fair skinned. Wonder how this skin obsession started!

Skin Colour

There are degrees of fairness- fair, very fair, fair and beautiful, beautiful, very beautiful etc. Does it mean that fair and beautiful are two different aspects of good looks? 88% of men desired for a beautiful woman under different categories. It is heartening to know that 12% of men (8% Marathi, 4% from Gujarati linguistic community) did not mention ‘looks’ desired in girls. Slimness, another Indo- Aryan trait like fairness, has resurfaced. In India healthy and curvaceous woman with wheatish complexion has been the norm for beauty, which was not desired by a single man.

Men’s Insistence of Fair and Beautiful

It is important to notice here that men are so vocal about their demand for a fair and beautiful girl, whereas 85% of girls were silent on this aspect in men. It is due to the deep-rooted socio cultural conditioning of the society, which teaches a woman to be silent and non assertive.

In the category of ‘declared’ physical traits, 71% men did not declare any attribute in them endorsing the view that looks are not important for men, though 19% of them did

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use adjectives such as *handsome, fair, healthy*, etc. There is an interesting dimension to this. Men, too, are getting conscious of their looks. Launching of special fairness cream for men is a proof of the same.

Consequences of Pressure on Looking Good

The pressure of looking good is stressful for girls. To look beautiful is a natural instinct, but becomes problematic when one wants to follow the dictates of others. Girls try to abide by the norm of beauty decided by men. It is ironical that women develop male mindset and behave accordingly. It is a dangerous trait, as it will affect their individuality. It puts men and women under different categories of controller and the controlled. This establishes the fact that men and women are not treated equally because looking good is not conditional for men in marriage. A woman becomes an object in this consumer market. A woman is much more than a body. But, this gender bias affects her role and status in society.

Men Demanding for SuperWomen in Beauty

The same attitude of society with a clear gender bias is reflected in the 'desired' personality traits in both the male and female advertisers. Men have become more and more demanding and they want a super woman with very distinct personality traits to be found in one person. This concept of a 'complete woman' or a 'super woman' is disturbing. Our 'Subhashitas' emphasize upon developing such personality traits in girls as they are in big demand in the marriage market. What is interesting and ironical that the women are expected to fit in the same age-old mould even in 21st century.

Role of Religious Dicta

The following 'shloka' endorses the so-called virtues desired in a 'complete woman'. A woman must be efficient in her work like a minister. She should be servile like a slave. In cooking and feeding she should be like a mother and in bed she should act like a

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courtesan. She must be dutiful. She should be forgiving like mother earth. A woman endowed with such virtues is hard to find.

Kaareyshu mantri karneshu daasi
Bhojyeshu maata shaynesu rambha
Dharmanukula kshamaa dharitri
Bharya cha shadgunyavatiha durlabha
(Subhashit ratna bhandaargarbha)

Please provide a rough translation for the benefit of your readers.

The Characteristic of Cultured, etc.

All the 100 male advertisers wanted a woman under different categories of—cultured, well-mannered, modern, smart, intelligent, caring, loving, all giving, adjusting, simple, mature etc. The most frequently desired attribute in women is the adjective ‘homely’. The dictionary meaning of ‘homely’ is plain or unattractive, but in matrimonial lingo, it refers to a girl, who puts the home first or a girl, who does good house keeping or a girl, whose dress sense is very Indian and who wears traditional dress and not western outfit.

Contradictory Statements/Demands

There were some contradictory categories under ‘desired’ personality traits used by men - such as modern and traditional. A very contradictory remark! It could be very subjective hence, very difficult to analyze. Indian Men usually prefer a woman with traditional values – integrity, honesty, homely, adjusting etc. but at the same time they want her to be modern in her approach. She should be able to accompany her husband in parties and behave accordingly. Dress code for a modern woman should be strictly followed. Sarees should be worn with backless blouse to look sexy. Saree is supposed to be very dignified and graceful attire, which ironically is expected to give a sexy look. How contradictory!

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She has to be modern as a host as well as a guest. At the same time it is a sacred duty of a woman to look after her husband, his parents, family and children.

Silence of Women

Society's attitude has conditioned a woman to be non-assertive in all the areas of life. In response to 100 % males' demand for different personality traits in her 79% of women were silent on this issue in men. 21% of them 'desired' traits in men under the category of – cultured, from good family and non-addictive.

Gender Issues Foregrounded

Thus, we see that this study foregrounds the issues of gender bias and male dominance in Indian society. The mass communication media develops an aspect of consumerism. In this 'marriage market' a woman is compelled to possess certain physical attributes and personality traits decided by men. Advertising as a means of propaganda becomes a very powerful medium for shaping the thought process of the people involved in it. This results in a political question, because in spite of their high educational and economic status, it develops in women a tendency to be conditioned by male mindset. Media is wrongly playing this role in generalizing the importance of stereotypes putting a woman at the periphery and the man at the center of social life. Here, man's behaviour becomes the yardstick to judge a woman in all the spheres of life.

Negative Role of Beauty Industry

A report by Shveta Bhagwat published in the column of 'The Sunday Times of India' dated July 23rd 06 endorses the researcher's fears about the negative role of 'beauty industry' towards women in matrimonial scene. Dr. Zaheer Ahmed of Apollo Hospital, Delhi categorically says: ' My matrimonial clientele has increased 50% over the last five years because of the great demand of cosmetic surgery.'

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Dr. Anup Dhar of the same hospital says: 'families come from Punjab, Haryana, Rajasthan and Delhi and tell us that boy's side has spotted a defect that needs to be corrected.' The cost of this beauty treatment approximately is:

Nose job - Rs. 30-40000.

Botox- Rs 8000 to 10000 per sitting.

Enhancing cheekbones- Rs 30,000.

Microdermabrasion- Rs 2000to3000 per inch.

Dr. Ram Iyer of Kaya Clinic states in the same newspaper 'our bridal services start post-engagement so by the time the big day comes the bride looks 'perfect'. But, it is really difficult to define the concept of 'perfection' as it tends to be relative. But socially 'perfect woman' should cater to the needs of the male members of the society as they have fixed the norms for it.

Mirroring Reality of the Situation

These trends only mirror reality. Dr. Sanjay Chugh, a psychologist, says 'it is nice to believe one is not judged by looks, but the harsh reality is otherwise. No matter what anyone says, at some level looks do matter in marriage market.'

Marriage has become a conditional affair for men. It definitely demeans a woman and affects her individuality. This gives a danger signal. It will result in stereotyping which should be avoided. Thornkramar and Henery (1983) put this point aptly in relation to social scientific investigation when they say that in the traditional research women are more often conceptualized in singular conditions, while men are allowed an individualism that transcends gender. What we need to insist is that women cannot just be lumped together wholesale. Attention must be paid to the difference between them, which will enhance their individuality. Media being a very powerful mode encourages women

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to see themselves as product or services, which are advertised and aspects of their social world in terms of the meanings, which ads draw on and help to promote (Begnell 1997).

Traditional Positive Myths

This concept belongs to our society's stock of positive myths concerning the attributes of sexually desirable woman and ads signify this concept of feminine beauty of mythic meaning. Iconic signs denoting women in the media very often perpetuate oppressive ideological myths about real women. By emphasizing on the social value of youth, slimness, fairness, tallness it promotes a dominant ideological myth, which is not natural but cultural. Myths have always focused on this aspect of beauty and generated a specific mindset. In 'Durga Saptashati' there is prayer uttered by a man, which establishes the fact that physical charm is the most important qualification for a woman in marriage.

Patnim manoramam dehi manovritti anusaranim
Taarinim durgasansaar saagarsya kuloddhvam
(Durga saptashai Argala Stotram,4)

'Give me a wife who is beautiful, acts according to my wishes, helps all in my family to go to the other end of this sea of worldly affairs. Besides that she should follow her husband's wishes.'

Woman is a Product

This put a woman in the category of a product, a product that has to act according to the wishes of another person. The mythic meaning that the ads generate are focused on 'products' with certain social significance, they barge in our real social world decide our taste, trends and make us a victim of the vicious circle. What is alarming is that women are not just turning themselves into object but they are actively involved in self-creation

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without realizing the consequences of this process. The way the women look is vitally important because the success of social relationship hangs on being desirable and being desirable is all about visual impact. Conventional kind of feminine appearances and feminine ideals are shaped by mass media, fashion and T.V. A feminine identity is to be worked out. A woman has to stand up and take the reigns of her life in her hands and should bank on her strengths as human being and refuse to be 'superwoman' or a 'complete woman' according to the male norms and demand for social equality.

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Loksatta (Marathi)

Sakal (Marathi)

Gujrat Samachar (Gujarati)

Mumbai Samachar (Gujarati)

Janmabhoomi Pravasi (Gujarati)

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Advertisements

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Fiction in the Indian Engineering Language Classroom

Anita Manuel, M.A., M.Phil., Ph.D.

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Language Through Literature

The phrase ‘language through literature’ is reductive in many ways, for the primary focus of literature is content; language is only studied to see how it is used to serve the content. However, in the engineering context, the primary focus must be given to language and not to content. Secondly, to teach literature requires specialized knowledge of the text, author, genre and period which may be outside the ken of most language teachers. So at the outset it should be clear that the purpose and methodology of teaching literature within the engineering curriculum will be very different from the regular literature class. Having said that, the question then arises why have ‘creative’ texts at all. In the contemporary scenario of the global village where English language is merely a tool for the workplace, the emphasis is on ‘functional’ English.

Is Teaching of Literature Unproductive and Irrelevant?

Teaching of literature is considered unproductive and irrelevant. When the charge was levelled as to what relevance Chaucer and Spenser had to an Indian girl or boy, the teachers of literature were flummoxed. When the charge was leveled that they were teaching Shakespeare to students without the linguistic skills and critical ability to engage with the text, the teachers of literature

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threw up their hands in defeat. When it was pointed out that answer papers of the students showed no originality of thought but merely some mugged up paragraphs from “guides” that flooded the market, the teachers of literature nodded in weary submission. Literature came to be viewed as inadequate and erroneous preparation for any kind of professional course. So the solution proposed and accepted was to throw out literature/creative texts (poetry, fiction and drama) from the curriculum. The framers of our curriculum, as the cliché goes, threw the baby out with the bath water.

The New Buzz Words

The new buzz words, to name two, are Communicative English and Computer Aided Learning. It was decided that students only need to learn the grammatical lexicon and master the basic language required to function at the workplace competently and for this an engineering student needs to be proficient only in the technical register. Clearly, every register has its own structure but technical register cannot be mastered without proficiency in general English.

Equally important is the fact that an engineering student requires more than competency in just the technical register to function successfully in the workplace. He needs to assess, discuss, defend, disagree, ask questions, seek clarifications, negotiate and explain, all of which requires more than ‘technical’ English. The role of language in any person’s life is far deeper than a mere matter of technical communication. Learning language as a communicative tool has edged out learning through individual engagements with texts, learning through activities has replaced learning through interpretation and critical thinking. As Widdowson points out, the goal has become the achievement of limited proficiency in defined domains. But the cost of such a focus is high.

The Status of the Standard of English in India

Every year I have more and more students sitting in my class unable to write a single coherent paragraph. Twelve years of English medium schooling and they cannot write grammatically accurate sentences.

The standard of English in India is going down, not up. The reasons are twofold. First, by making English a commodity which needs to be acquired for successful employment, it has become necessary to ram the language down the throats of more and more youngsters. Secondly, it is often thought an engineering student needs to be proficient only in the technical register. Clearly, every register has its own structure but technical register cannot be mastered without proficiency in general English.

Required Competency in English

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Another equally important fact is that an engineering student requires more than competency in just the technical register to function successfully in the workplace. He needs to assess, discuss, defend, disagree, ask questions, seek clarifications, negotiate and explain, all of which requires more than 'technical' English.

The role of language in any person's life is far deeper than a mere matter of technical communication. Descartes' famous axiom 'I think and therefore I am' takes on an added resonance when we realize that we cannot think without language. Philosophers have often been linguists and vice versa for they held that the structure of language reflected the nature of reality.

This is why the new phenomena of students lacking communication skills in any language, English or vernacular, is so serious, but an investigation on those lines is beyond the scope of this paper. For the present, it is enough to state that an engineer does not exist in a technical vacuum and that the steadily deteriorating linguistic intelligence of the engineering graduates calls for a serious reevaluation of the current curriculum.

Is a Rich Vocabulary Important in Our Context of Education?

But my question is whether all that we want to impart to our students is an ability to communicate at a basic level, to write 'grammatically accurate sentences'? In such a scenario is a rich vocabulary important? Is there a place for originality of thought or style? Should an ability to think critically or creatively be nurtured? If there was a method by which grammar, style and critical thinking could be imparted or imbibed, should not such a methodology be embraced?

For many years now, there has been a shift from the traditional way of teaching grammar. A formal grammar analysis with explicit grammar instruction has been discarded by experts in favour of a more cognitive mode. In this context, exposure to literature can provide an alternative way to the conventional method of explicit focus on discrete structures. Since the use of literature does not fall completely into the structural approach or the situational approach, we may need to call it the 'critical approach'. Engagement with a literary text can also lead to a more intuitive understanding of sentence patterns; the underlying structure of the English language can be internalized.

Teaching Language through Literature

Recently there have been moves to introduce the teaching of language through literature. I have listened to a few interesting papers from stalwarts in the field. But I have serious reservations. For instance, in one paper "Grammar through poetry", V Prakasam says "The best way to discuss a (grammatical) phenomena is to show the difference between its presence and its

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absence and also the difference between its presence and the presence of another category.” To illustrate this he presents the literary uses of the verb “be”:

1. Infinitive – To be or not to be that’s the question (Hamlet)
2. Tense difference – Was is not is madam (As You Like It)
3. Infinitive without ‘to’ – And East and West the wander thirst that will not let me be (Wander-Thirst by Gerald Gould)
4. In progressive forms – The Assyrian came down like the wolf on the fold
And his cohorts were gleaming in purple and gold
(The Destruction of Sennacheib by Byron)

Is It Necessary to Make Language Instruction More Complex? Literature versus Language in Language Classroom

The above demonstration is fascinating but I see no place in my classroom for such a demonstration of the use of “be” and furthermore I would have to engage with four different complex texts to make the usage clear.

Literature cannot be reduced to language as many proponents have been stating but language is a component and a component that has been wielded by the writer with great exactitude like the scalpel of a surgeon. Every word has been chosen with thought and care. Just like the surgeon dissects the human body with his scalpel, the writer uses language to cut open humanity and lay it before us in all its nakedness, rawness and bloodiness.

Literature defines our humanity; as long as we lay claim to being human, literature cannot become irrelevant. By engaging actively and critically with a creative text, the student’s ability to effectively use a language grows exponentially. My contention is simply that discussing a literary text in the classroom can be a hugely rewarding experience for both the teacher and the student. It encourages a student to think critically and from the industry point of view, improves a student’s communication and analytical skills.

Factors that Shape Linguistic Competency

There are various factors that shape the linguistic competency of an individual. I would like to begin with two case studies.

Case Study One: X knows three languages with varying degrees of competency.

She speaks Malayalam, her mother tongue fluently but only as a social register. She cannot read or write that language, her vocabulary in spite of her fluency is limited which affects her ability to express complex abstract ideas in that language. She has never formally ‘learnt’ that language.

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She learnt Hindi for eight years at school. She knows the script, and hence can read and write Hindi but her vocabulary is limited, verbal fluency nonexistent and the question of expressing complex abstract ideas does not even arise.

On the other hand, her linguistic competency is very high in English; she possesses verbal and written fluency with a vast vocabulary. It is the language in which she thinks.

Case Study Two: Here are two specimens of writing.

“On the contrary of whole, bar graph the year 1994 had been the most sale whereas in the year 2001 had been the least sale gone. In the comparing preceeding year, the year 2002 is similar to the year 1998.”

“The usage of vehicles is increased. There are different types of vehicles is still introducing by their companies.”

As you can see, the writers are ignorant of basic sentence structure. There is confusion regarding tenses, voices and concord. The authors of these lines are two students belong to a first year Engineering batch. They have studied in an English medium school and passed with a first class.. The first student has scored 64% in the Twelfth Board Exams, while the second student scored 82%.

Can We Blame the Indian Language Medium?

Out of a class of fifty-six students, twenty-four write in a similar chaotic manner. Only three of them are Tamil medium students. The remaining twenty have not only learnt the language for twelve years, they have studied subjects ranging from history to biology in English.

An equally serious issue and one which has grave repercussions is that they are inarticulate in Tamil as well. A few of these students were asked to write an essay on freedom. The resulting essay was substandard by any criteria. The students are not able to express complex, abstract ideas with any degree of felicity in Tamil though it is their mother tongue. It is not a coincidence that these students are not conversant with Tamil literature.

Two Hypotheses of This Paper

The first hypothesis of this paper is that there is a direct relation between the two, i.e. familiarity with the literature of a language has a direct and substantial impact on the level of linguistic competency. The second group of students are completely ignorant of the vast body of creative writing in English that has emerged in the Indian subcontinent, whereas the protagonist of the first case study is “immersed” in English language and literature. She reads both popular fiction

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and the more literary creative texts. On the other hand she has no knowledge of vernacular literature whether it is Malayalam, her mother tongue or Hindi, which she learnt in school for eight years. In both case studies, communication in the vernacular language (Malayalm in the first case study, Tamil in the second study) at the level of social register is taking place without a hitch, even though the first protagonist does not know the script and cannot read or write that language. But to rise from the level of basic competency, exposure to literature is significant.

Study of literature exposes the students to great writing by brilliant minds. Literature cannot be reduced to language as many proponents have been stating but language is a component and a component that has been wielded by the writer with great exactitude like the scalpel of a surgeon. Every word has been chosen with thought and care. By engaging actively and critically with a creative text, the student's ability to effectively use a language grows exponentially. Most colleges boast of 100% pass percentage in English, yet at the time of placement, the industry bemoans the lack of communication skills of the applicants. Something is certainly rotten in the State of Denmark!

Survey

The following section of the paper presents data was collected through a pilot survey. A questionnaire with twenty-two questions was given to 100 first year engineering students belonging to Aeronautical and Electronic and Communications Department. The aim of the questions was to ascertain the views of the students regarding language and literature.

Questionnaire

1. Do you think English language paper is important in the Engineering curriculum?
Yes No
2. Do you think English literature should be introduced into the curriculum?
Yes No
3. Which of the LSRW skills is more important to an Engineering student?
Listening Speaking Reading Writing
4. Are you satisfied with the current syllabus of the English language paper?
Yes No
5. Has the knowledge of grammar rules helped you to speak better?

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Yes No

6. Has the knowledge of grammar rules helped you to write better?
Yes No
7. Do you speak English outside the classroom?
Yes No
8. Do you think an English language paper should be included in the second year as well?
Yes No
9. Do you read the newspaper?
Yes No
10. Do you think English literature is difficult, boring, irrelevant, or interesting?
Difficult Boring Irrelevant Interesting
11. Did you enjoy learning English prose and poetry in school?
Yes No
12. Do you read fiction (novels/short stories)?
Yes No
13. Do you think literary texts (poems/flash fiction) should be included in the syllabus?
Yes No
14. When you think of English literature, which three names come to your mind?
15. Have you read any books by Indian authors? (if yes, please specify)
16. Do you think it will be interesting to compare *Five Point Someone* by Chetan Bhagat with the movie *Three Idiots* in the classroom?
Yes No Don't Know

(Please read the attached text before answering the remaining questions)

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17. What is your opinion about war?

18. If you were the soldier how would you have reacted?

19. Do you think the officer would have helped the soldier to die?

Yes No

20. Do you think the officer should have helped the soldier to die?

Yes No

21. Would you like to discuss more such stories in the classroom?

Yes No

22. Do you think the attached text is difficult, boring, irrelevant or interesting?

Difficult Boring Irrelevant Interesting

Findings

1. The most significant fact that emerged was 62% favoured the introduction of literature into the curriculum based no doubt on their experience of learning general English in school, for an even greater majority of 82% said they enjoyed learning prose and poetry. The main objection then would be why in spite of learning “literature” in school their command of the language is so poor. The main problem with the use of literature in the classroom is that teachers often encourage learning by rote, going by received criticism instead of focusing on independent thinking. The greatness of literature lies in the fact that it gives rise to multiple readings/ interpretations. It is the explanations and discussions of various and possibly opposing students’ responses to the text that enlivens the classroom. The texts must also be chosen with a great deal of care. They must not be completely beyond the comprehensible level of the students. Classics are not the answer.

To make literary texts relevant, it is necessary to focus on contemporary pieces of writing; an emphasis on Indian writing in English will give us creative works that are relevant to the social and cultural milieu of the students. At the same time it is necessary to choose texts written in Standard English for while the local patois often strengthens a creative text, we must not lose sight of the fact that our target audience is made up of engineering students.

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2. The response to whether an English language paper should be included in the second year was almost equally divided with a small majority of 56% favouring the move, while 44% said they did not want it.
3. The unsurprising news is that 60% of the students do not speak English outside the classroom and 84% of the students felt that spoken English is what the Engineering student requires. This belief that only spoken English is important is a myth which is spread by the plethora of “communication skill” trainers that flood the ‘market place’ today. It is up to the language teacher to emphasise that both spoken and written skills are necessary and how interconnected these skills are with listening and reading skills. The impression created is that students already possess the necessary writing skills and only verbal skills need to be imparted.

The two specimens of writing at the beginning of this paper clearly demonstrate the complete lack of writing skills. The sad fact is that a large number of students can neither speak nor write with accuracy or fluency. There are also students who can speak English well but who cannot write cohesively and succinctly and vice versa.

4. To the question whether they read fiction, 52% of the students said they did not but 48% said they did. Though at first sight this was encouraging, every student who answered in the affirmative to the question whether they have read any books by Indian authors, mentioned only Chetan Bhagat.

One lacuna in the questionnaire emerged at this point. Only 18% of the respondents had read books by Indian authors (Chetan Bhagat!) though 48% had said they read fiction. If the questionnaire had asked them to specify the last three books they had read, it would have clarified the ground reality. I had anticipated Chetan Bhagat’s popularity which is why the next question asked if they would be interested in comparing the book with the movie. 64% of the respondents said yes while 12% could not answer the question possibly due to their unfamiliarity with the book or the movie. Popular cinema is in fact another genre that has not been utilized in our classrooms.

5. The ‘creative’ text, the respondents were asked to read, was a flash fiction titled “Choosing Life”. The author’s name was deliberately omitted. The story is about a soldier who loses both his legs in the Indo-Pak war and begs to be allowed to die. His attending doctor cum senior officer tells him that he would do so, if the soldier is of the same mind after two days. The story gained unexpected relevance due to the recent debates on legalizing “euthanasia” and “assisted death”. 72% of the respondents found the story interesting and an even greater majority of 80% wanted to discuss similar stories in the classroom. 6% of the students found the story difficult but answered in the

affirmative to the question whether they would like to discuss it. Another 2% of the 14% who found the story boring, still wanted to discuss similar stories in the classroom.

Classroom Discussion of Literary Texts

Discussing a literary/creative text in the classroom can be a hugely rewarding experience for both the teacher and the student. In my classroom, the text generated group discussion on Indo-Pak relations, war, despair, heroism, ethics, and an animated debate on euthanasia. We discussed words that the students did not know, such as ‘protocol’, ‘modicum’ and ‘gist’. We also discussed the usage of past tense and past perfect tense in the text, question patterns (esp. the use of do, does and did), the various meanings of the verbal phrase ‘come around’, and the idiom ‘to walk in someone else’s shoes’. My students also did not know where Baramulla and Jaisalmer were located.

A Springboard

As can be seen, a piece of literature may be used as a springboard for better understanding of sentence patterns, multiple meanings, phrasal verbs, idioms, and also as a springboard for presentations, group discussions, role play and debates. Literature nurtures the ability to think critically and creatively, abilities essential to succeed in the world outside the classroom. Used correctly, a ‘creative’ text not only encourages a student to think critically but may also be used as a springboard for enhancing vocabulary, developing a better understanding of sentence patterns, phrasal verbs, and idioms, or as a base for presentations, group discussions, role play and debates. The rot is very deep. Serious overhauling of not only the syllabus but also the teaching and assessment methodology is urgently required. This paper is not advocating the replacement of one method with another. One should not do away with the teaching of rules, for it is useful to know a rule when one is in doubt. It is rather a question of using different models of teaching/learning as supplements to each other.

Choose Texts Carefully – Some Practical Suggestions

However the texts need to be chosen with a great deal of care. When students are asked to write the names of those associated with literature, the first name that comes to their mind is Shakespeare. Such is the ascendancy of the bard, though his language makes the text difficult to access; students find his plays boring or they read a dumbed down prose version of the play rather than the original. One of the greatest disservices we have done is to remain focused on the great classics.

To make literary texts relevant, it is necessary to refocus on contemporary pieces of writing whether they are poems, short stories or novels. In fact, the one genre that lends itself easily to

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classroom teaching is flash fiction due to its short length. The more contemporary, the less chance of the availability of a 'guide'; hence, the student's response to the text will be given primacy, and not some form of 'literary' criticism.

An emphasis on Indian writing in English will give us literary works that are relevant to the social and cultural milieu of the students. Such culturally accessible texts will not only have a positive impact on the knowledge and attitudes of the students but also, as Kachru points out, give them a new sense of ownership of the language. Even regarding pronunciation he states the criteria need no longer be intelligibility to the educated native speaker of English. Such feeling of ownership is essential to remove the psychological barriers which so often are the biggest impediment in the process of language acquisition.

However, fiction from other lands has its own value. The engineering graduate is often than not end up in a multinational company. It is vital that he is able to appreciate and understand other cultures. What better way than fiction from other lands!

Let us not say that a packhorse is sufficient for our students; let us give them a chance to delight in the speed, power and beauty of a wild stallion.

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Appendix I

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Result (the serial number corresponds to the question number)

1. Yes – 86%, No- 14%
2. Yes – 62%, No- 28%
3. S– 84%, W- 14% (One respondent said all four were important)
4. Yes – 58%, No- 42%
5. Yes – 70%, No- 30%
6. Yes – 84%, No- 16%
7. Yes –40%, No- 60%
8. Yes – 56%, No- 44%
9. Yes – 74%, No- 26%
10. D -14%, B-18%, Irr – 14%, Int – 52%
11. Yes – 82%, No- 18%
12. Yes – 48%, No- 52%
13. Yes – 46%, No- 56%
14. The first two names mentioned were invariably Shakespeare and Wordsworth. The only two contemporary authors mentioned were Dan Brown and JK Rowling.
15. Yes – 86%, No- 14%
16. Yes – 64%, No- 24%, Don't know – 12%
17. The questions 17 to 20 were asked only to make the student think. The data was not collated.

21. Yes – 80%, No- 20%
22. D - 6%, B- 14%, Irr – 8%, Int – 72%

Appendix II

CHOOSING LIFE

We were sitting at the gymkhana in Delhi, en route to Baramulla where my father had been posted, when a young, rather good-looking officer stepped up and saluting smartly offered to buy dad a drink. My father looked at him without recognition and without warmth.

“Protocol does not permit a senior officer to accept a drink from a junior. You should know that. Have we met?”

That’s my father, I thought. Talking stuffily of protocol, even at a bar.

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“We met twelve years ago sir, during the war. Do you remember the lieutenant who had both his legs blown off?”

I gaped because the man had walked firmly and easily to the table.

My father looked stunned. “I remember,” he said. “Though not your name,” he added wryly.

“Braj,” he said. He went on to talk about his artificial legs, his promotion, his marriage to a lady doctor and his current posting in Chandigarh.

“I never got a chance to thank you, sir. I am alive today because you took the time to sit with me,” he said.

My father was clearly embarrassed, but equally clearly pleased. Dad rarely talked about the war. When the Bangladeshi war happened I did not know what war meant. I was eight and though I prayed everyday asking God to protect my father and bring him home safe, I was just repeating the words that my mother had told me to. The war threw no shadow over my life.

After he left, I asked dad about the young officer.

“It was at my makeshift hospital in Jaisalmer. I was informed a wounded lieutenant was shouting, refusing to let himself be treated and pulling out the intravenous tube by which he was being given a blood transfusion. I told them to strap him down and I would come around.”

There was a long pause.

“Those were terrible days. Soldiers were being brought in, so many of them, wounded and dying. We were on our feet almost twenty-four hours, snatching sleep whenever we could, wherever we could. That day was no different; it was many hours before I reached his bed. He was screaming, and though tied down was jerking to and fro, to get the intravenous needle out. I was angry. The entire staff was dead on its feet and desperately trying to give some comfort and aid to the soldiers. And this man was cursing and shouting obscenities at them. I told him harshly that we did not expect thanks, just a modicum of cooperation. He told me to go to hell, well that’s not what he said but it was the gist of his reply.”

Dad smiled. “Even when he is in severe pain, a soldier does not curse his senior. The respect owed to an officer is ingrained into his bones. The man’s violation of that code, spoke to me more than the actual words. I knew something was terribly wrong. I sat down. In the middle of that hellhole I found that both his legs had been blown off below the knees. I could find no words of comfort. I just sat there. He quietened down and began to talk, to plead. He was a football player. He was twenty. He could never play again, no girl would marry him; he would be a

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cripple for the rest of his life, an object of pity. He asked if I had been in the shoes in which he would never walk again, would I not prefer death. He wanted me to let him die. I found words. I spoke about artificial legs. I said that to be wounded in battle was an honour, that if he took pride in his sacrifice, others would too. I blabbered on and miraculously he listened.”

Dad grimaced. “I told him to live for two days. At the end of the two days, if he was of the same mind I would help him die.”

“But Dad, that’s against the rules, against ethics,” I protested. “Would you really have done it?”

“When is war ethical? Young men were being killed. I was surrounded by death. At such a time, does life become more precious or less? Did I mean what I said to him? Luckily I was never put to the test. The next day he was evacuated by air to a large base hospital.”

I can never watch war movies because the horror, the terror, the brutality were not imagined, but real. I thought of the soldier with his two legs blown off, screaming in agony, begging to be allowed to die. I knew then, if it takes courage to go into battle, it takes even greater heroism to choose life.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Tense and Aspect in Lai

George Bedell, Ph.D.

Lai is a Kuki-Chin language spoken primarily in central Chin State, Myanmar. According to *Ethnologue* (Lewis 2009), the total speaking population is 131,260. The examples cited are taken from two Lai translations of the Gospel according to Matthew. Those from Van Bik 1999 are cited by chapter and verse; those from Sangawi 2002 are additionally marked with 's'. The latter are cited only if Van Bik 1999 has no appropriate example, or if there is a difference between the two versions which is of interest. All examples are given in standard Lai orthography. An earlier version of this paper was presented to the 38th International Conference on Sino-Tibetan Languages and Linguistics, hosted by Xiamen University, 2005.

Tense and aspect particles. Sentences (1) to (4) illustrate some of the tense and aspect particles (underlined) which accompany verbs in Lai.

- (1) *mei chungah paih an si lai.* (3:10)
'they will be thrown into the fire'
- (2) *ralbawi sal cu, cu can hrimhrim ah cun a rak dam.* (8:13)
'the centurion's servant was healed at that very moment'
- (3) *cu pa cu a lung chungin a sual cang.* (5:28)
'that man has already done wrong in his heart'
- (4) *Na siangpahrang cu nangmah leiah a ra lio.* (21: 5)
'your king is coming to you'

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While *lai* as in (1), *cang* as in (3) and *lio* as in (4) follow the verb, *rak* as in (2) precedes it. The verbs in these examples are *si* 'be' in (1), *dam* 'be well, healthy' in (2), *sual* 'do wrong' in (3) and *ra* 'come' in (4).

Lai. Lai is a head-final language, with the verb generally the last major constituent of the sentence. In (1) *lai* follows the verb *si* and ends the sentence. It indicates future tense, and may be followed by a small number of other particles (underlined).

- (5) *pakhat tu kha cu ze i ah nan rel lai lo.* (6:24)
'you will not regard the other as of any account'
- (6) *Belh cu kan va bot hna lai maw?* (13:28)
'shall we go gather the weeds?'
- (7) *Hi caah hin pei nan dantatnak kha a fah chinchin lai cu!* (23:14)
'for this your punishment will be even more painful!'

In (5), *lai* is followed by the negative particle *lo*, in (6) by the yes-no question particle *maw*, and in (7) by the deictic particle *cu*. Examples like (7) illustrate one kind of Lai exclamation; see Bedell 2001b for discussion. In addition to sentences like (5) to (7), *lai* also occurs in coordinate and subordinate clauses, where it may be followed by various conjunctions (underlined).

- (8) *thei thra a tlai lomi paoh cu hau an si lai i* (3:10)
'all that do not bear good fruit will be cut down, and ...'
- (9) *Thiang Thlarau in nau ka ngei lai ti kha a hngalh.* (1:18)
'she knew that she would bear a child by the holy spirit'
- (10) *a ra laimi Pathian thinhunnak* (s3: 7)
'God's anger which will come'

In (8), it is followed by the coordinating conjunction *i*, in (9) by the subordinating conjunction *ti*, and in (10) by the subordinating conjunction *mi*.

A larger number of particles may come between the verb and *lai*.

- (11) *Pathian nih an hnemh hna lai.* (5: 4)
'God will comfort you'
- (12) *Nawl hei pe law ka sinumpa cu a dam ko lai.* (8: 8)
'give the order, and my servant will be healed'
- (13) *an in lakter ko hna lai,* (21: 3)
'they will let you take them'

Hna in (11) and (13) indicates agreement with a second or third person plural object. See Bedell 1998 for a description of agreement in Lai. *Ko* in (12) and (13) has an emphatic meaning, something like 'indeed'.

- (14) *nan chaw a umnak ah khan nan lung zong a um ve lai.* (6:21)
'your heart also will be where your treasure is'
- (15) *cu bantuk cun vancung khua i a ummi ka Pa nih nannih zong cu an tuah ve hna lai,* (18:35)
'my father in heaven will treat you also like this'
- (16) *thaizing nih cun lungretheihnak cu a zaa in aa ngeih ve ko lai.* (6:34)
'tomorrow will have enough worries'

Ve in these examples implies a conjunction, something like 'also'.

- (17) *Nithum hnuah thawhter ka si thran lai,* (27:63)
'I will be rise again after three days'
- (18) *a leh thran ve lai.* (25:45)
'he will answer again'

Thran in these examples means something like 'again'.

- (19) *Vancung Pennak chungah nan lut bal lai lo.* (18: 3)
'you will never enter the kingdom of heaven'
- (20) *kei cu kan zamtak bal lai lo,* (26:33)
'I will never abandon you'

Bal in these examples means something like 'ever' or (together with the negative *lo*) 'never'.

- (21) *kan thlacam a sau ruangah hin Pathian nih a kan theihpiak deuh lai,* (6: 7)
'God will hear us better because our prayers are long'
- (22) *cu khuami nak cun Sodom le Gomorah khuami kha a zangfah deuh hna lai,* (10:15)
'the people of Sodom and Gomorrah will be pitied more than the people of that town'

Deuh in these examples means something like 'more'.

Some of the particles in question seem to be derived from verbs, and retain verbal properties when used as particles.

- (23) *Cu temhinnak a dih cangka cun* (s24:29)
'until that suffering is over'

(24) *a mitsurhang kha a chuak dih lai i* (9:17)
 'its wine will all come out, and ...'

(25) *rawl cu a zah dih hna lai;* (3:12)
 'he will winnow all the grain'

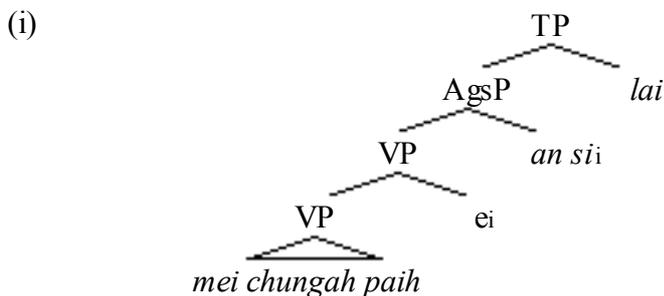
The verb *dih* in (23) means 'be complete'; the particle *dih* in (24) and (25) means 'all'. With an intransitive verb like *chuak* 'come out' in (24), *dih* is understood to modify the subject, but with a transitive verb like *zah* 'fan' in (25) it modifies the object.

(26) *zeitindah minung hi zat pek awk rawl cu kan hmuh khawh lai?* (15:33)
 'how can we find enough food to give to these people?'

(27) *Ahodah khamnak a hmu kho kun lai?* (19:25)
 'who can find salvation?'

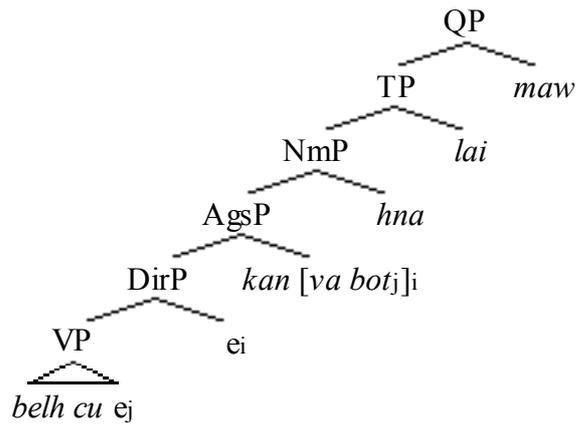
Kho and *khawh* in (26) and (27) do not occur as independent verbs, but as particles meaning 'can'. The difference between them reflects Lai verb stem alternation, with *kho* the stem I form like *hmu* 'find' in (27) and *khawh* the stem II form like *hmuh* in (26).

Structures 1. The structure assumed here for a sentence like (1) is as in (i).



That is, *lai* belongs to the syntactic category of tense particle (T) and together with a complement clause (AgsP) forms a tense phrase (TP). *Lai* is the head of TP, and located following its complement as normally in Lai. The other particles which may follow *lai* or intervene between it and the verb as in (5) through (27) are the heads of different categories located either above TP or between AgsP and TP. The structure of (6) will then be as in (vi).

(vi)



That is, *maw* belongs to the category of question particle (Q) and may combine with TP as its complement to form a question phrase (QP). And *hna* belongs to the category of number agreement particle (Nm) and may combine with a complement AgsP to form a number phrase (NmP). The internal structure of AgsP in (i) and (vi) is not at issue yet and is to be discussed later.

Rak. The particle *rak* was illustrated above in (2).

- (2) *ralbawi sal cu, cu can hrimhrim ah cun a rak dam.* (8:13)
'the centurion's servant was healed at that very moment'

It differs from *lai* and other tense or aspect particles in preceding rather than following the verb. There may be at most three particles preceding a verb, and the position of *rak* is rigidly fixed, as in (28).

- (28) *Bawipa, tangka thongnga na rak ka pek.* (25:20)
'master, you gave me five thousand coins'

In (28), *na* indicates agreement with a second person singular subject, and *ka* with a first person singular object; in the presence of such agreement overt personal pronouns need not appear. See Bedell 1998 for a description of agreement in Lai. *Rak* occurs invariably following a subject agreement particle and preceding an object agreement particle, if any. This position may be otherwise occupied by one of a set of directional particles. The syntactic behavior of *rak* may be explained if it is analyzed as a member of this set. See the discussion in Peterson 2003 and the references cited there. It resembles the verb *ra* 'come' (stem II *rat*), and sometimes correlates with directional motion toward the speaker as in (28). However, *rak* may be used when the implied direction is other than toward the speaker, as in (29), and it is not required even when there is such an implied direction as in (30).

- (29) *tlangbawi sinah khan ding teomao in va kal law rak in zoh seh.* (8: 4)
'go straight to the priest and let him look at you'

- (30) *Bawipa, talent panga na ka pek i* (s25:20)
'master, you gave me five talents, and ...'

In (29) *in* indicates agreement with a second person object; the meaning of *na rak ka pek* in (28) is the same as *na ka pek* in (30).

In sentences like (2) and (28), *rak* appears to indicate past tense. See the discussion in Peterson 2003 and the references cited there. But it cannot be generally characterized as a past tense any more than as a directional. It may co-occur with *lai* as in (31) and (32).

(31) *Annih nih cun nihchuak capo ah an rak ka ser lai i* (20:19)
'they will have made me a laughing stock, and ...'

(32) *Annih cu an theitlai khan nan rak hngalh ko hna lai.* (7:16)
'you will know them by their fruit'

Rak in these sentences cannot be understood as indicating past tense. As with (28) versus (30), it is not required here: compare (33) and (34).

(33) *nihchuak capo saih awk ... hlawt a si lai;* (s20:19)
'he will be handed over to be mocked ...'

(34) *Cu hna cu an theitlai in nan hngalh ko hna lai.* (s7:16)
'you will know them by their fruit'

Rak also occurs freely in imperatives like (35) and (36) where it also cannot be taken as past tense.

(35) *Bawipa cu a lam kha rak sialpiak u.* (3: 3)
'clear the lord's road for him'

(36) *mithi nih an mithi cu rak vui ko hna seh,* (8:22)
'let the dead bury their dead'

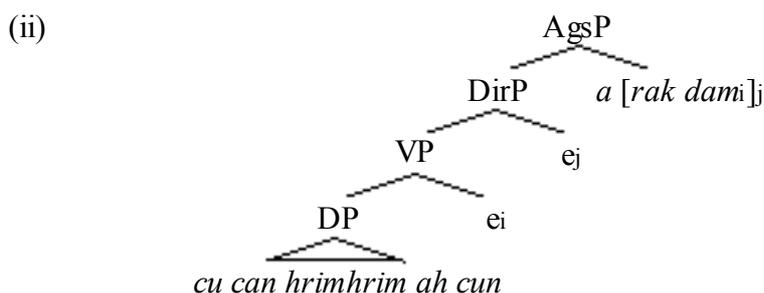
Rak must be distinguished from *ra* as illustrated in (37) and (38).

(37) *nan hmuh tikah ra ka chim thran u law* (2: 8)
'when you find him, come (and) talk to me again, and ...'

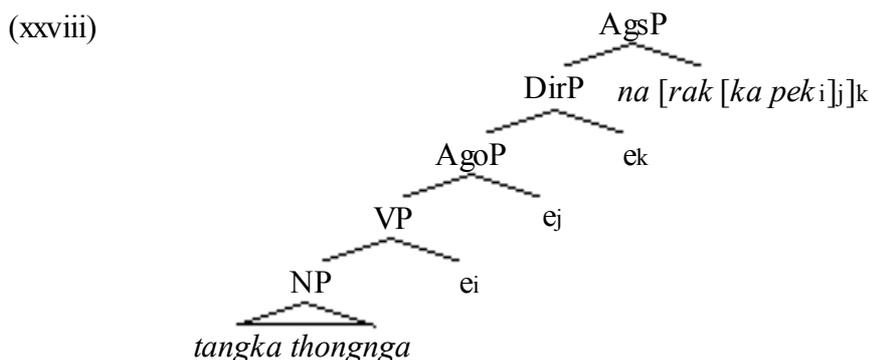
(38) *a ra kir i a zultu pathum hna cu an rak i hngilh kha a hmuh hna;* (26:40)
'he returned and found that his three followers were asleep'

This *ra* clearly does have the meaning of motion toward the speaker, by its subject. Though its syntactic position is very similar to that of *rak*, it has the full meaning of *ra* 'come', and probably is that verb. *Ra ka chim* in (37) might appear as *ra i ka chim*, the *ka* here showing object agreement of the verb *chim* 'talk to'. The construction resembles English 'come talk to me' versus 'come and talk to me'.

Structures 2. The structure assumed for a sentence like (2) is as in (ii).



In (ii) *rak* belongs to the category of directional particle (Dir) and may combine with a verb phrase (VP) to form a directional phrase (DirP). And *a* belongs to the category of subject agreement particle (Ags) which may combine with a directional phrase to form a subject agreement phrase (AgsP). These phrases differ from tense, question and number phrases as in (i) or (vi) in being head initial rather than head final. This is reflected in (ii) by the amalgamation of *dam* with *rak* and *rak dam* with *a*. The same is shown in (i) where there is no directional, and in (vi) where there is another more typical directional *va*, indicating motion away from the speaker. The maximal form is shown in (xxviii) where an object agreement particle also appears.



The representation in (i), (vi), (ii) and (xxviii) is not the only way to deal with head initial phrases, but the choice is not crucial for this discussion. The internal structure of VP in (ii) and (xxviii) is not at issue here. The subject in (2) and the vocative phrase in (28) have also been omitted in (ii) and (xxviii).

Cang. The particle *cang* was illustrated above in (3).

- (3) *cu pa cu a lung chungin a sual cang.* (5:28)
'that man has already done wrong in his heart'

Like *lai*, *cang* follows the verb; unlike *lai* it sometimes appears as an independent verb in the meaning 'become'.

- (39) *lung santlai bik ah a cang.* (21:42)

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Tense and Aspect in Lai

'it has become the most useful stone'

- (40) *Thingkung ah a hung cang i* (13:32)
'it becomes a tree, and ...'

When *cang* appears it may be followed by the same particles as *lai*. Compare (41) to (45) with (5) to (10) above.

- (41) *Cu vialte cu nan theithiam cang maw?* (s13:51)
'have you understood all that?'
- (42) *An tuah man cu tlingte in pei an hmuh cang cu!* (6: 2)
'They have already found their reward!'
- (43) *Hi mi hna hi kan sinah nithum an um cang i* (15:32)
'these people have been with us three days, and ...'
- (44) *cu nih cun Pathian Pennak cu nan sin a phan cang ti kha a langhter ko.* (12:28)
'that shows that God's kingdom has already arrived for you'
- (45) *Bawipa sinah chiatser in nan i kam cangmi* (5:33)
'what you have promised to the lord'

There is no example in our texts of *cang* in a negative sentence followed by *lo*.

Similarly, compare (46) to (50) with (11) to (27) above for the order of *cang* with particles which precede *lai*.

- (46) *Ka cawtum hna le ka satriil thauthau hna cu ka thah cang hna.* (22: 4)
'I have killed my bulls and my fat livestock'
- (47) *hlonh awk le lamh awk men a si ko cang.* (5:13)
'it has become worth being thrown away and stepped on'
- (48) *ngakchia le a nu kha Israel ram ah hun kirpi thran cang hna;* (2:20)
'return with the child and his mother to Israel again'
- (49) *Rawldanghnak cu timh a si dih cang.* (22: 4)
'the feast is all prepared'
- (50) *Barabas thlah i Jesuh thah awkin an rak lem khawh cang hna.* (s27:20)
'they were able to persuade them to free Barabbas and kill Jesus'

The only difference observed between *cang* and *lai* is that the number particle *hna* follows the former as in (46) or (48), but precedes the latter as in (11) or (13). No sentences in our texts

have *cang* with *ve*, *deuh* or *bal*. Some of these distributional restrictions may be due to semantic incompatibility.

Cang is generally said to indicate the perfect aspect, without necessarily defining what that is. See the discussion in Peterson 2003 and the references cited there. Many of the sentences in (39) to (50), like (3), are comfortably glossed using the English perfect. As in the case of *rak*, however, it is difficult to find a meaning which fits all the examples. Like *rak*, *cang* can be used together with *lai*, as in (51) and (52).

(51) *Mi Fapa hi mi kut chungah tuan ah pek a si cang lai, (17:22)*
'the Son of man will be given into the hands of men'

(52) *Kan thi dih cang lai hi ta, (8:25)*
'we will all die!'

While (51) might be considered to have the meaning of the English future perfect, (52) is difficult to see that way. *Cang* may also be used together with *rak*, as in (53) and (54).

(53) *nichuahlei ah an rak hmuh cangmi arfi kha (2: 9)*
'the star which they had seen in the east'

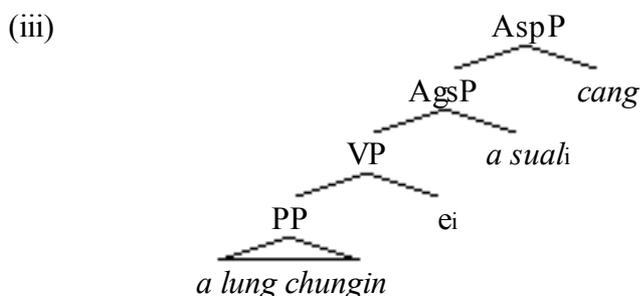
(54) *atu cu nan hmaiah Galili ram ah a rak kal chung cang: (28: 7)*
'now he is going ahead of you to Galilee'

While (53) might be considered to have the meaning of the English past perfect, (54) is difficult to see that way. Like *rak*, *cang* may also be found in imperative examples such as (55) and (56), and also (48) above.

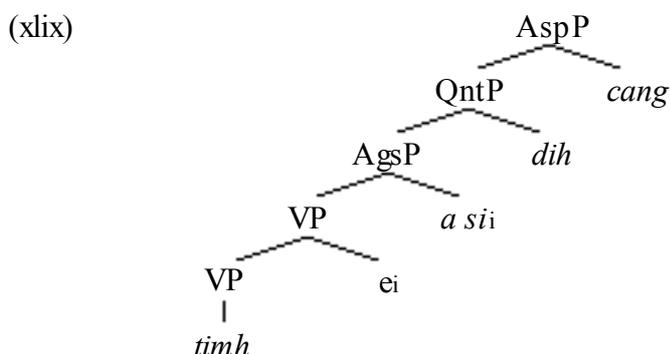
(55) *Thiang ko cang, (8: 3)*
'be clean'

(56) *A sawmmi kha, ra cang u, (22: 3)*
'you who are invited, come'

Structures 3. The structure of (3) is assumed to be as in (iii).



That is, *cang* belongs to the category of aspect particle (Asp) which may take a subject agreement phrase as its complement to form an aspect phrase (AspP).



Likewise *dih* belongs to the category of quantificational particle (Qnt) which may take a subject agreement phrase as its complement to form a quantificational phrase (QntP). In both (iii) and (xlix) the subject has been omitted as in (ii) above. Sentence (49) is a Lai passive, and the position of particles like *cang* and *dih* shows some variation. They may accompany either the main verb or, as in (49), the passive auxiliary *si* 'be'. See Bedell 2001 for a discussion of Lai passives.

(57) *Nupi thrit rawldanghnak ka tuahmi cu timh dih a si cang;* (22: 8)
'the wedding feast I planned is all prepared'

(58) *cu pennak cu aa thren dih cang a si ko caah* (12:26)
'because that kingdom has all fallen apart'

In (57) *dih* accompanies the main verb and *cang* the auxiliary, while in (58) both accompany the main verb. This freedom is not found with *lai* or *rak*, which always accompany the auxiliary. In the case of *rak*, this is no doubt related to its preverbal status with the agreement particles.

Lio. The particle *lio* was illustrated above in (4).

(4) *Na siangpahrang cu nangmah leiah a ra lio.* (21: 5)
'your king is coming to you'

Like *lai* and *cang*, *lio* follows the verb it accompanies; like *lai* and unlike *cang* it cannot be used as an independent verb. Sentence (4) where *lio* appears following the main verb is not typical; most examples are like (59).

(59) *Herod siangpahrang bawi a si lioah khan a chuak.* (2: 1)
'he was born during the reign of King Herod'

In (59) *lio* is followed by the postposition *ah* forming an adverbial clause. *Lio* may also be followed by *mi*, as in (60).

(60) *atu i a nung liomi an thih dih hlanah* (24:34)

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'before those who are now living have all died'

Like *cang*, *lio* precedes *hna* but follows *ko* and *thran*.

(61) *Cu bia cu Jesuh nih a chimh lio hna ah khan,* (9:18)
'while Jesus was saying those words'

(62) *biaceihnak thrutdan cung i a thrut ko lioah khan* (s27:19)
'while he was sitting in the judge's seat'

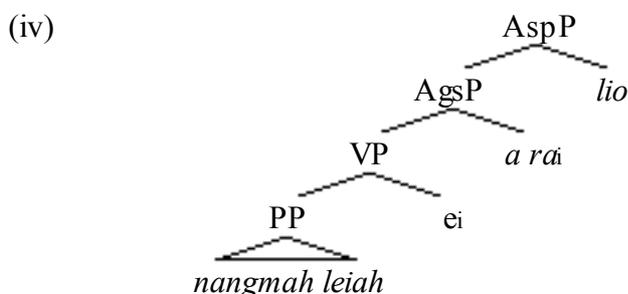
(63) *A thaizing ah khuapi lei i an kir thran lioah* (s21:18)
'while they were returning to the city in the morning'

Lio occasionally occurs together with *rak* as in (64), but there are no examples of it with *lai* or *cang*.

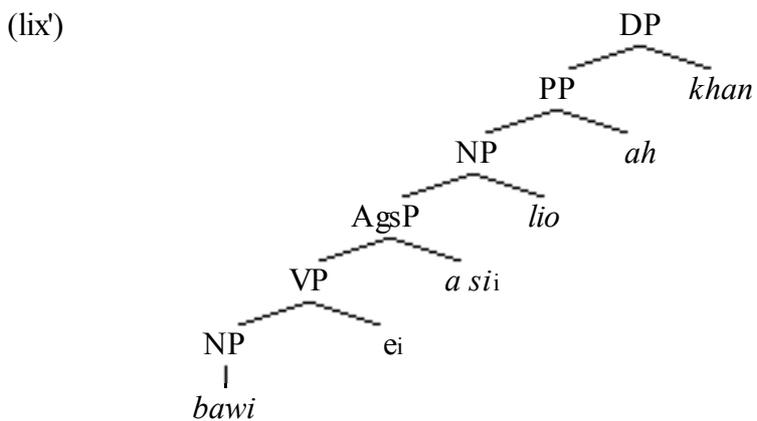
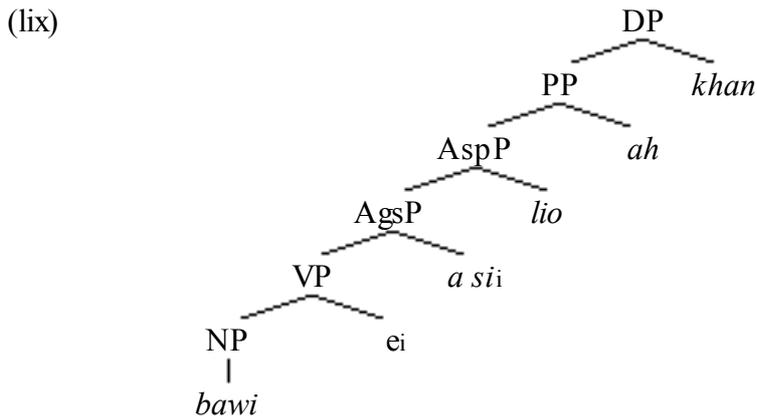
(64) *a rian a rak truan liote ah* (24:46)
'just doing his job'

The meaning of *lio* is that the action or state indicated by the verb is in progress or ongoing. See the discussion in Peterson 2003 and the references cited there. Its failure to co-occur with *cang* may reflect not only semantic clash, but that both belong to the same category of aspect particle (Asp).

Structures 4. We might assume then that the structure of a sentence like (4) is as in (iv).



If so, then (59) will have a structure something like (lix). The typical occurrence of *lio* with *ah*, often followed by a deictic such as *khan*, however suggests an alternative analysis in which *lio* is taken to be a relational noun referring to a period of time. In that case the structure of (59) will be as in (lix'). See Bedell 2010 for a discussion of relational nouns in Lai.



This would have some advantages: *lio* may occur in abbreviated deictic phrases like (65), like many relational nouns, but quite unlike particles such as *lai*, *rak* or *cang*. Also, there are a few examples like (66) where *lio* follows the number agreement *hna*, unlike the usual order as in (61).

(65) *Cu lioah cun*, (9:20)
'during that (time)'

(66) *Jesuh nih mizapi kha a tlunter hna lioah khan*, (14:22)
'while Jesus sent the crowds away'

The analysis in (lix') could not account for examples like (4), (60) or (61). Possibly the syntactic status of *lio* is fluid and both are available.

Other peculiarities of *lio* include cases like (67), where *ah* seems to be suppressed, and cases like (68) where *mi* seems to be missing.

(67) *Herod bawi lio*, (s2: 1)
'while Herod was king'

(68) *hnuktlai lio bawhte hna* (21:16)
'nursing infants'

Note also that *ah* in examples like (69) and (70) is distinct from *ah* in (59), (61) to (64) and (66).

(69) *Rawl ei lai ah an kut an i trawl lo,* (s15: 2)
'they don't wash their hands when they are going to eat'

(70) *profet hna thi chuah ah khan kan i tel hnga lo,* (s23:30)
'we would not have joined in shedding the blood of the prophets'

Here *ah* creates something like an English gerundive; the clause is nominalized as shown by the absence of agreement particles. Except for the possible nominal status of *lio*, the clauses in the previous examples are not nominalized.

Conclusion. In this discussion we have investigated the syntactic properties of some tense and aspect particles in Lai. A number of other particles which accompany Lai verbs have been mentioned. Lai is characterized by 'verb complexes' consisting of a verb preceded and/or followed by a number of particles. An issue of interest here is whether this is ultimately a morphological or a syntactic phenomenon. Peterson (2003) takes it to be morphological, though without giving an extensive argument. In favor of that approach are the strict order relations of the various particles with the verb and with each other. In favor of the syntactic approach is the absence of phonological complexity or alternation at boundaries between particles and the verb or other particles. Our analysis suggests that perhaps it is mixed, with the preverbal particles, including *rak*, being morphological and the postverbal particles, including *lai*, *cang* and *lio*, being syntactic.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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The Cost of Living - Experiencing Subalterneity in *The God of Small Things*

Mithun Bhattacharjya, M.A.

Of Inferior Rank

‘Subaltern’ in its etymological meaning (of inferior rank) is one of the most intriguing and frequently used terms that the postcolonial thinkers and historiographers relentlessly tussle with. “In postcolonial and related fields ‘subaltern’ refers to persons socially, politically and geographically outside of the hegemonic power structure”.¹ The term was first used by Antonio Gramsci “to refer to those groups in society who are subject to the hegemony of the ruling classes. Subaltern classes may include peasants, workers and other groups denied access to hegemonic power”². The term gained popularity through the use of it by the Subaltern Studies group formed by Ranajit Guha.

The Subaltern Studies

The subaltern studies project aimed at dismantling the recorded, official historiography of the ‘elite’ in the South Asian region, and at upholding the ‘little’ narratives and history of the oppressed, marginalised classes who have been effaced from the nationalistic historiography, constructed by the ‘elite’.

Gayatri Chakravorty Spivak, on the other hand, questions in her influential essay “*Can The Subaltern Speak?*” the essentializing effort of the Subaltern Studies group by including the issue of the women. She declares that the women as ‘gendered subaltern’ cannot speak on their own. So, whatever the matrix of the signification of the term ‘subaltern’ is, in the field of academic analysis, it can be said, quite safely and reasonably, that subalterneity is, after all, a subjective position. It designates the people living in the lower

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scale of the social hierarchy. In its wider signification 'subaltern' refers to the weak and oppressed section of the society. In the political, social as well as familial domains these people experience subjugation, humiliation and even torture at its extreme.

Indian Situation

In India where caste based discrimination, religious antagonism, class consciousness and economic disparity prevail, subaltern state of being can be discerned at different levels of existence. Added to all these, there is a strong gender based discrimination in India over the ages. In the words of Spivak, the women constitute what she calls the 'gendered subaltern'.

The Place of *The God of Small Things*

Arundhati Roy's debut novel *The God of Small Things* very truthfully and poignantly depicts the subalterns being dehumanized by the dominant hegemonic ideology (in this case the upper caste, male dominated one). In her novel subalterneity is two fold : one is the 'gendered subalterneity' (represented by Ammu, mainly) and the other is the social subalterneity (represented by the untouchable, Dalit Velutha).

The novel is a wonderful exposition of the Indian social reality. Amidst all the hoopla about progress, secularism, equal right and justice the novel actually, shows how these ideologies are jeopardised, and how the subalterns (female and dalit) are fated to a marginalised and constricted life of humiliation and torture.

Narrated from the Viewpoint of a Female Character

The God of Small Things is narrated mostly from the point of view of Rahel. Rahel is one of the 'two-egg twins' of Ammu. Estha – Esthappen was her twin brother who was older by eighteen minutes. One particular tragic incident in their childhood changed the course of their lives altogether. They were exposed to incidents, they were not supposed to, at their age. History revealed itself to them, in a most despairing manner, through the network of politics of the adult world. After the incident, they were separated from each other for long twenty three years. After all these years Estha who was transported to Calcutta, comes back to Ayemenem in Kerala where actually, the incident happened. The twins meet each other and the narrative starts in flash back through the stream of consciousness of Ammu, Rahel and Estha. Ammu appears in the novel to be the ill-fated girl child of Pappachi and Mammachi. Chacko is her brother. Among the other important characters there are Baby Kochamma, Pappachi's younger sister, comrade K.N.M Pillai and Velutha, the untouchable.

Boy and the Girl Distinction

There is a great disparity in the treatment of Ammu and Chacko by the family members. While Chacko is sent to Oxford for higher education, investment for Ammu's education is considered to be a waste of money. Not only that, there is not much initiative as to arranging the marriage for Ammu. Frustrated, she meets a Bengali man in a marriage ceremony of one of her relatives in Calcutta, and decides to marry him. But, this marriage was frustrating, again. Her husband comes out to be a drunkard and a mean-minded person who even wants Ammu to have a sexual relationship with his boss in the tea estate so that he can retain his job. After this incident, Ammu comes to Ayemenem with her two children— Estha and Rahel to her father's home but, without any welcome. Their life in Ayemenem, is

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marred with humiliation, segregation and torture. Here, gradually, Ammu feels an irresistible attraction for Velutha, the untouchable carpenter. This 'illicit' relationship of her with Velutha is beyond the social 'laws' and they are eventually punished for that. But the severity of the punishment costs huge—it takes away life, love and childhood from the children. According to Elleke Boehmer: "In *The God of Small Things*, a tale of damaged lineages and dispossession, it is predictably in relation to the smaller, peripheral spaces that the lives of women, children and dalits are plotted"³.

Exploring the Marginalized Status of Women

Among the variegated themes that Roy's *GST* explores, the marginalised, helpless predicament of the women is what draws the attention of the readers at once. In a male chauvinistic social set up, women are often rendered vulnerable. The dominant male ideology subjugates them, and puts some normative and discriminatory 'laws' before them to follow without questioning ; it makes these 'laws' institutionalised, and enforce them through institutions like family, society, politics or administration. Spivak's comment in this regard needs special mention:

"It is, rather, that, both as object of colonialist historiography and as subject of insurgency, the ideological construction of gender keeps the male dominant. If, in the context of colonial production, the subaltern has no history and cannot speak, the subaltern as female is even more deeply in shadow...."⁴

In every social institution and context, Ammu and her two children are victims of discrimination, humiliation and injustice.

The family is, quite contrary to the belief, the most culpable institution perpetrating injustice to the women. In the novel, we see that Ammu gets the severest blow from her kith and kin. From her childhood (or girlhood, like Taslima Nasrin's?) Ammu experiences the discrimination. She does not get equal opportunity of education like her brother. To her father "a college education was an unnecessary expense for a girl" (*GST*-38). But the same father provides money for Chacko for his higher education at Oxford. The precarious situation that Ammu is in, can be understood, through an understanding of the relational positioning of who dictates whom. Within the family the divorcee woman has no position; she is out of place, belonging nowhere. A woman can have any value only in relation to a man; she herself is nothing.

In her introduction to *The Second Sex*, Simone De Beauvoir writes:

“(Thus) humanity is male and man defines woman not in herself but as relative to him; she is not regarded as an autonomous being...She is defined and differentiated with reference to man and not he with reference to her...”⁵

Ammu is not only a woman but her identity is loaded with so many determinants: she is married, married to one belonging to different community, divorced and having children.

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These make Ammu all the more vulnerable. Baby Kochamma holds the common view of the society:

“...that a married daughter had no position in her parents’ home. As for a divorced daughter – according to Baby Kochamma, she had no position anywhere at all. And as for a divorced daughter from a love marriage, well, words could not describe Baby Kochamma’s outrage.” (GST-45)

Absence of Sense of Belonging

This sense of belonging nowhere and possessing nothing are reiterated again and again by Chacko in his boastful assertion of “My house, my pineapples, my pickle”. He threatens Ammu to be out of his house : “Get out of my house before I break every bone in your body”(GST-225). Though Ammu is the main character in the novel, the male arrogance is visible in relation to other characters as well. Mammachi for example, is beaten regularly by her husband before Chacko interferes in the matter. Not only that, Mammachi’s violin training in Vienna was discontinued as soon as her teacher praised her talent before Pappachi. A married woman does not feel at home in his husband’s home also. Marriage becomes futile to Ammu. Looking at her photograph taken at the time of her marriage she feels disgusted:

“Looking at herself like this(in her bridal costume), Ammu’s soft mouth would twist into a small, bitter smile at the memory – not of the wedding itself so much as the fact that she had permitted herself to be so painstakingly decorated before being led to the gallows. It seemed so absurd. So futile.” (GST -43-44)

Woman as a Social Being

As a social being, Ammu’s predicament and vulnerability are even more painful. Women as a gender construction are put under some social taboos and ‘laws’ to become ‘feminine’. These taboos and laws are made sacrosanct by the male dominated society. Any sort of violation of these laws are bound to be punished. Both Ammu and Rahel fail to conform to these prescribed laws. Rahel is driven out of her school for not conforming to the socially accepted version of behaviour. Her apparently weird behaviour of hiding behind doors and deliberately colliding with others in school to see if breasts hurt, goes beyond the holiness of the Christian institution. Rahel observes:

“In that Christian institution, breasts were not acknowledged. They were not supposed to exist, and if they didn’t could they hurt?” (GST -16)

And finally when she was expelled from the school, the teachers whispered to each other: “as though she didn’t know how to be a girl”. As they go beyond the norms, Ammu and Rahel are taken to be transgressors. Ammu’s love for Velutha is the worst transgression that she commits. The age old social order is trampled. The relationship between a Syrian Christian woman and a Dalit man disrupt the existing order and notions:

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“They all broke the rules. They all crossed into forbidden territory. They all tampered with the laws that lay down who should be loved and how. And how much. (GST-31)

At the police station, Ammu gets, from the police officer, the most humiliating experience which bruises her not just physically, but the core of her womanhood and human dignity is demolished. The helplessness of Ammu is unmistakably the predicament of the subaltern woman in the hand of administration and bureaucracy. The way Inspector Thomas Mathew behaved with Ammu is a testimony to the general view of the society towards a lonely, divorced, helpless woman; her body can easily be occupied:

“Inspector Thomas Mathew came around his desk and approached Ammu with his baton. Then tapped her breasts with his baton. Gently. Tap, Tap. As though he was choosing mangoes from a basket.”
(GST-8)

Social Stratification and Oppression

Historically, the Dalits remain to be the most oppressed section in India. The caste based stratification of the Hindus have rendered the dalits as untouchables. Neither they, nor even their shadows, can touch the upper caste Hindus. The upper caste people treat them as sub-human beings, avoid any sort of contact with them, and if, by chance they happen to be in ‘touch’ with them (the untouchables) they need to be sanctified. The dalits belong to the lowest scale of the social order; they are the most backward class. The democratic right to equality, education, opportunity, social justice are denied to them. They are literally the downtrodden, the oppressed of the society. The dalits are truly the ‘subaltern’ who have been subjugated, silenced and effaced from the ‘elite’ discourse. Inhuman hatred, exploitation, subjugation, humiliation, social injustice and violent attack have been inflicted upon them.

The Dalit Experience

In *The God of Small Things*, Roy exposes the dalit experience through the character of Velutha in a different context. Here, Velutha is tormented not by upper caste Hindu but by people of another minority group, the Syrian Christian. In India there are much more dalits in number than the Syrian Christians. So, then, what renders the dalits the most downtrodden and oppressed? It is the construction of their identity as the untouchables, over the ages, that occupies the psyche of the people in general (among the caste Hindus as well as other well off communities).

Velutha is an untouchable Paravan. He is a carpenter and a communist activist. His life is very much like other dalits marked by discrimination, hatred, humiliation and segregation. The segregation is very clear in the novel. In Ayemenem there are two schools for the two sections of the population. The ‘village school’ was for the ‘untouchables’ and for the ‘touchables’ there was the Tender Buds Nursery school. Velutha whose grandfather embraced Christianity and joined the Anglican Church to avoid the ‘scourge of Untouchability’, remains to be an untouchable in the so-called casteless Christian community.

In the Malabar region, ‘a number of Paravans, Pelayas and Pulayas’ live, whose ancestors were converted to Christianity to get rid of untouchability. But what the novelist observes is that it was a jump ‘from the frying pan to the fire’ itself. She writes:

“They were made to have separate churches, with separate services, and separate priests. As a special favour they were even given their own separate Pariah Bishop.” (GST-74)

Velutha is an excellent carpenter and very good at machines. But his qualities are not acceptable to the touchable workers in the factory of Mammachi. In their views, “Paravans were not *meant* to be carpenters” and to appease them, Mammachi pays less than what she pays to a touchable carpenter.

The discriminatory social laws demands a defined way of behaviour from Velutha. He is an untouchable and should behave like that. Vellya Paapen, his father is apprehensive about his future because the way Velutha talks, walks and behaves is very much unlike the untouchables. The social strictures and norms are seriously violated by his ‘illegitimate’ love for Ammu, a touchable one. Like Ammu, he is also a transgressor, and is punished for that. The plotting against him to prove him the culprit for Sophie Mol’s death, the indifferent attitude of the communist leaders towards his plight, the inhuman brutality with which the touchable policemen treat him – all point to the wretched ‘subaltern’ status of Velutha in particular, and the dalits in general. The severity of Velutha’s torture in the hands of the policemen, as it is detailed by Roy, is, hair raising:

“They (Estha and Rahel) heard the thud of wood on flesh. Boot on bone. On teeth. The muffled grunt when a stomach is kicked in. The muted crunch of skull on cement. The gurgle of blood on a man’s breath when his lung is torn by the jagged end of a broken rib.” (GST-308)

The existence of dalits being segregated, bullied and dehumanized, remains a historical phenomenon in India. The indifferent and callous attitude of the policemen towards Velutha is narrated this way:

“If they hurt Velutha more than they intended to, it was only because any kinship, any connection between themselves and him, any implication that if nothing else, at least biologically he was a fellow creature—had been severed long ago.”(GST -309)

Ground Reality Revealed and Exposed

The God of Small Things narrates the ground reality of the subaltern existence of the female and the dalits. They are not allowed in the existing social set up, the freedom to live as a normal human being. Various social as well as moral laws are imposed upon them, and they are expected to adhere strictly to these laws. The final chapter of the novel ‘The Cost of Living’ actually, depicts, the huge ‘cost’ of ‘living’ that Velutha, Ammu and her children

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have to pay. The only fault with them was that they wanted to 'live' according to their choice. By establishing a relationship with 'untouchable' Velutha, Ammu 'lived'. But, as it defies the social and moral code, Velutha is punished; he is killed. Rahel, after many years broods over the incident, assesses the cost of living ; she observes very succinctly, the 'price' they had to 'pay' :

“Two lives. Two children’s childhoods”. (GST-336)

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Exploring the Preferences of Safety & Security Needs of Secondary School Students

Abdul Ghafoor Nasir
Muhammad Mirza, Ph.D.

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Abstract

It is a reality that in other countries, the researchers, psychologists and educationists have gone deep to explore the potentials of variety of needs. But in Pakistan, neither any commission on national education nor any education policy proposed or recommended research studies to assess and identify the Preferences of Safety & Security Needs of the students. Due to which after a short time all curricula have lost their values and slowed down the achievement of educational objectives.

So this present study was designed to identify the Preferences of Safety & Security Needs of students of ages of 14+ to 16+ year that may influence curriculum development for classes (IX & X) of the schools located in the district Faisalabad. The data were collected from 10% of students of urban & rural secondary schools. So the total strength of students of sample of urban secondary schools was 248 and rural secondary school was 198. The total strength of students of the sample was 446. The questionnaires were used as a research instruments. The responses were fathered through a structured questionnaires which had propositions (statements) for which the respondents had to indicate their opinions in terms of strongly agree' to 'strongly disagree' (i.e., 5 point scale) about the factors.

The means of the samples were tested on t and F tests of significance. The means of various groups of each sample were also compared to see the effects of intervening variables. For Language in India www.languageinindia.com
12 : 3 March 2012

Abdul Ghafoor Nasir

Exploring the Preferences of Safety & Security Needs of Secondary School Students

the identification of importance, existence, availability and non-availability of need influencing development of curriculum. The frequencies of responses from each sample of respondents on choices (strongly agree to strongly disagree) were tested on chi-square test of significance to see that there were no chance discrepancies between responses and to find out that the groups significantly agreed or disagreed with the statements in the instrument.

Keywords: Exploring the preferences of Safety & Security Needs curriculum development.

Introduction

All curricula are subject-centered. They may be provided a compulsory core of subjects to give every pupil, the knowledge; he needs to live a useful and happy life in the fast developing society. But they are not individual centered, as the individual is a centre of learning, a mean of national progress and the owner of the future.

Neither any education policy or commission, nor any curriculum worker dared to peep into the individual's miserable living, worst poverty and frustration; not any survey is being made to identify the preferences of Belongingness Needs of the individual that are the actual sources of motivation and the sure foundations of curriculum development process.

Thus the information about the Belongingness Needs of the learner is an important source for curriculum development. So the focus of the study is upon the identification of Belongingness needs of the students, which are always imperative too and may influence curriculum development. The identification of those needs is also necessary before a suitable strategy for the process of development of the curriculum starts because the curriculum is the nerve system of education.

The question that remains to be answered is:

What are the students "Safety & Security Needs" which may serve as pre-requisites for the successful development of curriculum? Hence the researcher undertook this study to answer the question.

Review of Related Literature

To drive a set of students Safety & Security Needs, the researchers, educationists and psychologists have long speculated about the fundamental psychological needs of learners, beginning with McDougall (1908), Freud (1920), Jung (1933), Murray (1938), Havighurst (1949), Hull (1951), Maslow (1954), Bloom (1956), Erikson (1963), Luella Cole (1988), Greenberg (1995), Reis, (1996), Caspi (2000), Brewer (2001), Sheldon (2001), Gray (2002), Robert (2002), Davis (2003), Kenrick (2003), Thomas (2003), to the present day, Pintrich, (2003: 667) concluded that the research identified and classified a vast realm of student needs to make fruitful teaching & learning strategies. In addition, researchers and educators focused on the development of new instructional interventions, design projects, reform curricula and innovative technological tools confront problems of student motivation to learn from all of these

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reform efforts. (Pintrich, 2003:325).

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

These needs emerge primarily, when the physiological and safety needs have been met. An individual motivated on this level longs for affectionate relationships with others, for a place in his or her family and, or reference groups. Group membership becomes a dominant goal for the individual.

Maslow (1970:176) cleared that, “the organism is so designed that it needs love, in the same way that automobiles are so designed that they need gas and oil”. In school level belongingness and love have great values”. Bryce, B. Hudgins (1983:296) explained that “school settings, attempts to satisfy affiliation need is translated into goals to make friends, to be included in group activities and to be accepted by others. When children’s needs for love and affection are frustrated and they fail to develop friendship or aggressive toward others and the system, or they may withdraw”.

Lindgren (1973:24) expressed that, “the need for love or attention appears at times as a need for maintenance and at other times as a need for enhancement. An individual is more competent and effective if he feels he “really belongs” and if he is able to function as a group member”. Hijelle, Larry A. (1981:371) pointed out that “accordingly, a person will feel keenly the pangs of loneliness, social ostracism, friendlessness, and rejection, especially when induced by absence of friends, relatives, a spouse, or children”.

Then the reflection of biological and psychological theories was adopted as a basic ground for the study. Henry A. Murray (1938:152-266) “A Need Theory of Personality” drew a biological sketch of human needs. Researcher also drew from Maslow (1970:35-51). A Humanistic Theory of Personality presented a novel hierarchical theory of Human needs for the identification of students needs. Bloom, (1956:1-4) and Krathwohl, (1964) analyzed the cognitive domain and affective domain and psychomotor domain for knowledge and understanding perception.

The researcher drew from Kennon, M. Sheldon, Andrew, J. Elliot Youngmee Kim (2001:325) who compared three studies of 10 candidate psychological needs in an attempt to determine which are truly most fundamental for human. They evaluated 10 needs of the candidates comparatively “what is satisfying about satisfy events”? Then researcher drew from Jhan, W. Santrock (2001:417) the need of affiliation. This need involves the motive to be with others. Sand (2000:193) denoted that affiliation refers to the needs connect and relate to others.

Researcher derived the needs of association and group decision making, for this, Manas

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Ray (2006:36-37) also presents the social development of the individual according to his social needs.

Thus the information about the nature of the learner is an important source for curriculum development. So the focus of the study is upon the identification of self- esteem needs, which are always imperative too and may influence curriculum development. The identification of those preferences of Safety & Security needs is also necessary before a suitable strategy for the process of development of the curriculum starts because the curriculum is the nerve system of education.

The social security, economic security and schooling security are the factors, which create confidence and harmony for life. Belongingness, social acceptance friendship, love, affection, companionship among the organizations, “the family, teams, clubs, union, congregation, class, the school”, are the aspects of safety needs.

Charles, J. Kokaska and Donn, E. Brodin (1985:155) denoted that “As students acquire personal-social skills of self-confidence, socially responsible behavior, interpersonal skills, independence and problem solving then they should be able to determine whether needs such as high pay, independence, achievement, praise, responsibility, authority, use of talents and abilities, advancement, security, social services, variety and social status are major importance in this future work.”

In a class each pupil wants, security, of being an active and successful member of his classes. He wants the approval and friendship of his teacher and peer friends. The related literature was reviewed and the safety & security needs were summed up as parental love, self-assertion, environment, funding facility, poverty, retardation, financial helps, gregariousness, schooling security, appreciation, interaction, learning community, punishment, frustration, self-recognition, competency, affection, expectation, fulfillment, satisfaction, placement, Conveyance, acceptance, expression, aggression, rejection, honor, protection, scolding, money, logo and flag and tuition fund.

Statement of the Problem

This study was designed to identify the Preferences of safety and security Needs of boys of ages 14⁺ to 16⁺ year that may influence curriculum development for classes (ix & x) of the schools located under the jurisdiction of Board of Intermediate & Secondary Education Faisalabad

Method

The study was conducted on the basis of cross-sectional survey research. The data was collected from 10% of students of urban & rural secondary schools. So the total strength of students of sample of urban secondary schools was 248 and the total strength of students of sample of rural secondary school was 198. The total strength of students of the samples was 446. Lack of an adequate instrument to measure the importance, existence, availability or non-availability of students needs, a Self-Reporting Rating Scale (SRRS) was developed. This

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instrument was included items constructed on the basis of likert scale. This measure was to ask the respondents to respond to a series of 9 items by indicating their level of satisfaction on a five point scale from “Strongly agree” to “strongly disagree”.

The responses of the samples were, then tested on chi-square test of significance for the elimination of chance discrepancies between responses on the both sides of agreement - disagreement continuum. The data was analyzed by applying F test, t test to see how far the responses were comparable and dependable. The criterion for F test, t test and chi-square was set at .01 and .05. Frequencies of responses to each item were calculated with their percentages; Means of responses were calculated in case of rating scale; Means were calculated for responses from all the two samples (i.e. Teachers and Students). As the sample was divided into two groups, correlation among various groups was determined to establish relationship among the groups.

The responses for all items were rank ordered according to their frequencies, means and percentages to determine their importance, existence and availability; Correlation among responses from students and teachers of secondary schools was determined to establish nearness and relationship of data. The responses of the samples were, then tested on chi-square test of significance for the elimination of chance discrepancies between responses on the both sides of agreement—disagreement continuum. The data was analyzed by applying F test, t test to see how far the responses were comparable and dependable. The criterion for F test, t test and chi-square was set at .01 and .05. Frequencies of responses to each item were calculated with their percentages; Means of responses were calculated in case of rating scale; Means were calculated for responses from all the two samples (i.e. Teachers and Students). As the sample was divided into two groups, correlation among various groups was determined to establish relationship among the groups.

The responses for all items were rank ordered according to their frequencies, means and percentages to determine their importance, existence and availability; Correlation among responses from students and teachers of secondary schools was determined to establish nearness and relationship of data.

Results

The samples were randomly selected. The questionnaires based on “SRRS” according to the belongingness needs of the students, were delivered to the samples of the students of urban and rural secondary schools of the district Faisalabad. The returns from students were 446. The frequencies of responses to each item were calculated with item percentages. Means were computed for responses from all the two samples (students of urban and rural secondary schools). As the samples were divided into two groups, correlations among various groups were determined to establish representative ness of the responses and relationship among the groups. The responses for all items were rank ordered according to their frequencies, means and percentages to determine their importance existence and availability. Correlation among the responses from students and teachers of secondary schools was determined to establish nearness and relationship of data. Chi-square test of significance was use to test the frequencies of the

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responses. The researcher, on the basis of such results, will be able to draw provable inferences and generalizations about the influence of needs on the curriculum development.

Table No. 1

FREQUENCY DISTRIBUTION OF OPINIONS OF STUDENTS OF THE SAMPLE OF URBAN SECONDARY SCHOOLS OF DISTRICT FAISALABAD ON IMPORTANCE, EXISTENCE AND AVAILABILITY OF SAFETY OR SECURITY NEEDS AND THEIR SIGNIFICANCE ON CHI-SQUARE AT .05

	Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)	df	χ^2	P
1.	Parental love	193 (77.82)	34 (13.71)	8 (3.23)	9 (3.63)	4 (1.61)	247	529.54	.05
2.	Self-assertion	186 (75.00)	18 (7.29)	11 (4.44)	15 (6.05)	18 (7.29)	247	469.54	.05
3.	Environment	114 (46.91)	28 (11.52)	21 (8.64)	15 (6.17)	65 (26.75)	242	141.17	NS
4.	Funding	130 (52.42)	4 (1.61)	7 (2.82)	11 (4.44)	96 (38.71)	247	282.28	NS
5.	Poverty	63 (25.40)	9 (3.63)	12 (4.84)	21 (8.47)	143 (57.66)	247	257.72	NS
6.	Financial help	194 (78.23)	28 (11.29)	6 (2.42)	7 (2.82)	13 (5.24)	247	531.71	.05
7.	Gregariousness	181 (72.98)	37 (14.92)	6 (2.42)	9 (3.63)	15 (6.05)	247	447.00	.05
8.	Schooling security	194 (78.23)	25 (10.08)	10 (4.03)	10 (3.63)	9 (4.03)	10	247	529.05 .05
9.	Appreciation	166 (66.94)	29 (11.69)	29 (11.69)	12 (4.84)	12 (4.84)	247	347.28	.05
10.	Interaction	159 (64.11)	25 (10.08)	46 (18.55)	7 (2.82)	11 (4.44)	247	320.38	.05
11.	Learning community	71 (28.63)	17 (6.85)	32 (12.90)	5 (2.02)	5 (49.50)	123	247	185.62 NS
12.	Punishment	170 (68.55)	43 (17.34)	9 (3.63)	8 (3.23)	18 (7.26)	247	381.39	.05
13.	Frustration	68 (27.42)	15 (6.05)	10 (4.03)	17 (6.85)	138 (55.65)	247	241.55	NS
14.	Self-recognition	193 (77.82)	23 (9.27)	17 (6.85)	8 (3.23)	7 (2.82)	247	521.75	.05
15.	Competency	203 (81.85)	26 (10.48)	13 (5.24)	2 (0.81)	4 (1.61)	247	600.26	.05
16.	Affection	205 (82.66)	15 (6.05)	13 (5.24)	7 (2.82)	8 (3.23)	247	609.50	.05
17.	Expectation	193 (77.82)	38 (15.32)	5 (2.02)	8 (3.23)	4 (1.61)	247	534.21	.05

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18.	Fulfillment	192 (77.42)	34 (3.71)	6 (2.42)	6 (2.42)	10 (4.03)	247	522.00	.05
19.	Satisfaction	182 (73.39)	36 (14.52)	2 (0.81)	15 (6.05)	13 (5.24)	247	453.97	.05
20.	Placement	80 (32.26)	10 (4.03)	10 (4.03)	16 (6.45)	132 (53.23)	247	241.51	NS
21.	Conveyance	153 (61.69)	29 (11.69)	4 (1.61)	10 (4.03)	52 (20.97)	247	297.76	.05
22.	Acceptance	203 (81.85)	28 (11.29)	3 (1.21)	1 (0.40)	13 (5.24)	247	602.24	.05
23.	Expression	177 (71.37)	34 (13.71)	8 (3.23)	4 (1.61)	25 (10.08)	247	421.15	.05
24.	Aggression	88 (35.48)	10 (4.03)	5 (2.02)	11 (4.44)	134 (54.03)	247	275.10	NS
25.	Rejection	80 (32.26)	13 (5.24)	2 (0.81)	5 (2.02)	148 (59.68)	247	326.63	.05
26.	Honor	192 (77.42)	22 (8.87)	7 (2.82)	0 (0.00)	27 (10.89)	247	520.66	.05
27.	Protection	84 (33.87)	4 (1.61)	0 (0.00)	10 (4.03)	150 (60.48)	247	350.22	.05
28.	Scolding	17 (71.37)	10 (6.85)	9 (4.03)	3 (3.63)	5 (14.11)	247	417.80	.05
29.	Financial security	189 (76.21)	17 (6.85)	17 (6.85)	17 (2.82)	7 (7.26)	18	247	491.35 .05
30.	Logo and flag	174 (70.16)	16 (6.45)	8 (3.22)	3 (1.21)	47 (18.95)	247	413.57	.05
31.	Tuition fund	151 (60.89)	25 (10.08)	2 (0.80)	8 (3.23)	62 (25.00)	247	303.16	.05

Table No.1 Shows that:

Among the students 91.53% agree and strongly agree that their parents loved them.

Among the students 82.29% agree and strongly agree that their parents stressed them to go to their schools but 13.31% disagree and strongly disagree that their parents stressed them to go to their schools.

Among the students 58.43% agree and strongly agree but 41.57% disagree that their school had attractive environment.

Among the students 54.03 agree and strongly agree but 45.97% disagree that their parents compelled them to give up their studies.

Among the students 29.03% agree and strongly agree and strongly disagree that their parents were poor and they could not educate them.

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Among the students 89.52% agree and strongly agree that their parents provided financial help.

Among the students 87.90% agree and strongly agree that they liked to sit among their fellow mates.

Among the students 88.31% agree and strongly agree that their schools were like their own homes.

Among the students 78.63% agree and strongly that their teachers admired their views.

Among the students 74.19% agree and strongly agree that they learnt through interaction with their teachers.

Among the students 35.48% agree and strongly agree but 64.52% disagree that their classes were learning community.

Among the students 85.89% agree and strongly agree that their teachers punished them.

Among the students 33.47% agree and strongly agree but 66.53% disagree that they had no any friend in Their School.

Among the students 87.09% agree and strongly agree that they wanted to become good citizens.

Among the students 92.33% agree and strongly agree that they had ability to do their jobs.

Among the students 88.71% agree and strongly agree that they sought beloved teachers.

Among the students 93.14% agree and strongly agree that they strived for good friendship.

Among the students 81.13% agree and strongly agree that their schools should provide them stationery. Among the students 87.91% agreed strongly agree that their teachers admired their views.

Among the students 36.29% agree and strongly agree but 63.71% disagree that their teachers stressed them to choose the subjects.

Among the students 73.38% agree and strongly agree that they come to school on their own conveyance.

Among the students 93.14 agree and strongly agree that they wanted love and care in schools.

Among the students 85.08 agree and strongly agree that they were given chances to express

their ideas.

Among the students 39.51% agree and strong agree but 60.49% disagree that fund was collected forcefully from the students.

Among the students 37.50% agree and strongly agree but 62.50% disagree that they hated their schools.

Among the students 86.29% agree and strongly agree that they got due prestige in their schools.

Among the students 35.48% agree and strongly agree but 64.51% disagree that their schools had no boundary walls.

Among the students 78.22% agree and strongly agree that sometime their teachers scolded them.

Among the student 83.06 agree and strongly agree that they had enough money.

Among the students 76.61% agree and strongly agree that schools had own logos, and flags.

Among the students 70.97% agree and strongly agree but 28.22% disagree and strongly disagree that they were always in need of money to pay their tuition fee.

Table No. 2

FREQUENCY DISTRIBUTION OF OPINIONS OF STUDENTS OF THE SAMPLE OF RURAL SECONDARY SCHOOLS OF DISTRICT FAISALABAD ON IMPORTANCE, EXISTENCE AND AVAILABILITY OF SAFETY OR SECURITY NEEDS AND THEIR SIGNIFICANCE ON CHI-SQUARE AT 0.5:

	Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)	df	χ^2	P
1.	Parental love	148 (74.75)	35 (17.68)	4 (2.02)	5 (2.53)	6 (3.03)	197	388.01	.05
2.	Self-assertion	137 (69.19)	38 (19.19)	6 (3.03)	7 (3.54)	10 (5.05)	197	317.10	.05
3.	Environment	138 (69.70)	31 (15.66)	6 (3.03)	14 (7.07)	9 (4.55)	197	315.08	.05
4.	Funding	57 (28.79)	9 (4.55)	2 (1.01)	10 (5.05)	120 (60.61)	197	252.35	.05
5.	Poverty	44 (22.22)	9 (4.55)	8 (4.04)	39 (19.70)	98 (49.49)	197	135.48	.05
6.	Financial help	116 (58.59)	37 (18.69)	6 (3.03)	14 (7.07)	25 (12.63)	197	198.01	.05
7.	Gregariousness	117	63	5	8	5	197	250.78	.05

		(59.09)	(31.82)	(2.53)	(4.04)	2.53)			
8.	Schooling security	103	72	10	6	7	197	205.48	.05
		(52.02)	(36.36)	(5.05)	(3.03)	3.54)			
9.	Appreciation	123	58	14	2	1	197	274.07	.05
		(62.12)	(29.29)	(7.07)	(1.01)	0.51)			
10.	Interaction	94	70	12	8	14	197	159.07	.05
		(47.47)	(35.35)	(6.06)	(4.04)	7.07)			
11.	Community	130	36	16	7	9	197	271.24	.05
		(65.66)	(18.18)	(8.08)	(3.54)	4.55)			
12.	Punishment	84	65	16	26	7	197	111.64	.05
		(42.42)	(32.83)	(8.08)	(13.13)	3.54)			
13.	Frustration	112	45	0	22	19	197	191.24	.05
		(56.57)	(22.77)	(0.00)	(11.11)	9.60)			
14.	Self-recognition	129	53	15	0	1	197	298.86	.05
		(65.15)	(26.77)	(7.58)	(0.00)	0.51)			
15.	Competency	124	45	5	14	10	197	249.52	.05
		(62.63)	(22.73)	(2.53)	(7.07)	5.05)			
16.	Affection	147	21	12	14	4	197	367.80	.05
		(74.24)	(10.61)	(6.06)	(7.07)	2.02)			
17.	Expectation	121	43	20	6	8	197	231.04	.05
		(61.11)	(21.72)	(10.10)	(3.03)	4.04)			
18.	Fulfillment	128	45	14	3	8	197	273.66	.05
		(64.65)	(22.73)	(7.07)	(1.52)	4.04)			
19.	Satisfaction	86	27	23	16	46	197	80.43	.05
		(43.43)	(13.64)	(11.62)	(8.08)	23.23)			
20.	Placement	97	27	15	19	40	197	113.21	.05
		(48.99)	(13.64)	(7.58)	(9.60)	20.20)			
21.	Conveyance	103	34	16	7	38	197	143.26	.05
		(52.02)	(17.17)	(8.08)	(3.54)	19.19)			
22.	Acceptance	93	18	22	11	54	197	117.50	.05
		(46.97)	(9.09)	(1.11)	(5.56)	27.27)			
23.	Expression	92	14	19	24	49	197	104.98	.05
		(46.46)	(7.07)	(9.60)	(12.12)	24.75)			
24.	Aggression	53	23	11	24	87	197	95.03	.05
		(26.77)	(11.62)	(5.56)	(12.12)	43.94)			
25.	Rejection	54	20	2	28	94	197	128.76	.05
		(27.27)	(10.10)	(1.01)	(14.14)	47.47)			
26.	Honor	49	21	13	22	93	197	108.66	.05
		(24.75)	(10.61)	(6.57)	(11.11)	46.97)			
27.	Protection	75	22	6	18	77	197	115.08	.05
		(37.88)	(11.11)	(3.03)	(9.09)	38.89)			
28.	Scolding	83	35	16	19	45	197	73.61	.05
		(41.92)	(17.68)	(8.08)	(9.60)	22.73)			
29.	Financial security	110	22	14	25	27	197	158.91	.05
		(55.56)	(11.11)	(7.07)	(12.63)	13.64)			

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30.	Logo and flag	103	48	8	12	27	197	151.74	.05
		(52.02)	(24.24)	(4.04)	(6.06)	13.64)			
31.	Tuition fund	78	23	17	34	46	197	58.91	.05
		(39.39)	(11.61)	(8.59)	(17.17)	23.23)			

Table No.2 Shows that:

Among the students 92.43% agree and strongly agree that their parents loved them.

Among the students 88.38% agree and strongly agree that their parents stressed them to go to their schools but 13.31% disagree and strongly disagree that their parents stressed them to go to their schools.

Among the students 85.36% agree and strongly agree but their schools had attractive environment.

Among the students 33.34% agree and strongly agree but 65.65% disagree and strongly disagree that their parents compelled them to give up their studies.

Among the students 26.77% agree and strongly agree but 73.23% disagree that their parents were poor and they could not educate them.

Among the students 77.28% agree and strongly agree but 22.72% disagree that their parents provided financial help.

Among the students 90.91% agree and strongly agree that they liked to sit among their fellow mates.

Among the students 88.38% agree and strongly agree that their schools were like their own homes.

Among the students 91.41% agree and strongly agree that their teachers admired their views.

Among the students 82.82% agree and strongly agree that they learnt through interaction with their teachers. Among the students 83.84% agree and strongly agree that their classes were learning communities.

Among the students 75.25% agree and strongly agree but 24.75% disagree and that their teachers punished them.

Among the students 79.34% and agree and strongly agree that they had no any friend in the school.

Among the students 91.92% agree and strongly agree that they wanted to become good citizens.

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Among the students 85.36% agree and strongly agree that they had ability to do their jobs.

Among the students 84.85% agree and strongly agree that they sought beloved teachers.

Among the students 82.83% agree and strongly agree that they strived for good friendship.

Among the students 87.38% agree and strongly agree that their schools should provide them stationery.

Among the students 57.07% agree and strongly agree but 42.93% disagree that their teachers admired their views.

Among the students 62.63% agree and strongly agree but 37.37% disagree that their teachers stressed them to choose the subjects.

Among the students 69.19% agree and strongly agree but 30.81% disagree that they come to school on their own conveyance.

Among the students 56.06% agree and strongly agree but 43.94% disagree that they wanted love and care in schools.

Among the students 53.53% agree and strongly agree but 46.47% disagree that they were given chances to express their ideas.

Among the students 38.39% agree and strongly agree but 61.61% disagree that fund was collected forcefully from the students.

Among the students 37.37% agree and strongly agree but 62.63% disagree that they hated their schools.

Among the students 35.35% agree and strongly agree but 64.65% disagree that they got due prestige in their schools.

Among the students 48.99% agree and strongly agree but 51.01% disagree that their schools had no boundary walls.

Among the students 59.60% agree and strongly agree but 40.40% disagree that sometime their teachers scolded them.

Among the students 66.67% agree and strongly agree but 33.33% disagree that they had enough money.

Among the students 76.26% agree and strongly agree that schools had their own logos and flags.

Among the students 51% agree and strongly agree but 49% disagree that they were always in need of money to pay their tuition fee.

Table No. 3

Comparison of mean ratings of the statements relating to the preferences of Safety & Security needs by students of the samples of urban & rural secondary schools of the District Faisalabad:

		Faisalabad		
		Urban	Rural	
1	Parental Love	4.63	4.59	4.61
2	Self-Assertion	4.37	4.44	4.40
3	Environment	3.46	4.39	3.92
4	Funding Facility	3.25	2.36	2.80
5	Poverty	2.31	2.30	2.30
6	Financial	4.54	4.03	4.28
7	Gregariousness	4.45	4.40	4.42
8	Schooling security	4.55	4.31	4.43
9	Appreciation	4.31	4.52	4.41
10	Interaction	4.27	4.12	4.19
11	Learning Community	2.63	4.36	3.37
12	Punishment	4.37	3.97	3.98
13	Frustration	2.43	4.05	3.24
14	Self-Recognition	4.56	4.56	4.56
15	Competency	4.70	4.30	4.5
16	Affection	4.62	4.48	4.55
17	Expectation	4.64	4.33	4.48
18	Fulfillment	4.58	4.42	4.51
19	Satisfaction	4.45	4.46	4.45
20	Placement	2.56	3.62	3.06
21	Conveyance	3.89	3.79	3.84
22	Acceptance	4.64	3.43	4.03
23	Expression	4.35	3.38	3.85
24	Aggression	2.63	2.65	2.64
25	Rejection	2.48	2.55	2.51
26	Honor	4.42	2.55	3.48
27	Protection	2.44	3.00	2.72
28	Scolding	4.18	3.46	3.82
29	Financial	4.42	3.82	4.12
30	Logo and flag	4.08	3.94	4.01
31	Tuition fund	3.79	3.26	3.52

Table No. 4

Now the assessed needs are rank ordered as given below:

S/No	Needs	Mean Scores
1	Poverty	2.30
2	Rejection	2.51
3	Aggression	2.64
4	Protection	2.72
5	Funding Facility	2.80
6	Placement	3.06
7	Frustration	3.24
8	Learning Community	3.37
9	Honor	3.48
10	Tuition fund	3.52
11	Scolding	3.82
12	Conveyance	3.84
13	Expression	3.85
14	Environment	3.92
15	Punishment	3.98
16	Logo and flag	4.01
17	Acceptance	4.03
18	Financial	4.12
19	Interaction	4.19
20	Financial	4.28
21	Self-Assertion	4.40
22	Appreciation	4.41
23	Gregariousness	4.42
24	Schooling security	4.43
25	Satisfaction	4.45
26	Expectation	4.48
27	Competency	4.5
28	Fulfillment	4.51
29	Affection	4.55
30	Self-Recognition	4.56
31	Parental Love	4.61

Now this vast list of Safety & Security needs is focused to play a pivotal role to achieve a better standard of living, quality education and to play a basic role from poverty to parental love in modernization of curriculum at secondary level.

Discussion

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General agreement was found to the inadequacy of facilities such as funding facility, friendship, learning through interaction, schooling security, lack of appreciation, class as a learning community. The significant majority of the students of the samples disagreed to the points that they were not punished in the schools. In the realm of safety or security needs, the poverty, scolding, corporal punishment, illegal funding, placement of subject forcefully, non-availability of conveyance and tuition strain are the deficit traits for growth motivations. In rural areas the teachers and students of the sample were agreed that there is no any Logo and Flag presentation. All the respondents agreed that environment pollution was causing serious problem. Logo and flag is a prominent figure to create “self and unity”.

Recommendations

Once the physiological needs have been satisfied, an individual becomes concerned with a new set of needs, often called the safety or security needs. The primary motivation force here is to ensure a reasonable degree of certainty, order, structure and predictability in one’s environment. In this part of needs affection, gregariousness, fulfillment, acceptance, protection, placement of subjects, learning through interaction and discussion, class like a community, financial, schooling and parental security, self-assertion, honor, competency, appreciation are the bases of safety or security needs. The safety or security needs may be given a special place in the curriculum as shown below:

- a. Parents and schools may provide physical, social and financial security to the students and the curriculum may define the ways of safety or security needs.
- b. Curriculum may sketch out the traits of affection and love in tangible state as stories and poetry writing to sublimate the emotions of the young ones.
- c. It may present the activities or plan to be fulfilled by the pupils for social harmony, brotherhood and selflessness.
- d. It may sketch out activities for discussion and interaction in tangible state in general and science languages.
- e. It may define the habits, attitudes, behavior, honor and social status of the respectable personalities.
- f. It may create mutual co-operation, as working and doing in a community by arranging different tasks and activities.

The students may be encouraged and trained to interact with each other as in team work or group work, listen to each other and to bear up each individual’s viewpoints.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Women Empowerment and Common Property Resources – A Study of Factors Determining the Levels of Empowerment in Tribal and Non-Tribal Areas of Tamil Nadu, India

P. Murugesan, B.Sc., M.A., M.A., M.Phil.

D. Namasivayam, Ph.D.

Introduction

Women Empowerment, emphasis is placed on women's decision making roles, their economic self-entrance and their legal rights to equal treatment, inheritance and protection against all forms of discrimination in addition to the elimination of barriers to their access of resources, such as education and employment opportunities. The need to empower women economically and socially and make them self-reliant is keenly felt. It is heartening for women to be treated as equal partners along with men in the development process.

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Recent experiences have shown a strong link between education and empowerment, literacy levels and nature of education, employment access and productive earnings of female from Agriculture, non-agriculture are the concerns regarding women empowerment. Income plays a positive interventionist role in creating gender equality, or acts as an agent of basic change in the status of women. Women's low status and subordination is ascribed to their lack of education, low economic status, lack of access to resources and low decision making power expressed by many as having no voice.

Strengthening women's economic status, and thus, raising their status in the family and community, is seen as an important component of empowerment. Enabling women to gain access to resources will not only improve their status materially, but also bring about an increased self-esteem and self-confidence. Economic strength is considered the basis of social, political and psychological power in society, and women's low status is seen to stress from their low economic status, and consequent dependence and lack of decision making power.

Common Property Resources

The Common Property Resources in performing various activities of the rural households including major and subsidiary activities in the tribal, non-tribal and the study area. The CPRs are very much needed in achieving major activities like assets generation, employment and income generation of the sample respondents in the study regions. Further, the CPRs are also very much helpful in performing the subsidiary activities of the rural households including providing inputs to cultivation, household consumption as well as accumulating total land holdings by encroaching the adjacent porampoke land (common land /Government land) to the private ownership of land.

What the Paper Deals with

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Therefore, the main objective of the present paper is to cover the analysis and discussion based on these activities of the sample respondents through the common property resources. The common property resources items such as community forests, common grazing grounds, tanks and their beds, foreshores, threshing ground, rivers and river beds, water sheds, mud, sand, bamboo, limestone, clay, timber, thatched, etc, are used for building constructions. Similarly, the wooden ploughs, carts, levelers, chaff cutters and other hand tools are prepared as agricultural items from the common property resources. The items for making cots, chairs, tables and other furniture items are also prepared by using common property resources items for making consumer durables. However, these items are included in the total common property resources assets value in the present analysis

Result of a Review of Literature

After having had a perusal of the literature in the group of women empowerment, it may be brought out that a large number of scholars within ‘Women Studies’ as well as the UN agencies have articulated the shift from ‘women’ to ‘gender’ within development discourse as an advance towards recognizing the power relations within institutional structures for eliminating the prevailing gender inequalities (**Kisher and Subramanian, 1999**). It is also pertinent to mention that studies on women empowerment of rural women are few. Moreover, the scholars have not integrated women empowerment as a consequence of CPR resources.

In view of this, the study has made an attempt to interlink empowerment of women due to CPR sources. Besides the components of ‘gender equality’ and the power of autonomy over resources and mobility’ are also estimated and included in the determination of women empowerment indicator of this study. It is also necessary to understand that women’s income has played a significant role in women empowerment. The women’s income is estimated by including wage, income from agricultural and non-farm sources, in addition to income gained from CPR sources. The higher level of women’s income resulted in an increase in women

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empowerment or vice versa. Therefore, the women income is vital for deciding the women empowerment.

Now the question here is which source especially tribal and non-tribal areas of income that gives more autonomy and levels of women empowerment, especially tribal and non-tribal areas. In this context, the present study is taken up.

Objective

The main objective of the study was so find out the levels of women empowerment and most influencing personal and economic factors that determine women empowerment in the tribal and non-tribal areas in the study districts.

Hypothesis

The economic factors have a greater influence on different levels of women empowerment when compared to personal factors in the tribal and non-tribal areas.

Methodology

In order to address the issue of women empowerment and Common Property Resources, more comprehensive study region is chosen through the disproportionate random sampling method at four levels. The present study analyses the levels of women empowerment and the factors determining the levels of such empowerment in tribal and non-tribal areas at household level by different occupation and caste groups. As a result, the availability of common property resources is taken as the base for the study area selection.

At the **first level**, according to the Tamil Nadu Economic Appraisal (2008-09) “CPRPI (Common Property Resources Performance Index) is prepared for each of the districts in Tamil Nadu state on the basis of “Total area under CPR to the Total Geographical Area of the District”

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and “per capita availability of CPRs”,. With this background, the districts are categorized as “high CPR districts”, “medium CPR districts” and “low CPR districts”. Then, the Karur, Dindigul and Nagapattinam districts are selected as high, medium and low CPR districts, respectively.

In order to analyze the dependency on CPRs, nature and the extent of CPRs activities between tribal and non-tribal groups, the above two parameters are used for the selection of tribal block and non-tribal blocks from the selected districts at the **second level**. The non-tribal blocks are selected adjacent to tribal block, in order to have homogeneity in access to CPRs .Based on the block development profile and availability of CPRs, 4 representative villages have been selected from each of the tribal and non-tribal blocks at the **third level**.

About **240 female respondents** are interviewed for the present study by taking 24 villages in the selected district at the **fourth level**. In other words, 240 respondents are selected in the each of the above selected districts, by using Disproportionate Stratified Random Sampling method.

The primary data are collected from the 240 selected respondents through the pre-tested structured schedule and questionnaire method. The study period was from first July 2009 to June 2010. The data on farming, asset position, and transaction, access to various types of Common Property Resources, women empowerment and employment, agricultural and non-agricultural income and other details are collected through the primary data collection.

The Level of Empowerment

The Women Empowerment is determined on the basis of \bar{X} (average) and σ (standard deviation), when the score value for these levels i.e, below $\bar{X} - \sigma$ the level is considered to be

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low; lies between $\bar{X} - \sigma$ and $\bar{X} + \sigma$ the level is considered to be medium, when the level is more than $\bar{X} + \sigma$, the level is considered to be high.

Framework of Analysis

In order to predict the women empowerment (with low, medium and high), the **Multi-Nominal Logistic Regression Model** is estimated with the women empowerment as determining dependents variable by assigning one for low women empowerment and zero for 'others'. The same method is followed for the medium and high women empowerment in tribal, non-tribal and the pooled data region. The predictor variables showing significant mean differences using 'F' tests are included in the model to attribute women empowerment. In case of whether or not the respondent is having 'low degree of women empowerment; for examples, the factor has a value of 1, of the respondent is reported having low degree of women empowerment and a value of '0' is the women respondent is not having 'low degree of empowerment (Medium or High empowerment). Logit (women empowerment low/medium/high)= $B_0+B_1(\text{occupation})+B_2$ (Ratio of female total income)+ $B_3(\text{E/D ratio})+B_4(\text{Ratio of female wealth})+B_5$ (Ratio of CPR income)+ μ .

Where, μ is the random error, which is independent, normal, identically distributed random variable with mean '0' and variance ' σ^2 '. The adjusted co-efficient of multiple determination (R^2) is applied to find out the contribution of independent variables on the dependent variable viz women empowerment.

The B-value associated with each predictor factor is the position of the log odds ratio due to that factor. **Wald statistic** associated with each predictor factor is similar to 't' **statistic**. It provides the level of significance of the variables in predicting the women empowerment. The find value is presented for each predictor factor in the exponential 'B' or the Simple-odd ratio Language in India www.languageinindia.com

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associated with one unit change in the predictor factor in terms of the dependent factor. The fit of the model in each of the tribal, non-tribal and the pooled regions is found to be considered excellent with significance of Chi-square value.

Results and Discussion

The present study analyses the link between the personnel-economic factors and women empowerment in the tribal, non-tribal and pooled data for the study areas. Further, the 11 factors are considered in the present study. Out of 11 factors, finally 5 factors, viz., **Occupation, Ratio of female income, E/D ratio, Ratio of female wealth and the ratio of female CPR income** are found to be statistically significant through 'F' ratio ANOVA one way classification for the pooled data of the study. The significant factors are mostly "**economic factors**". The factors which have insignificance of 'F' values are: age, religion, caste, type of family, size of family and education, which are mostly "**personnel factors**". Hence, in the present paper, only "**economic factors**" are taken up for study.

Among the significant 'Economic factors', which factor or factors contribute higher for determining women empowerment in tribal, non-tribal as well as pooled data of the study is a matter of concern. The detailed description of factors included in the 'F' test and Multiple Logistic Regression Analysis is given in Table 1. The result of 'F' test is presented in Table 2. Further, to get an in depth understanding of women empowerment, further it has been classified into 'Low', 'Medium' and 'High'. These different degrees of empowerment are related to the significant economic factors' in tribal, non-tribal and pooled regions, so that one can understand the features of the state of Tamil Nadu.

Integrated Analysis for Tribal Areas

The hypothesis is that the economic factors have highly significant parameters of women empowerment behavior in the Tribal, Non-tribal as well as the pooled data. It is verified by fitting Multi-Nominal Logistic Regression Model, which is most appropriate technique when the

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dependent factor is attributive in nature. Using 'F' test for functioning out factors with significant means difference values, the predictors among the determinants of women empowerment behavior are identified. The model is then estimated using SPSS 17.0. In this model the estimated Co-efficient shows the nature of influence of these predictors on women empowerment using the relation between them.

Personal Factors and Economic Factors

As mentioned earlier, the women empowerment of the female respondents is classified into three groups, viz., Low empowerment, Medium empowerment and High empowerment in the Tribal, Non-tribal and the pooled data. This categorization of women empowerment is helpful to have an in depth analysis and inferences for taking policy decision of the present study.

The Multi-Nominal Logistic Regression Model for tribal areas is presented in Table 3.

Table 3 presents the results of the model that best predicts the level of women empowerment (Low/Medium/High) in the Tribal area. All the characteristics of women empowerment showing the significant difference in personnel and economic factors are originally included in the model and then dominated on the basis of how much they contributed to the over-all ability of the model to predict the better level of women empowerment. The overall fit of the model is good (80 per cent for low empowerment, 82 per cent for medium empowerment and 76.1 for High empowerment) with significant values of estimated parameter for some of the factors with significant difference in means values.

The results presented in Table 3 are probability statistics in their interpretation.

The livelihood of women empowerment in respect of low empowerment households (No: 38), medium empowerment households (No: 39) and high empowerment households (No: 43)

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are most predicted by occupation (more likely to have a high empowerment for high occupation group for 'other farmers' and female wealth). It is inferred from the results that for high empowering women behavior, the activating factors are type of occupation as well as the share of female wealth. Thus, Exp (B) values of Multi Nominal Logistic Regression Model imply that these economic factors' have greater influence than female total income ratio, E/D ratio and the female CPR income ratio, that verifies the hypothesis in the Tribal areas, irrespective of categorization of women empowerment behavior i.e, Low, Medium and High.

The results confirm that high status of occupational holders i.e, other farmers' and high share of female wealth, which have been brought from their parents as dowry at the time of marriage in the form of land, plot, flat, livestock, jewels and further accumulated wealth due to their earnings during the course of time, that only decide the empowering women in high status in the Tribal areas. It is astonishing that the female CPR income ratio and female total income have not influenced women empowerment in this area.

It can be argued that the generation of CPR income and other earnings in the form of total female income is converted in the form of wealth accumulation like jewels, land , plot, etc. of their households, and that can be used for their children's education and marriage, as per the custom and culture prevailing in Tamilnadu. Another interesting argument here is that the female income, whether it is CPR sources or other sources, is exclusively used as savings that is used for children education and marriage only, whereas the male earning is used for household consumption as per the customs in Tamilnadu. This result can be argued in another way also. The generation of female CPR income and female total income, especially in the tribal areas, is not sufficient and helpful to promote women empowerment.

The co-efficient of multiple determinations (R^2) is 60 per cent for low empowerment, 72 per cent for medium empowerment and 78 per cent for high empowerment households in Tribal areas. These are contribution of independent factors to the dependent factor of low

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empowerment, medium empowerment and high empowerment of the women respondents. The balance share around 22 per cent to 40 per cent for the above empowerment groups is shared by 'other factors', which are not included in the given model.

The computed Chi-square values are 5.75 for low empowerment, 8.78 for medium empowerment and 18.96 for High empowerment women households in the Tribal areas. All the Chi-square values are found to be statistically significant at 5 per cent level. It implies that the model is highly suited for the selection of these economic factors in the present model, irrespective of different categorizations of women empowerment in the Tribal areas.

Integrated Analysis for Non-tribal Areas:

The description of personnel and economic factors included Multi-Nominal Logistic Regression Model for Non-tribal areas are appended in Table.1. The overall fit of the models is good (for the low empowerment at 83 per cent, medium empowerment at 85 per cent and high empowerment at 80 per cent predicted correctly) with significant values of estimated factors for some of the factors with significant differences in mean values (see Table 4).

The livelihood of different categories of women empowerment, i.e., low empowerment, medium empowerment and high empowerment, is best predicted by occupational groups (more likely to have a higher women empowerment for high female income groups). It is inferred from the results that low occupational status and high female total income holders are the activating factors to improve or hold high empowerment of women. It is the fact that the women, especially working group and marginal farmer, are to take participation in the political and social activities rather than the women from 'Other farmers'. The 'social stigma' and prestige do not permit them to take participation in the political and social activities. Another important reason is that after the introduction of self help group for women, people's participation is an essential feature.

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These government programmes are conceived with the major aim of converting the rural social organization such as Panchayat Raj, Co-operation, Mahila Mandals and youth clubs. These attempts are based on the assumption that institutions will assure and enhance the participation of the people, especially the downtrodden group in terms of occupation and caste in the development activities.

Another important factor that enhances women empowerment is the female total income. In other words, once the female total household total income share increases, the women empowerment also increases, irrespective of different categories of women empowerment groups. Once the income is generated, the women are empowered to spend a lot and to take any decision on the welfare of their households.

The other factors viz. earner dependent ratio, female total wealth and female CPR income have not made a significant contribution to women empowerment in the non-tribal areas.

The coefficient of multiple determinations (\bar{R}^2) ranges from 80 per cent to 85 per cent for the different categories of women empowerment groups. It means that the selected 5 economic parameters alone contribute the above share for the determination of women empowerment. The balance 15 per cent to 20 per cent attributable for women empowerment is 'other factors' which are not included in the given model.

The fit of the model for each type of group is highly appropriate and justified by the significance of Chi-square values computed at 40.01 for low empowerment, 17.45 for medium empowerment and 20.70 for high empowerment groups. All the computed Chi-square values are higher than the table value of Chi-square at 5 per cent level.

Integrated Model for different Levels of Women Empowerment in the Analyzed Regions (combined by Tribal and Non-tribal Areas)

The results of the Multi-Nominal Logistic Regression Model for the pooled data (Tribal and Non-tribal) according to low empowerment, medium empowerment and high empowerment are the overall fit of the model is highly appropriate (80 per cent for low women empowerment, 79 per cent for medium women empowerment and 78 per cent for high women empowerment predicted correctly) with significant values of estimated factors for some of the factors with significant difference in mean values.

The livelihood of women empowerment irrespective of their degrees is best predicted by occupational group (more likely to have high women empowerment for working group and marginal farmers than other farmers). Female total income group is more likely to have higher women empowerment with higher female total income and female wealth group is more likely to have higher women empowerment due to higher female wealth. It is inferred from the results that to promote higher women empowerment, the activating factors should include higher female total income, higher female total wealth for the bottom most occupational groups like working group and marginal farmers. These other economic factors, viz., earner dependent ratio and female CPR income have not contributed significantly to promoting higher achievement of women empowerment in the tribal as well as non-tribal areas.

The co-efficient of multiple determination (R^2) values is around 80 per cent, which is being contributed by the given 5 significant economic factors. The balance 20 per cent is attributed to contribution of ‘Other factors’, which are not included in the given model. The fit of these models is justified for low empowerment (47.43) medium empowerment (34.16) and high empowerment (33.77) groups. All the Chi-square values are found to be statistically significant at 5 per cent level (see Table 5).

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The results of the Multinomial Logistic Regression Model for tribal, non-tribal and combined analysis infer that the higher female total income, higher female total wealth for the bottom most occupational groups like working group and marginal farmers are the factors that promote higher level of women empowerment. This other economic factors viz., earner dependent ratio and female CPR income have not contributed significantly for promoting higher achievement of women empowerment in the tribal as well as non-tribal areas. Based on the results obtained from the Multinomial Logistic Regression Model the hypothesis is validated as ***“The economic factors have a greater influence on different levels of women empowerment when compared to personal factors in the surveyed regions.”***

Conclusion

The factors influencing the levels of women empowerment between tribal and non-tribal areas include the following: Personal, economic and other factors are used to find out important influencing factors on women empowerment. Therefore, the third hypothesis reads as ***“The economic factors have a greater influence on different levels of women empowerment when compared to personal factors in the surveyed regions.”*** The Multinomial Logistic Regression Model is employed to test this hypothesis. For testing the hypothesis, age, religion, type of family, size of the family and education are treated as personal parameters. On the other hand, occupation, ratio of female income to total household income, earner dependent ratio, ratio of female wealth to total household wealth, and ratio of CPR income to female total income are considered economic parameters for Multinomial Logistic Regression Model. The result of the model shows that out of 11 factors (personal and economic factors), the economic parameters viz, ***occupation, female income to total household income, earner -dependent ratio, female wealth to total household wealth and female CPR income to total household income alone*** are found to be statistically significant.

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Among the economic factors, the female total income ratio and female total wealth ratio have significant positive influence on women empowerment, in respect of tribal, non-tribal and pooled regions. But the occupational groups have significant negative influence on women empowerment in the tribal, non-tribal and the pooled region analysis. The results clearly indicate that women empowerment increases, along with increase in female total income as well as increase in female total wealth, because these predictor factors have direct effect on women empowerment. On the other hand, the occupational group has negative effect on women empowerment which implies that women empowerment increases, when the occupational status of the women respondents decreases. The results of the hypothesis conclude that ***“The economic factors have a greater influence on different levels of women empowerment when compared to personal factors in the surveyed regions.”***

Suggestions

The authorities may conduct awareness programmes about the importance of CPRs for various uses at the village level. The State and Local government require concentration for the protection of CPRs at the village level. The Government authorities may use women SHGs to manage and protect the CPRs at the village level, which may enhance women empowerment and income generation. The policy makers may intensify the management and protection of CPRs through the Mahathma Gandhi National Rural Employment Guarantee Act. The arrangement of plantation of trees and some other managing strategies may be practiced by the local government. Regular supervision of Block Development Officers may help to avoid the encroachments and protection of CPRs.

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Annexure – I

Table-1: Description of Factors in the Multiple Logistic Regression Model for Low, Medium and High Women Empowerment in Tribal, Non-tribal and the Pooled Data

Sl. No.	Name of the Factor	Description of the factor
Levels of Women Empowerment		
1.	Women Empowerment	Low-1 Other-0 (Low Women Empowerment) Medium-1 Other-0 (Medium women Empowerment) High-1 Other-0 (High Women Empowerment)
Personnel Factors		
2.	Age (Score)	Below 30 years -1 30-60 years - 2

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		60 and above - 3
3.	Religion (Score)	Hindu – 1, Christian -2, Muslim -3
4.	Caste	SC/ST -1, MBC – 2, BC - 3
5.	Type of family	Joint – 1, Nuclear – 2
6.	Size of family	1-3 Members – 1, 3-5 Members -2, 5and above -3
7.	Education	Illiterate -1, Primary -2, Middle -3, H.Sc. and above -4
Economic Factors		
8.	Occupation	Working Group -1, Marginal Farmer -2, Other Farmer -3
9.	Female total income	>30%- 1, 30-60%- 2, above 60% -3
10.	E/D ratio	Ratio / value
11.	Female total wealth	>30%- 1, 30-60%- 2, above 60% -3
12.	Female CPR income	>30%- 1, 30-60%- 2, above 60% -3

Source: Computed

Table-2: Significance of Parameters (Personnel and Economic) for the Pooled Data (Tribal and Non-Tribal)

Sl. No.	Parameters	'F' value	P-level of significance
Personnel Parameters			
1.	Age	0.03	0.87
2.	Religion	0.48	0.48
3.	Caste	0.50	0.48
4.	Type of family	1.46	0.22
5.	Size of family	2.19	0.14
6.	Education	0.05	0.81
Economic Parameters			

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7.	Occupation	13.99*	0.00
8.	Ratio of female total income	28.26*	0.00
9.	E/D ratio	2.56*	0.04
10.	Ratio of female total wealth	6.49*	0.01
11.	Ratio of female CPR income	2.77*	0.05

Source: Computed

* Significance of 'F' value at 5 per cent level

Table-3: Women Empowerment and its Determining Factors in Tribal Households: Multi - nominal Logistic Regression Model

Sl. No.	Predictor Variables	Low Empowerment (N:38)				Medium Empowerment (N:39)				High Empowerment (N:43)			
		B	Wald Statistics	P. level Sig.	Exp. (B)	B	Wald Statistics	P. level Sig.	Exp. (B)	B	Wald Statistics	P. level Sig.	Exp. (B)
Economic Parameters													
1.	Occupation	.66	5.62**	0.05	0.51	0.62	4.09**	0.90	1.03	0.54	4.39**	0.03	1.72
2.	Female total income	7.36	1.45	0.22	1.58	3.83	0.48	0.48	46.46	-9.71	2.55	0.11	0.06
3.	E/D Ratio	0.02	0.000	0.98	1.02	-1.92	3.41	0.64	0.14	1.70	1.92	0.16	5.48
4.	Female wealth	-7.26	7.52**	0.006	0.001	5.27	3.73**	0.05	5.20	1.22	4.25**	0.61	3.40
5.	Female CPR income	0.33	0.11	0.73	1.40	-.87	0.73	0.39	0.41	2.03	0.76	0.38	7.63
	Constant	0.10	0.000	0.98	-	-2.95	0.44	0.50	-	4.55	0.82	0.36	
	Percentage predicted Correctly	80				82				76			
	\bar{R}^2 (Nagel Kerke)	0.60				0.72				0.78			
	χ^2 value	5.75 **				8.78 **				18.96 **			

Source: Computed Note: 0.05 is the Estimated Parameters is statistically significant

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Table-4: Women Empowerment and its Determining Factors in Non-tribal Households: Multi – nominal Logistic Regression Model

Sl. No.	Predictor Variables	Low Empowerment (N:38)				Medium Empowerment (N:43)				High Empowerment (N:39)			
		B	Wald Statistics	P. level Sig.	Exp. (B)	B	Wald Statistics	P. level Sig.	Exp. (B)	B	Wald Statistics	P. level Sig.	Exp. (B)
Economic Parameters													
1.	Occupation	-.60	4.54**	0.03	0.54	-0.18	4.57**	0.04	1.20	0.23	6.84**	0.05	1.27
2.	Female total income	19.61	18.44**	0.000	3.29	2.70	6.58	0.04	0.06	20.35	10.58**	0.001	0.04
3.	E/D Ratio	3.03	0.67	0.01	0.04	1.34	1.84	0.17	3.84	0.68	0.47	0.49	1.98
4.	Female wealth	-4.55	2.47	0.11	0.01	2.17	0.75	0.38	8.78	-.65	0.06	0.80	0.51
5.	Female CPR income	-.17	0.01	0.89	0.83	2.31	0.91	0.33	10.16	-1.44	0.85	0.35	0.23
Constant		-7.61	5.76	0.01	-	0.08	0.001	0.97	-	14.82	8.78	0.003	-
Percentage predicted Correctly		83%				85%				80%			
\bar{R}^2 (Nagel Kerke)		80%				82%				85%			
χ^2 value		40.01**				17.45**				20.70			

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Source: Computed

Note: 0.05 is the Estimated Parameters is statistically significant

Table-5: Women Empowerment and its Determining Factors in Study Region: Multi- nominal Logistic Regression Model

Sl. No.	Predictor Variables	Low Empowerment (N:38)				Medium Empowerment (N:82)				High Empowerment (N:82)			
		B	Wald Statistics	P. level Sig.	Exp. (B)	B	Wald Statistics	P. level Sig.	Exp. (B)	B	Wald Statistics	P. level Sig.	Exp. (B)
Economic Parameters													
1.	Occupation	-0.61	10.34**	0.001	0.54	0.12	6.54**	0.05	1.13	0.36	4.23**	0.05	1.44
2.	Female total income	14.62	18.92**	0.000	2.23	0.02	6.600**	0.03	1.02	16.09	15.50**	0.000	0.000
3.	E/D Ratio	-1.32	1.06	0.51	0.26	-.16	0.05	0.81	0.85	0.77	1.10	0.29	2.16
4.	Female wealth	5.60	9.62**	0.002	0.004	3.19	3.56	0.05	24.50	0.42	6.06**	0.05	1.52
5.	Female CPR income	0.14	0.03	0.85	1.15	0.12	0.02	0.87	1.12	-.006	0.000	0.99	0.99
Constant		-4.93	4.08	0.043	-	-.86	0.16	0.68	-	10.77	10.74	0.001	-
Percentage predicted Correctly		80%				79%				78%			

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\bar{R}^2 (Nagel Kerke)	0.25	0.04	0.20
χ^2 value	47.43**	34.16**	33.77**

Source: Computed

Note: 0.05 is the Estimated Parameters is statistically significant

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Developing Writing Skills: A Practical Remedy of Common Writing Problems among Students of Writing Skills Courses at Preparatory Year, Najran University KSA

Mohammad Nazim, Ph.D.

Jalal Ahmad, M.A. (ELT), B.Ed.

Abstract

Teaching and/or developing writing skills has always been a pain for both teachers and learners in an EFL classroom situation. In this project an in-depth effort will be made to investigate the challenges (faced by the teachers as well as learners) in teaching and developing writing skills based on live classroom teaching experience. An analysis and review of sample writing attempts of the students will also be done to examine and offer the remedies and suggestions in order to minimize the problems of conventions, punctuation, capitalization, spelling, and some of the basics of language use (grammar).

Keywords: Developing writing skill, EFL classroom situation, Review of sample writing attempts.

Introduction

Writing has always been considered as a pain for both learners and the ELT practitioners as well. There are assumptions that the writing is one of the most difficult or challenging language skills to be developed. The researchers themselves, in the four year EFL teaching experience in Saudi

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Arabia, have experienced that the learners always struggle in their writing and face problems especially in conventions, punctuation, capitalization, spelling, and some of the basics of language use (grammar). The fact of the matter is that Saudi learners have these writing problems because they have least exposure in this very skill and mostly escape writing tasks even, at times, in their own mother language. There are reasons cited by EFL practitioners and scholars who conducted study in this field, most of them consider this is just because of the learners' poor background and mother tongue interference. Many studies have been conducted to investigate the problems of acquiring English in general and problems in writing in particular. This is based on the very fact that the students have many problems when writing in English, like not knowing how to organize their ideas, because it is almost a new experience for them. The very fact, that for the students to succeed in a foreign language generally, and writing skills specifically, they need to surround themselves in a language learning environment, remains – without argument. The current study not only examines the very grave situation i.e. some of the common writing problems among students of writing skills courses at Preparatory Year, Najran University, it also provides possible remedies and suggestion which will help, in turn, develop writing skill among EFL learners.

Literature Review

Many studies (Zughoul and Taminian, 1984; Kambal 1980; Zughoul and Husain 1985; Hisham, 2008; Abdul Haque, 1982; Ababneh, Sana M. Omar 1996; Chen, Y-M. 2002 and others) have been conducted in the Arab world to investigate the problems of learning English as a second/ foreign language among Arab learners.

Zughoul and Taminian (1984) found that “Jordanian EFL students commit serious lexical errors while communicating in English.”

Kambal (1980) analyzed errors in three types of free composition written by first year Sudanese university students. His research focused on the major syntactic errors made by these students in the verb phrase and the noun phrase. Kambal also found that the three main types of errors made in the verb phrase are verb formation, tense, and subject-verb agreement. He discussed errors in tense within five categories: tense sequence, tense substitution, tense marker, deletion, and confusion of perfect tenses. The findings of this study reveal that the third-person singular marker was used redundantly, and they also revealed the use of the incorrect form of verb to be.

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In their study, Zughoul and Husain (1985), found three problems that the students experienced in writing skills and these are the lack of lexical variety, subordination, and their heavy reliance on redundancy that does not add any new information to the text.

Hisham (2008) studied the problems of Arab students who were studying at Business College at University Utara Malaysia. After the study he found that those students experienced difficulties in vocabulary register, grammar, and referencing.

Abdul Haque (1982), conducted a research on syntactic analysis in composition on Jordanian Secondary students and states that “one of the linguistic areas in which students in the secondary cycle commit errors is in the writing skills. As a result, ESL/EFL teachers are still in search of a coherent, comprehensive theory of the teaching of writing.

This study specifically focuses on the problems of conventions, punctuation, capitalization, spelling, and some of the basics of language use (grammar) in writing among the students of writing skills courses at Preparatory Year, Najran University. This study offers some remedies and suggestion for the above mentioned problems.

Research Objectives

This project aims at investigating writing problems among the students of writing skills courses at Preparatory Year, Najran University. It also offers some relevant remedies and suggestion which will, in turn, contribute to improve practice and performance in the writing classroom. We hope that these measures will help to bring along better results in the future teaching and learning attempts.

Methodology

Fifteen teachers and sixty students were involved in this study. Teachers were given the questionnaire to reflect their opinion regarding the students writing problems such as conventions, punctuation, capitalization, spelling, and some of the basics of language use (grammar) based on their classroom teaching practice. The students were randomly selected from different writing sections and were given some tasks on writing (e.g. phrases, sentences, and paragraph etc.) in order to get writing samples from them. While analyzing their writings, the researchers found that the

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selected samples had writing problems of conventions, punctuation, capitalization, spelling, and some of the basics of language use. Five of them are presented for this study to examine and to offer the suggestions and relevant remedies to improve the teaching writing instructions and/or to develop the writing skills among learners.

Tools

Questionnaire was used as a means to collect the teachers' opinion on the common writing problems viz. problems of conventions, punctuation, capitalization, spelling, and some of the basics of language use. Writing samples from the students were used in this study to collect and examine the actual data.

Analysis of Teachers' Questionnaire

The following figures have been analyzed carefully to present the teachers' opinion on every single writing problem which carries, according to this study, nine sub-categories in every single area of writing problems i.e. conventions, punctuation, capitalization, spelling, and the language use:

1. Conventions:

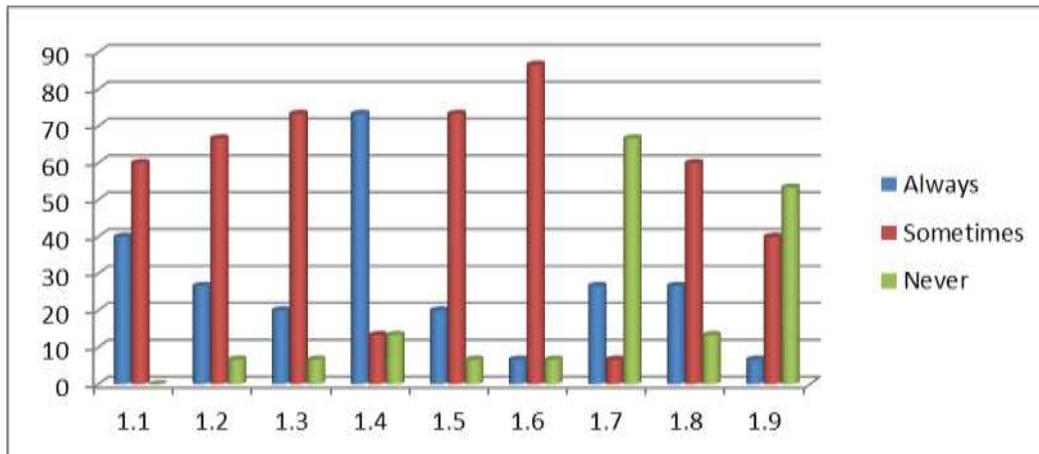


Fig 1: analysis of the problems in conventions

The researchers asked questions regarding the conventional problems in writing. Though the respondents differ, as Fig 1 shows, on the sub-categories of conventions, most of them agree that they do have problems in handwriting, incomplete sentences, and consistency in spatial use while they write. This area needs to be focussed in order to minimise the problem.

2. Punctuation:

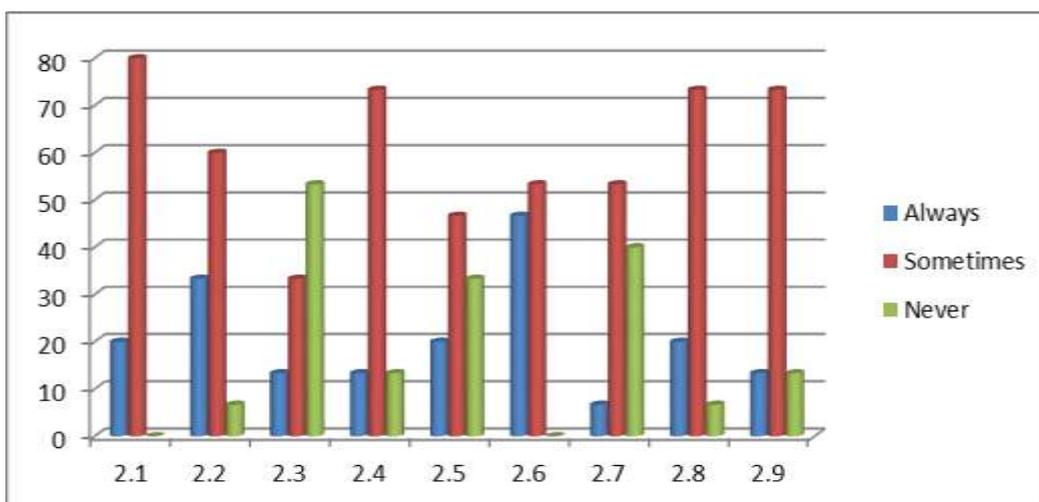


Fig 2: analysis of the problems in punctuation

The researchers asked questions regarding the punctuation problems in writing. As Fig 2 illustrates that the learners do face punctuation problems in their writing and always struggle in the proper use of period, question mark, colon/semi colon and commas while they write. This area should be taken into consideration by the teachers especially when they are correcting the students write ups.

3. Capitalization:

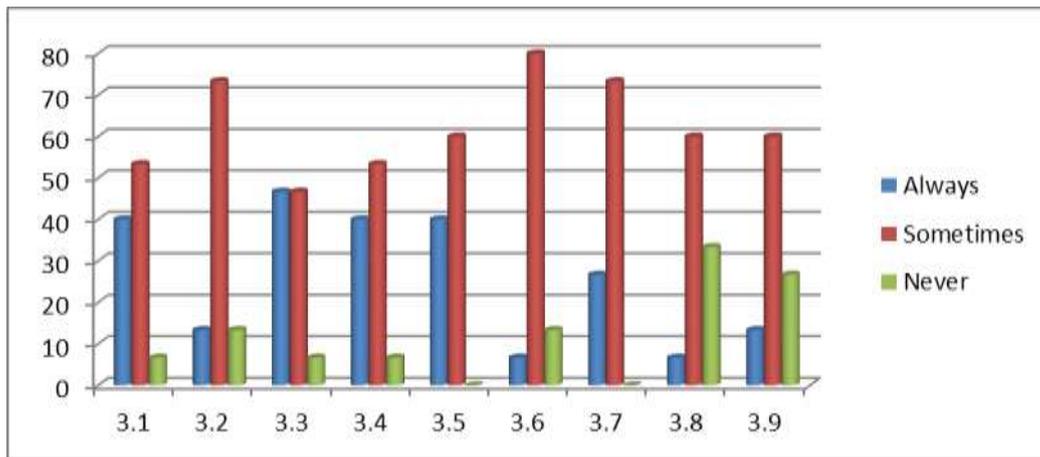


Fig 3: analysis of the problems in capitalization

The researchers asked questions regarding the capitalization problems in writing. Here the respondents reflected their views, as Fig 3 shows, that many of the learners frequently miss or replace the capital/lower case letter at the start of the word/sentence. It seems that the students don't have enough input to differentiate the proper use of capitalization whether or not to use the capital or lower case letter of all proper nouns, title words/phrases and the first word of a sentence while they write.

4. Spelling:

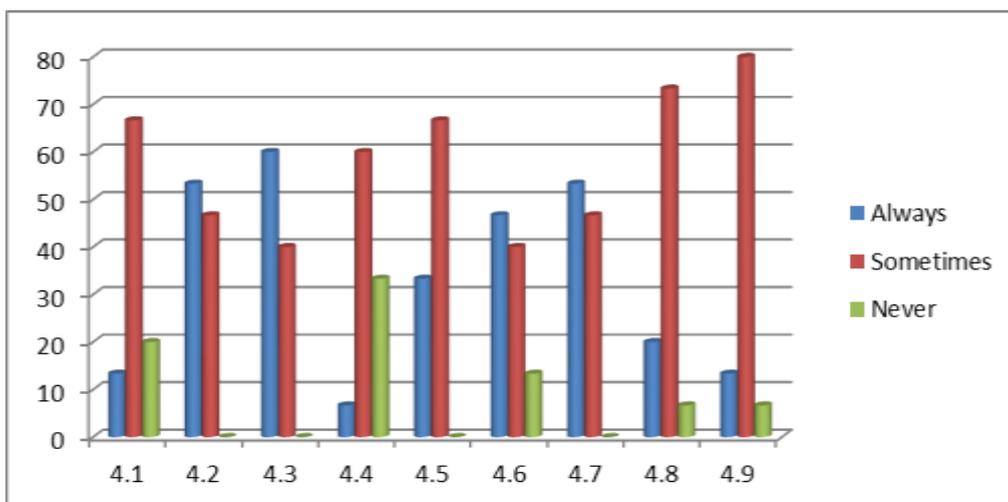


Fig 4: analysis of the problems in spelling

On the questions regarding the spelling problems in writing, most of the teachers, as Fig 4 shows, agree that their students have spelling problems like confusion with word of similar spelling, confusion of /p/ and /b/ and /w/ and /v/, confusion in the words similar in spelling but different in meaning and confusion in spelling and pronunciation while they write. The results, as per the figure, show that the learners face the said problem in their writing may be due to the mother tongue interference since they do not have the similar or so letters/sounds in their native language.

5. Language Use

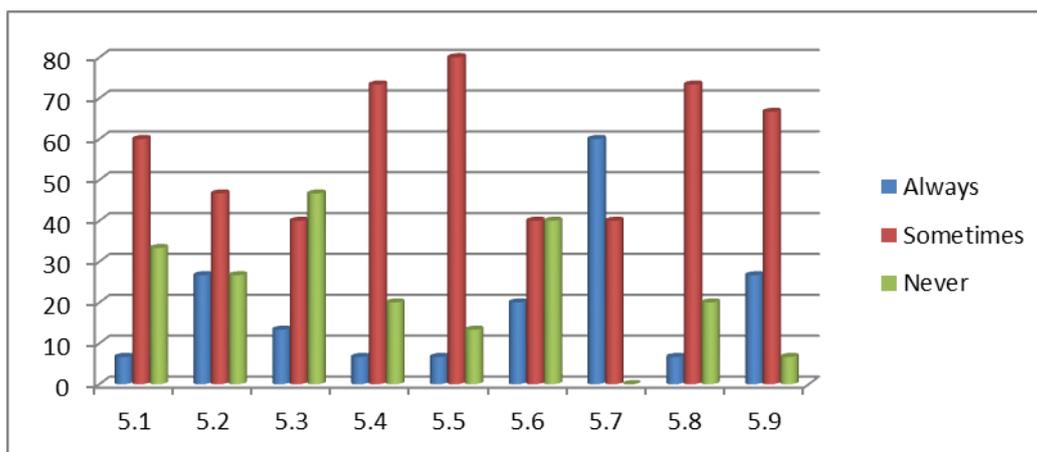


Fig 5: analysis of the problems in language use

The researchers also asked questions regarding the problems of language use in writing. Here the respondents differ, as Fig 5 shows, on the sub-categories of the writing problems in language use. They agree that their students always struggle while they use foreign language chunks and face problems like inappropriateness, synonyms and antonyms, sentence structure pattern, SVA pattern and awkward phrasing and unconventional grammar while they write. The general assumption is that the learners carry the said problems from their secondary classes where, as the past studies experienced, the proper and intensive practice of grammar items are excessively taught but not in the linguistic frame.

Students Writing Samples

The following writing sample were examined and analyzed in terms of writing problems, according to the present study, among the Preparatory Year students. The samples demonstrate that the learners do have, also revealed by the teachers opinion, problems of conventions, punctuation, capitalization, spelling, and language use. Keeping the nature of the said problems in mind, the researchers offer relevant remedies and suggestions to improve the teaching writing instructions and to develop the writing skills among learners.

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Wahid is a new student in my English class of the English language center. He generally likes life in Saudi Arabia. He likes the summer, but he doesn't like his homework. He is still reading all types of books. When he is in the city, he is studying business. When he is in the country, English and accounting. So his free time, he goes to the gym and he goes to the club. We plan to visit the United States next summer. So he needs to learn English.

Sample 1. Convention

Different languages and all the people of his language which he understands and speaks, for example, the state of Britain and English-speaking countries Britain and Spain speak Spanish and every people has its own language and speak it fluently. It is my view that the best language is Arabic is the language of the Koran. Quran

Sample 2. Punctuation

1- I will travel to Alha town after
 2- I hope to go to the cafe
 3- My best hobby is swimming
 4- I will attend for United States
 5- I am looking for a job
 Question
 1- Did you sleep early?
 2- What did you do last night?
 3- What is your favorite hobby?
 4- What are your plans?
 5- What is your favorite food?
 Comments
 1- My hobbies are play football, swim, shopping and watch TV.
 2- I will travel to Alha but I don't know.
 3- I will buy milk, juice and bread.
 4- My hobbies are playing football, reading and watching TV.
 5- I will take few books to reading, writing, paper and pen and ink.

picture
 park
 lake
 park
 people
 shore
 scene
 sunny
 water
 grass
 tramp
 sandals
 hand
 umbrella
 clothes
 dancing

Sample 4. Spelling

C. Write a paragraph (75 Words) on any ONE of the following:
 a. Holiday Food b. My Classmate

Language Use
 Holiday Food
 Food is very good. I like Saudi. I like Kabsa and barge. I like Kabsa of all the foods. My family likes mandi and Kabsa and sambootha and water and juice and milk and vegetables. Food is the best in the world. My family likes Kabsa and Kabsa of all the foods. I like to eat Kabsa and barge and drink tea and coffee.

Suggestions and Remedies

The following suggestions and remedies may be useful to minimize the problems of conventions, punctuation, capitalization, spelling, and language use:

Suggestions

- Writing classes must witness more practice than delivering lectures
- Teacher must explain the use of all the punctuation marks
- Teacher must explain the rules of capitalization
- Teacher must engage the learners in memory/vocabulary games
- Teacher must motivate and encourage the learners before actual writing
- Teacher must provide the language support on every single topic
- Teacher must act as a prompter to assist the student at times
- Students should be encouraged to do home assignment as much as possible

Remedial Exercises

1. Conventions

- copy and dictation,
- jumbled words exercises, and
- peer editing

2. Punctuation

- story telling (melody of speech),
- editing, and
- loud reading with proper punctuation awareness

3. Capitalization

- titles exercises,
- vocabulary and compound words exercises, and
- identification of capital and lower case exercises

4. Spelling

- memorization exercises,
- word completion exercises, and
- word formation exercises

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5. Language Use

- form and functions exercises,
- sequence of tenses exercises, and
- gap filling/story writing exercises.

Conclusion

After the analysis of the teachers' questionnaire and the examination of the students writing samples, the researchers found that the learners frequently repeat the errors regarding conventions, punctuation, capitalization, spelling, and language use, which, in our opinion, is a hindrance in developing writing skill at this level and need to be looked very seriously. Therefore, the EFL teachers are advised to pay more attention in their pedagogical applications while teaching writing. The researchers also recommend a further study in order to measure the effectiveness of the remedial exercises offered in this study.

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APPENDIX

Questionnaire/Checklist

The following questionnaire/checklist is prepared by the researchers to get the teachers' opinion on the common writing problems among students at the Preparatory Year, Najran University.

Please check [√] where applicable.

Scale: 1: Always, 2: Sometimes, 3: Never

	Conventions	Punctuation	Capitalization	Spelling	Language Use
1	Your students handwriting is legible. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use a period at the end of each sentence. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use both capital and lower case letters. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students spell all words correctly. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use appropriate language. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
2	Your students do proper use of lines on the paper. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use a question mark at the end of each question. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students capitalize all proper nouns. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students confuse with words of similar spelling. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use synonyms/antonym for words they write a lot. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
3	Your students leave white spaces between words. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use an exclamation. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students capitalize the pronoun 'I'. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students confuse with words of similar in spelling but different in meaning. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use L1 words in their sentences/writings. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
4	Your students' sentences go from left to right. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students know the proper use of comma. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students capitalize important words in a title. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students spell /p/ and /b/ appropriately. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use SVO/SP/SVA patterns correctly. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
5	Your students' sentences begin in different ways. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students always confuse between full stop and comma. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students capitalize the first word of a sentence. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students always misspell words in their writings. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use correct form(s) of the verb/words. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
6	Your students write complete sentences. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students confuse with colon and semi colon. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students capitalize the first word in a direct quotation. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students confuse with American v/s British spelling. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use Arabic basic sentence patterns. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
7	Your students' words/sentences go from right to left. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use quotation marks in dialogue. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students capitalize 'W' in a WH question. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students confuse words starting with /p/ and /b/. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students need language support/struggle with basic vocabulary. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
8	Your students write too small or too large. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use commas between words in a list. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students capitalize all noun words. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students confuse words starting with /w/ and /v/. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use accurate grammatical structures. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
9	Your students use cursive writing. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use apostrophes in contractions and possessives. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students capitalize salutation and complementary close. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students write words according to the pronunciation. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Your students use awkward phrasing. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Instructor Name: _____ Nationality _____ Course _____

Educational Qualification _____ Teaching Experience ESL _____ EFL _____

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Colophon:

This report is a research project sponsored by the Deanship of Scientific Research and Development, Najran University, Saudi Arabia (NU GRANT NO. 12/11). **The report was submitted to the Dean of Scientific Research, Najran University, Najran, Kingdom Of Saudi Arabia.**

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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A Study of the Problem Involved in Implementing the Curriculum for Primary Education in Kokrajhar District, Assam

Nandeswari Boro. MA., M.Phil., B.Ed., NET. Ph.D. Scholar

Abstract

Curriculum is the instructional and educative programme following which the pupils achieve their goals, ideas and their aspiration in life. Successful implementation of curriculum depends on a variety of factors that operate in the actual field settings, namely in various levels of education including primary schools. It also depends on the perception of the teachers as to the problems faced by them in implementing the curriculum.

This paper gives information regarding the problems involved in implementing the curriculum for primary education in Kokrajhar district with regard to physical facilities, time table, syllabus, resource for teaching, etc. It will certainly provide some future direction towards facing the problems involved in implementing the curriculum in the district.

Introduction

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A Study of the Problem Involved in Implementing the Curriculum for Primary Education in
Kokrajhar District, Assam

Kokrajhar district is one of the 27 districts of Assam. The district lies roughly between 89.46'E to 90.38'E longitude and 26.19'N to 26.54'N latitude. The district is bounded on the North by the Himalayan Kingdom of Bhutan, by Dhubri district on the South, Bongaigaon district on the East and the Indian state of West Bengal on the West.

Originally Kokrajhar was a part of greater Goalpara district. Till 1956, it was a mere Village with a railway station. When Bimala Prasad Chaliha was the Chief Minister of Assam in 1957, due to the demand of the Bodo people led by Rupnath Brahma who was also a minister in the Chaliha Ministry, a new civil sub-division was created including the northern part of the Dhubri Sub-division and some parts of Goalpara Sub-division and it was named Kokrajhar Sub-division. Kokrajhar Sub-Division was upgraded into Kokrajhar district with headquarters in the Kokrajhar town on July 1, 1983.

After the formation of Bodoland Territorial Area District, certain areas of Dhubri district have been added to the Kokrajhar district. There are three sub-divisions in the district. They are Kokrajhar, Gossaigaon and Parbotjhora Sub-divisions. According to 2001 census, the total population in the district was 9,05,764 (Nine lacs five thousand seven hundred sixty four) and the literacy rate of Kokrajhar district was 52.55%.

Need and Importance of the Study

According to Thomas Raymont (*Principle of Education*, Orient Longman,1960), education means that process of development which consists of the passage of human beings from infancy to maturity, the process which he gradually adapts himself in various ways to his physical, social and spiritual environment. It is a continuous process of modification. It is a life-long process of development. According to *Webster's New Twentieth Century Dictionary*, education is a process of training and developing knowledge, skill, mind and character, etc., especially by formal schooling. Education has a number of aims which varies from age to age from country to country.

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Usually the aims of education are of general and specific kinds. General aims are universally applicable to all times whereas specific aims are determined by the socio-economic conditions of a country. Again, educational aims are divided into individual and social aims.

Therefore, to achieve the aims of education for a society or for the nation, school education must provide knowledge and skills which would enable children to attain their greatest potential as individuals and as useful members of the society to which they belong. In order to meet these ends a well-planned school curriculum is essential.

Curriculum is a dynamic component of the complex phenomenon of education which itself keeps changing in response to the needs and values of life in any society. Curriculum is the instructional and educative programme following which the pupils achieve their goals, ideas and their aspirations in life. According to Raymont, “A curriculum is the outward expression of ideas and aspirations of a community not of an individual and the community has the right to lay down the broader outlines which instruction shall follow in its schools with due deference to the opinion of the professional elements as to what constitutes suitable mental food for children.”

A curriculum is not static but dynamic. It is constantly changing according to the changing needs, demands and aspirations of the society. So, curriculum of the past and today are different in many ways.

In the words of Kerney and Cook, “It is a complex of more or less planned or controlled conditions under which students learn to behave and to behave in their various ways. In it, new behavior may be acquired, present behavior may be modified, maintained or eliminated and desirable behavior may become both persistent and viable.”

Assam Curriculum of Primary Education

The present Curriculum of Primary Education in Assam (Kokrajhar) comprises:

- (i) Mother tongue
- (ii) Mathematics

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- (iii) Environmental Studies (EVS) {In classes III and IV: Social Studies as EVS I and Science as EVS II}
- (iv) Art Education
- (v) Physical Education

The new curriculum is child-centric, activity and competency-based related to the child's day to day environment and oriented towards the principle of joyful learning. Emphasis has been given to the development of skill and understanding as well as application rather than on mere gathering of knowledge and information as in traditional curricula. The curriculum is developed for all types of learners. Special importance is given to rural, first generation learners, learners of different communities like tea-workers, SC, ST, etc. Accordingly, textbooks have also been prepared, without any bias in respect of religion, caste or gender.

The state government has introduced a one-year pre-primary course in all primary schools of Assam from 1999, following which SCERT (State Council for Educational Research and Training) has developed a curriculum-cum-activity book for teachers for handling the pre-primary class called 'ka Shrenee.' No textbook or formal evaluation has been envisaged for this class.

Place of English

Another development in primary education is the introduction of the learning of English in classes III and IV as an additional subject from the year 1999. No formal evaluation of learner's attainments in English has been prescribed by the government. Only three periods per week are allotted for teaching English. The curriculum prepared by SCERT for the purpose is restricted to learning of the English Alphabet, numerical recognition (from 1 to 100), some common vocabulary for beginners and some understanding of regular learning of English as readiness for class V.

The Focus of This Paper

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The present paper would throw light on the problems involved in implementing the curriculum in Kokrajhar district with regard to physical facilities, time-table, syllabus, resource for teaching etc. Thus the paper has some specific implications for the promotion of quality education at the primary level in Kokrajhar district.

Statement of the Problem

A Study of the Problem Involved in Implementing the Curriculum for Primary Education in Kokrajhar District.

Definition of term used in the present study

The key term used in the study are defined as follows:

Primary School- Primary school means a school offering education from Class I to class IV.

Objectives of the Study

To Study the Problem involved in implementing the curriculum in Kokrajhar district with regard to:

- (a) Physical facilities.
- (b) Time table.
- (c) Syllabus.
- (d) Resources for teaching.
- (e) Achieving qualitative improvement.
- (f) General Problem.

Delimitation of the Study

- (i) The study was delimited only to curriculum practice in lower primary schools (class I-IV) of Kokrajhar district.
- (ii) It was restricted to 71 provincialised lower primary schools of Kokrajhar district.
- (iii) It was restricted to a sample of 195 teachers of the selected primary schools.

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Methodology of the Present Study

Population - The population of the present study comprised the teachers of various primary schools of Kokrajhar district.

Sample – In Kokrajhar district there are five educational blocks, namely, Kokrajhar, Dotma, Gossaigaon, Kachugaon and Parbotjhora block. The researcher selected three of the blocks, namely, Kokrajhar, Dotma and Gossaigaon. In total 710 primary schools were there in this block in 2007 and out of which 10% were randomly selected. Stratified random sampling method was followed for the present study. Accordingly, 71 primary schools were selected and 195 teachers were the respondents for the study.

Tools – In order to collect data for the present study, the investigator developed a problem check list for all the teachers.

Data Collection - After selecting the sample and prepared the tools, the investigator personally visited each of the selected schools and gave the problem check list to the teachers of the sampled schools.

Analysis and Interpretation of Data

Data have been presented and analysed under six major heads, namely, problems related to physical facilities, time-table, syllabus, resources for teaching, achieving qualitative improvement and general problem.

Problems Related to Physical Facilities

Responses related to the problems of physical facilities are presented in terms of percentages in table 1.

Table 1: Problems related to physical facilities.

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S.I No.	Problems	Always(in%)	Sometimes (in%)	Not at all (in%)
1.	Insufficient building for classroom.	35.9	6.7	57.4
2.	Lack of professional library.	100	----	---
3.	Absence of room for keeping teaching aids.	15.9	46.7	37.4
4.	Lack of furniture in school.	34.4	29.7	35.9
5.	Classroom are over-crowded	16.4	33.9	49.7

The table above indicates that 35.9% teachers considered that insufficient building for classroom always created problems in implementing the curriculum. Lack of professional library always create problem to all the teachers. Absence of room for keeping teaching aids always create problem to 15.9% teachers, sometimes to 46.7% and not at all to 37.4%. Lack of furniture in school always create problem to 34.4% teachers, sometime to 29.7% and never to 35.9% teachers. 16.4% teachers always faced the problem of over-crowded teachers, which was sometimes to 33.9% and not at all to 49.7% teachers.

Problems Related to Time-table

Time table is calculated exercise of tabulated precision, correlated cohesion and worked-out specification in terms of the school subjects and their relative weightage which is determined by an apportionment of teaching periods at different levels, by a fixation of special teachers and by a proper placement of periods. The problems related to time table are presented in table 2.

Table 2: Problems related to time-table

SI. No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)

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1.	Time table is very rigid.	7.18	44.62	48.2
2.	Class load is heavy.	45.64	9.74	44.62
3.	Time allotted for various subjects is not adequate.	3.59	51.28	45.13
4.	Irregular attendance among students.	9.23	66.67	24.10
5.	Time table is not consonance with local needs.	----	45.13	54.87

It can be observed from the table that rigid time table, heavy class-load, inadequate allotment of time for various subjects, irregular attendance among students, were always considered as problems by 7.18%, 45.64%, 3.59%, 9.23% teachers respectively, while 44.62%, 9.74%, 51.28%, 66.67% and 45.13% felt that these sometimes became problems. It was 48.2%, 44.62%, 45.13%, 24.10% and 54.87% teachers who did not consider these problems at all. Thus, it appears that the time-table followed in the schools did not provide appropriate scope for properly implementing the curriculum.

Problems Related to Syllabus

The syllabus if not prepared properly lead to the problem of curriculum load. Responses related to the problems of syllabus are presented in table 3.

Table 3: Problems related to Syllabus

SI. No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
1.	Prescribed content of syllabus is excessive.	13.85	28.2	57.95

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2.	Course of study is rigid.	2.56	52.31	45.13
3.	Course of study is vague.	6.7	47.80	46.50
4.	Lack of knowledge of objectives of different subjects.	7.69	48.72	43.59
5.	Lack of knowledge of content among teachers.	1.5	46.5	52

It was found that 13.85%, 2.56%, 6.7% considered that the contents of the syllabus were excessive, rigid, vague causing problems in the implementation of the curriculum while 57.95%, 45.13% and 46.50% teachers not at all faced the problems. Teachers in general did not consider their own lack of knowledge with respect to objectives of different subjects and prescribed content as causing serious problems in their work. In this regard 43.59% and 52% teachers who felt that these items were not at all problems for them.

Problems Regarding Resources for Teaching

The problems regarding resources for teaching in implementing the curriculum are presented in table 4. Items under this were related to two specific aspects namely teaching aids , and textbooks and teacher's handbooks.

Table 4 Problems Regarding Resources for Teaching.

SI.No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
1.	Non-availability of teachings aids for teachings.	----	22.56	77.44
2.	To improve teachings aid is a problem.	1.54	40.0	58.46

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3.	Many students do not have text book.	5.13	29.23	65.64
4.	Teacher's handbook are not available.	68.22	13.83	17.95
5.	Lack of skilled in the use of teaching aids.	-----	51.28	48.72

From the data it was observed that improving teaching aids, lack of textbooks among students, non availability of teachers handbooks were always considered problem by 1.54%, 5.13% and 68.22% teachers respectively while 22.56%, 40%, 29.23%, 13.83% and 51.28% sometime faced the problem of non-availability of teaching aids for teaching, problem to improve teaching aids, lack of textbooks among students, non availability of teacher's handbook and lack of skill in the use of teaching aids and 77.44%, 58.46%, 65.64%, 17.95% and 48.72% did not consider these as problems at all.

Thus, from the observation we can say that regarding resources for teaching it requires further in-depth investigation to analyse and pinpoint the malady underlying the production and distribution mechanism.

Problems in Achieving Qualitative Improvement

The teacher plays the pivotal role in teaching learning process. The teachers should adopt their teaching in such a way as to facilitate the development of inner abilities in each individual child and also to prepare him for the practical life outside the school. The real situation can be observed in table 5.

Table 5; Problems in achieving qualitative improvement.

SI.No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
--------	----------	--------------	-----------------	------------------

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1.	Slow and passive pupils in class.	3.1	81.0	15.9
2.	Motivating the under achievers.	4.1	61.54	34.36
3.	Identify the cause of pupils poor achievement.	0.5	59.5	40.0
4.	Lack of skill in remedial teaching.	10.26	46.15	43.59
5.	Lack of skill in preparing.	----	62.56	37.44

Teachers (3.1%) admitted that slow and passive pupils in class always create problem, which was sometimes to 81% teachers. 4.1% always found the task of motivating the under achievers as problem, which was sometimes to 61.54% teachers. To identify the cause of pupils poor achievement was always a problem to 0.5%, sometimes to 59.5% and not at all to 40% teachers. 10.26% always faced the problem of lack of skill in remedial teaching, 46.15% sometimes faced the problem and 43.59% never faced the problem. Lack of skill in preparing was sometime problem to 62.56% teachers and never to 37.44% teachers.

Thus, the observation highlight the need for imparting necessary orientation and training to teachers through appropriate in-service programmes.

General Problem

Attempt was also made in the checklist to obtain the responses of teachers with regard to certain general problems faced by the teachers. Data in this regard are given in table 6.

Table 6: General Problem

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SI.No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
1.	In-service training is too theoretical and traditional.	10.3	55.9	33.8
2.	Lack of skill in handling pupils.	1.54	57.44	41.02
3.	Lack of environment to teach children.	8.7	34.9	56.4
4.	Lack of reading habits among students.	1.02	59.49	39.49
5.	Lack of support from parents and community.	22.56	34.36	43.08

The analysis of the data shows that in the opinion of 10.3% teachers in-service training was always too theoretical and practical, which was sometime to 55.9% and not at all to 33.8% teachers. Lack of skill in handling pupils was always a problem to 1.54% teachers, sometimes to 57.44% and not at all to 41.02% teachers. 8.7% teachers pointed out that their work was hindered by lack of appropriate environment for carrying out teaching activities and which was sometimes to 34.9% and never to 56.4% teachers. Majority of teachers (59.49%) sometimes faced the problem of lack of reading habits among students. 22.56% always faced the problem of support from parents and community for education of their children.

These observations highlight that it was not only the factors within the school that need improvement but also several aspects that fall outside the school such as teacher training, community support and so on also have to be dealt with if the curriculum has to be implemented in an effective and efficient manner.

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Findings and Conclusion

1. So far as problems related to physical facilities in implementing the curriculum were concerned, insufficient building for classrooms creates a problem to 35.9% teachers, lack of professional library was always a problem to all the teachers. Similarly, lack of furniture in the school was always a problem to 34.4% teachers and 16.4% teachers faced the problem of overcrowding students.

The teachers mainly perceived that insufficient building and lack of furniture was the main problem in implementing curriculum for lower primary schools in Kokrajhar district.

2. As regard problem related to time table, 7.18% teachers faced the problem of rigid time table, 45.64% teacher always faced heavy class load, irregular attendance among students create problem to 9.23% teachers. The study reveals that teachers generally faced rigid and heavy class-load problem.

3. Major findings included the problems relating to syllabus . Excessiveness of prescribed content of syllabus create problem to 13.85% teachers. Lack of knowledge of the objectives of different subjects always creates problem to 7.69% teachers. Similarly, rigidity and vague course of study create problem to 2.56% and 6.67% teachers.

4. Regarding resources for teaching, it was observed that lack of textbooks among students creates a problem to 5.13% teachers. Similarly non-availability of teachers handbook creates problem to 68.2% teachers.

5. In respect of the problem in achieving qualitative improvement, slow and passive pupils in class and motivating the under achievers create a problem to 3.1% and 4.1% teachers. Lack of skill in remedial teaching creates problem to 10.26% teachers.

6. Insofar as general problem was concerned, the study reveals that 10.3% teachers viewed that in-service training was too theoretical and traditional. Lack of environment to teach children and lack of support from parents and community create problems to 8.72% and 22.56% teachers.

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To Conclude

In conclusion, we can say that creation of a sound primary education system appears to be a basic component of any strategy for social, political and economic development of a country. In fact, it is primary education which develops the basic innate abilities of a person to live a full personal life of an individual and as a member of a family, and an economically productive life as a worker, and a socially useful life as a citizen. The development of an appropriate curriculum is indispensable for improving the quality of primary education. Successful implementation of curriculum depends on various factors that operate in the actual field settings, i.e., at the primary schools. These include physical facilities, resources for teaching, etc. Curriculum implementation also depends on the perception of the teachers as to the problems faced by them in implementing the curriculum. For the smooth functioning of the curriculum in the district, necessary considerations have to be taken of the problems.

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LANGUAGE IN INDIA
Strength for Today and Bright Hope for Tomorrow
Volume 12 : 3 March 2012
ISSN 1930-2940

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*Hazaaron saal Nargis apni be-noori par roti hai
Barri mushkil say hota hei chaman mein deedar peida*

Allama Muhammad Iqbal (Poet of the East)

*A gamble of million years, Narcissus' blind winks
and million tears,
still unsightful, far or near,
and perception? Wherefore?*

Sohaila Javed, 2004

Education is not a question of procedure of behavior, but of Being having become---to observe more closely and to study a given tradition more comprehensively does not constitute education if one does not remain open for the other in the work of art or the past... (Education) thus contains a general sense for the measure and distance

in terms of oneself and insofar a surpassing of oneself toward the general.

Gadamer: Truth and Method, 1994.

No Time for the Other!

Today we are so well-accommodated in our occupations that we have no time for the other, to pause and wonder, or to stretch an intent gaze inward for real knowing purposes. This is much work, and our present pursuits interfere with this kind of work. This is distraction and non-essential. We therefore, strip ourselves of such non-essentials so that we can be responsible undistractedly. Distractions, non-essentials are abstractions, insubstantial no-things without a second, a step, a breath, a life. Why fret? Be dispassionate about no-things and permit passions to rule over things that are meaningful, enjoyable purposeful valuables. And the best place to go to have these valuable things is the state-of-the-art-of-mediation – Institutions – States of power and possession – *media res* of Knowledge with the desire to have, to possess to be the ruling passion. So we come, we see, we conquer. That world, out there and in here, is too much with us; we use our powers and contend we know. Little else we see that is ours to have too, we don't know. We have given our hearts away, a sordid boon!

*A gamble of million years, Narcissus's blind winks
and million tears,
still unsightful, far or near,
and perception? Wherefore? (Javed, S. 2004)*

How To Change the Black Stormy Spectrum?

So might we, standing on this pleasant (Know)ledge, have glimpses that would make us less forlorn, have insights (from contemplative knowing) that bless us with continuity, and see Hamlets and Ophelias, Gonerils and Regans, and King Lear of the modern world play more powerfully and perceptively their first endowment, their humaneness, and breathlessly slake their passion.

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If only the black stormy spectrums of our eyes could become risques and raise storms in our hearts and restore our will to see this abstraction not as whim or caprice as no-thing, but a Cosmos of (e)motion, the Sea of uniqueness, that knowable sea of movement that expressly moves all knowers in their bid for Knowledge that is knowing all Knowledge- the It of our soulistic desire, with our craving for its love that is unconditional and insatiable, and hence persists as a leftover even after the needs have been satisfied. This leftover desire would make us trapeze at will between cosmoses dilated by time and space, with us out here, moving endlessly toward the pleasant (Know)ledge ‘out there’ and also in-here, still the Unknown. This concept of unknowing, knowing and knowing all of Knowledge with all its philosophical nuances, carries allusions to Hegel’s Begierde and Lacan’s desire, which makes it “a category far wider and more abstract than any abstraction” (1986), and retains the philosophical favor which is so essential to Lacan’s concept of desire.

Fundamentals of Human Thought – Role of Desire

The concept of desire forms the fundamentals of human thought. In agreement with Lacan and Spinoza that “desire is the essence of man” (Dictionary of Lacanian terms), I argue that desire was the ignition of Creation and creativity, the heart of figuration and configuration/transformation, and therefore, is the initiating and actualizing principle of human existence. Our acts of creative and compassionate communication and building communities are repetitions and reflections of the Creative Artist, first and foremost. Its lack and non-acknowledgement would make the universe, world, life, existence bare and valueless, a disqualified, unqualitative con(text); while its presence makes everything invaluable, qualitatively unmeasurable and irreducible. This thought takes me to Lacan’s description of Unconscious desire and my subsequent allusion to human desire for Knowledge, that is all-knowing as the Other.

Unconscious Desire as the Central Concern

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Lacan's talk about desire always refers to unconscious desire as the central concern of psychoanalysis (1977b). Conscious desire is not his representation. My understanding evokes me for its representation. Conscious desire is not only that which is known but that which can be known. The possibility of its being known completely, however, is impossible for everything occurs and remains in process. Its mutability is irreducible, quantitatively and qualitatively immeasurable and indefinable. The sphere of conscious desire like unconscious is far wider and more abstract than anything known. It becomes the Other that stays in a dialectical relationship with the perceived desires of the subject and is far beyond full attainment. And for the unperceived, the contention remains the same about its irreducibility, also being beyond measure and definition. In this context, Lacan's contention that unconscious is limited to sexual desire is itself reductionist. Its applicability, I contend, should be left open to all desires: desire for Other that may be sex, knowledge, repentance, wealth, health, and happiness. The whole truth about desire is its infinity, eternity, and therefore being beyond human reach. Attempts to articulate desire in speech and action give it existence but do not promise complete holistic form, formation and formal fulfillment. Once the Other is articulated, it is born and craving begins for its possession. Something of the given Other will be had but the full anOther is craving of a hungry mind, body and spirit that remains dissatisfied always. This left over is desire.

Simultaneous I and Other

I and Other or simultaneous Other and I is desire: I in love of the Other minus satisfaction = Desire

Desire = minus satisfaction plus love

Thus Lacan (Ecrits, 1977b) explains, "Desire is neither the appetite for satisfaction, nor the demand for love but the difference that results from the subtraction of the first from the second". Desire is thus the surplus of the ever-creating craving love. It exemplifies the Other's love that is unconditional, hence a craving that always is, but never fulfilled, and gets realized only in the repeated performances and coming of desire as such. Hence

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what remains is desire of the Other finely articulated by Lacan as “man’s desire is the desire of the Other,” and its many complementing forms:

desire of the Other’s desire that becomes the subject and object of both I and Other: I and Other or simultaneous Other and I is desire. Both subject and object coexist in mystical interdependence that is actualized by recognition, both mental and emotional.

Taking Lacan’s idea of Hegel’s via Kojève:

Desire is human only if the one desires, not the body but the Desire of the other--- that is to say, if he wants to be ‘desired’ or ‘loved’, or, rather, ‘recognized’ in his human value----- In other words, all human, anthropogenetic Desire--- is, finally, a function of the desire for ‘recognition’ (Kojève, 1969).

Spindle that Awakens Relations

This is the same spindle that awakens relations and spins relationships into connected living. The need of all relationships is to be loved, or at least ‘recognized’ in her/his human value. Other’s recognition/loving of I’s human value is its affirmation, that brings everything in a soft bliss of beatitude. It spells activity, expands reality and furthers enjoyment that is meaningful and purposeful. Seeing the nature of human desire, it would not be wrong to say that recognition and acceptance as Other’s desire, desire for love and beloved, is the source and fundament of all relationships, with teacher-student relationship as central to my desire. It’s furthering and flowering via Kojève’s ‘recognition’ and perception (emotional awareness) and acceptance is the fundamental right of all students and, consequently, will become the privileged love of teacher who gives that love unconditionally to all and in process becomes Beloved. Giving this unconditional love and attempting to fulfill this craving carries automatic transference of the little other to the big Other. The aggressive relationality of the two, that is ‘I and other’ designates radical alterity for the two, configuring both in the teaching and learning process, transforming I and other to simultaneous ‘other and I’ coexisting in each other’s desire = Desire. Both enjoy a special uniqueness and beautiful relationship

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that is ever steeping in Imagination and Compassion toward a Truth. It is a relationship always in process, and alive with the “relentless inner tension between illumination and concealment” (Gadamer, 1983), hence more beautiful.

Insatiable Desire for Knowledge

This discussion on desire also defines human desire for Knowledge as Other as insatiable, constant in desiring and eternal. This desire, stemming from unknowing begins and continues its process towards knowing, and what remains is the continual questing of human desire for Knowledge as such. Then, does it become human knowers to say ‘I know’ when unknowing is the *tour de force* for this team of beloveds. This is in essence the nature of this Abstraction, this unique relationship. It is an abstract Ripple of (e)motion moving everything yet abstract. It is abstract in the sense of being invisible but not absent as not to be seen. It is moving and moves everything, and what moves it is (e)motion, that is express Love. It expresses emotion through movement, and its physical manifestation takes form in creative acts- acts of love that spring from physical and emotional congruity. All that it does is physiognomic of It. The creative impulse embeds itself in creativity, and its embargo is also physiognomic of the Spirit that All is, and so alive and present that we are awakened to apprehend It as a real Presence, realer than real, still the Unknown as unknowable per se, Desire’s desire (Wilber’s Ultimate Consciousness, Brian Swimme’s Comprehensive Awareness, my Spiritual Imagination). Do we dread this Presence therefore, and stumble in our desire for topographical mileage towards the Unknown, that require a regular steeping of the Imagination and Spirit towards Truth that is within and around us always. This Unknown is charismatic and grips us as nothing else does.

Manifestation of Uniqueness

A small step here may serve as pioneer and then “the march of passion and endeavor will be undeviating” (John Keats, Letter of 23 Jan. 1818 to Benjamin Haydon). The best way in which we can realize All is to see manifestations of this Uniqueness all around and within, lighting the way with myriad colors, intensities, sounds, sights to be

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seen and sought for gracious transformation, from being unto becoming. Our stepping towards Allness is the “more” we’ve always desired for, the unlimited excess that Is always beyond any abstract concept of philosophy. Its wholehearted recognition and acceptance will make us less blind and less mute.

So knowledge, arising with the recital of the word ‘**Read**’ lives and fills us with desire for new knowledge, ever being and becoming parcel of the unknowable per se knowledge (including science, self knowledge, spiritual understanding), that the Creator teaches at every given moment. We, as desirers of this know(ledge)ing, seek a thrill of the returning mild creative breeze of contemplative thought that brings the Other as Knowledge-source and the unknowable per se knowledge, into some knowing. This is our breather and breath, our inspiration from the Inspired One. This is the Reality near us, in the heart of our soul, our soulistic desire, the surplus, always in excess, blissful everything.

End of Unknowing and Beginning of Knowing

Here unknowing ends and knowing begins with our wisdom and reason and sense as perception, our sacred gifts of consummate Knowledge that desires its creative use for humanity’s benefaction. How can an individual, then, look upon her/himself as self-sufficient and proclaim ‘I know’. To know is to understand the Truth that we were taught the use of the Pen and taught that we knew not, that all comes from the Source of everything, the unknowable per se, and we all the more unknowing, still belligerent for knowingbeing and beingknowing that is becoming. This is upholding faith and love. So cherishing the living Word, we move to the living world for performing and returning acts of faith and love that are parallel to the high destiny offered to us in our intellectual, moral and spiritual nature by our ‘most bountiful’ Creator, till our final return as nothing.

Narcissistic States

Academic communities that are without the wisdom of unknowing and the unknowable per se, and not committed to creating *a creative psalm of human belongingness* are narcissistic states, not academic commUnities. They support

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intellectual pursuit without celebrating the Sacred and our sacred relations. To read or research, that is to learn and teach without this Essence is to perpetuate self-knowledge that is non-culture, non-sense, non-spirit. Any community that refuses this Unity, is a poor, bare, unaccommodating institution. A re-avowal of this soulistic desire in the sacred sense by ‘lumières’ for living compassionate relationships will give a new “live and learn” adage to Education everywhere, everywhen, and a largesse of context to academia. This is the Heart of Education, and my soul’s desire as learner of know(ledge)ing and teacher of be(com)ing. This is, I think, our respons(ability) and right action for us.

Compassionate Ethos

Thus, as each other’s desire, we live, making living in classroom meaningful, enjoyable and purposeful. This compassionate ethos, built by mortal hands, with subjective values and intentions, non-empiric entities, without which our world is bare and without value, would direct our attention to things opposed to us. This sphere of values lies inside (he)arts, and its *aesthetic, emotional, intellectual* and *spiritual* qualities tend to increase, enhance and enlarge the value, meaning and scope of (he)arts. Every one of these italicized words is an empiric entity, and whatever is empiric genuinely belongs to science when “quality itself is immeasurable -----Inability to deal with the qualitatively immeasurable leads science to work with what Lewis Mumford calls a ‘disqualified universe’” (in Smith, 1991). And when arts’ quality becomes immeasurably measurable in terms of empiric science, its value becomes invaluable, and “values, life meanings, purposes and qualities” that “slip through science like sea slips through the nets of fishermen” shape themselves into poetry, and from its embodiment and expression of spirit, thought and feeling, poetry as science seduces empiricism in being immeasurably measurable. This empirical seduction of both arts and science is Education’s becoming. Thus giving to knowledge an equitable state of existence by its being and becoming the eye of the heart whereby the heart of things maybe seen, thereby education becoming for me adequately the site for connected knowing “which is unto salvation”.

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Concentrated Intent Gaze

Today, herein, a concentrated intent gaze down the inner trail will be a chore, an old technology of the self when the new awareness tactics are being so voraciously deployed. They do a fine job of leading to positive results – the scientific way and science delights. However, I prefer to approach this love-math on a more local interior rational basis that is more familiar and organic to me. It preserves my optimism about the human race with my own optimal hope, joy and knowing way. For me it is the best way to encourage the world communities to shift to the ways so many qualitative people of this race used, suffered and left a ribbon of their thoughts and methods to be followed again for human recognition and for more discernment. New diners on education need to know how their soul is structured, and not only what it is, but how and where it needs to be raised and grown. It has to be taken care of lovingly and prepared educatively by both parents and teachers, at all levels of education.

A New Wor(l)d Spin

This concept puts a new wor(l)d spin on tradition of spiritual practices that begin with the Word and the world. We can call it a spiritual mosaic of world events that recognizes and reveres the organic and symbolic awareness of humanity. Such affective states lift up hearts and souls, and are the right places for becoming more than what it is to be. It is the way of becoming really educated and more discerning “wisely wise” by the simple identification with symbolic modes of existence. Only gravitating to simpler logistics of heart and soul is the impulse with which we can become like *Khidzr* (Prophet Moses’ strange teacher, advocate of fresh knowledge that is being created at every moment), a virtual soul traveler today. For such travelling, don’t go elsewhere. Turn to the heart for which it has its own reasons, reasons know not. “The problem is not that you don’t know, it’s what you know, is not so”, said a soothsayer. Inversions here may help and take us inwards once, at least, for sure.

Artist’s Creation

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A real artist's ambit is her/his creation; its embellishment and manifestation is artistic aim and ambition for which artist takes risks and patiently perseveres. The aim of real teaching, like artistic creation as I perceive it, is to convey to students that which the teacher feels deeply, suffers through pathic texts in this new relationship, and that both are continually advancing from unknowing to knowing when knowledge is unknowable per se, and relentlessly moving in "a relentless inner tension between illumination and concealment" (Gadamer, 1983, p. 104-105). Constantly living in this in-between space of ambiguity will make them curious, kind, wise and responsible, with their pure transparent humaneness helping them in understanding the human world. This pathic illumination about the conditions of human existence, that happiness is rare and occasional and is to be sought and created for 'self and others' in the general drama of pain, that in this collective reality they are not alone if they build a *communitas* for the community they're in, and the reality that 'I am' and that 'I can', and also that 'I must' is the essence of education, and much sense. This is the enlightenment which comes with connected and contemplative knowing and will be a positive, perceptive and physician's approach to life in general.

The awareness that the teacher is a particle of her/his people, has the right to speak to them about the great hopes of humanity at large, is a source of real happiness and real freedom for a real teacher. The freedom of creative freedom cannot be complete if the teacher like a real artist is not able to see that the seeds s/he has sown have sprouted in human hearts. Placing her/himself firmly in human hearts, s/he steps out of her/his autobiographical self and enters their consciousness, and using her/his subtle gifts of knowledge and talents, s/he takes charge of the self-system and talents s/he sets out to nurture in the proud multitude, making moments merge on epiphanies with the texts within the con(texts), writer's concerns, strivings, hopes, joy and grief becoming their own in one affectionate bonding. With emotion and expanded consciousness, the teacher, student and the text's creator as tripartite combine coexist in the lengthened present, and beleaguer to know this text as their own for understanding and taking responsibility to manifest the epiphanies in time space that will be theirs. Teacher's most joyful

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relationship is with these epiphanies that beget life and have suggestions of heaven on earth. Her/his stupendous joy lies in a regular spending of hours in the service of her/his students, her/his people, her/his epoch, the entire human commUnity.

An Athlete of Imagination

For this communitas, s/he must prepare as an athlete of the imagination as Keats would have us imagine, trying with mental weights; of her/his imagination strengthening and enlarging with diving into and emergence from each text within con(text) with full commitment to the large context before her/him. Fear of no success or no recompense must be dismissed. If not, this ultimate engagement of compassionate and collective imagination and consciousness cannot pursue. Without purity of heart, s/he is likely to step back in self-exile with self-interests or maybe contemplate some absolute freedom s/he vaguely knows of and cannot comprehend unless s/he descends into the light of real existence and envisages it as a kind of distance running throughout life, always moving in a regular steeping of the Imagination towards a Truth, s/he moves with the march of passion and endeavor undeviating. In this singular movement, you see the teacher's penchant for fighting---her/his extraordinary vivacity and personal enthusiasm and fascination for fights- s/he forever a fighter- "so one fight more- the best and the last" (Robert Browning). With this spiritual attitude and a delighted stare on her/his heart project, s/he moves cerebrally and emotionally with heroic acts inscribed in every aspect of her/his life.

A Sign of Continuity

Teacher's teaching is **physiognomic** of a spirit so invigorating and eclectic that her/his students see in it a sign of continuity. Her/his loving presence evokes responses such as a delightful stare that leads them out of the labyrinth of social misconduct and mystification, out of spiritual slavery into freedom. This is a real teaching impossibility from the ledge, living and speaking from it, or stepping inward for connecting to the "generative" discipline, concerned with the emergence of new life in our midst, and what

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it is we might hope for this new life, what it is we might wish to engender (Jardine, 1992, p.116). Speaking so of continuity, Kierkegaard says, it is the first sign of salvation in the many possibilities of teaching and for me an elixir of education.

Soulistic Desire in Education

There are no strictures of initiation in Soulism, what I call the practice of soulistic desire in education. Only through a process of cleansing the heart from the rust and ordinariness of ignorant living and, by extension, a process of psychic growth, Soulism comes nearest to Sufism or moralistic practices that are at the core of pure consciousness and are as many as there are individuals practicing it. An individual who combines the intellectual curiosity of a true scholar with the passion and profundity of a pure heart and clean soul is a genuine mystic, on the Way of the Sufi to the delights of *Baqa* (deliverance and enlightenment). Regardless of any formalistic orders or rites, s/he must seek the desire of her/his heart and soul that is about learning through discipline, and observance of humbleness by recognition of the Sacred source and subsequent interconnections, and then remembering and revering them. An initiation such as this, that moves us continually from unknowing to knowing on this path of Knowledge, with resolve to change, and be free from complexities and entrapments that are beyond human control, is a pedagogical practice parallel to the Sufi way. This is the practice of Soulistic desire in Education that I humbly call Soulism, a pristine practice of humanistic pedagogy that characterizes connected knowing and compassionate teaching.

The Holistic Passion in Education

This holistic passion is the fundament of our educational ethics and ethology. Regardless of any affiliation besides pure transparent humanness, the one association that binds a person seeking this order is intimate and infinite passion for learning that is holistic. This is the same passion that gets hold of knowledge seekers and social constructionists. Here is the resolve to function self-transformatively. It enchants the ‘self and other combine’, and cannot function without other-consciousness. This entire process

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is incantation to the spirit and that means full engagement. Any pursuit without this passion would not be an educational pursuit. It will be a colorless disenchantment without premise or promise of possibilities. For the sake of love alone can these be embraced or encountered. For love alone can the impassioned lover forge ahead into fire and failure, to which these possibilities half-hint at. The other half is a guess, a glimpse, a word, a prompt or an aside about success where all is a dance of light. Its incarnation is strength for bearing the brunt of hindrances in the progression of the soul, and wake up like “the Companions of the Cave, and the changes they see inside and outside appear to them like a dream.” (Al-Ghazali, in Nicholson, 1921).

Light of Love

Our beginning in Light commands our reverence to light, and its myriad extensions, formations that further transformations. See the purpose of Love that proposed this extension of light and thus became the Light of Love and its burning desire for creation, creativity and configuration. This Light of Love is our spiritual centering and commands its creation, which includes us, to commend them to love that is, the original good. This is the refectory to which they must return and render themselves as subjects of Love. Then, orientation of their love toward the loved ones with pure transparent humanness, will make them Beloved for always nurturing their given ‘creativity and creatureliness’. This is the performance of love in the subjective world that true education promises with its accompanying ethics and ethology in the pedagogical context. This, then, is the force of initiation in Soulism, and my soulistic desire in education, and can be the underpinning of all academic communities and seats of learning everywhere, everywhen. Our ethics and responsibility as educators is the cause of its birth and expansion. Can there be any other purpose of human creation but to pulsate with warm passion that reckons all.

Learning and Teaching Go Hand in Hand

The second impulse of these impeccable pedagogues is the understanding that teaching is not the only task assigned to professional teachers. Wherever there are

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beginners and experts, old and young, there is some kind of learning going on, and some sort of teaching. Indeed, we are all pupils and we are all teachers. And our own life as an individual mostly is composed of learning and teaching that necessitates our understanding this as public beings. We either learn or teach incessantly, and as professional teachers, it enforces upon us the necessity to learn and teach incessantly. We have already expressed our free will and chosen a solid task, which we know taxes, and expects our best. It is also for us the greatest safety ever invented, and teachers and youth especially need it for preservation from ennui and vain conceits. Our role, therefore as guides of both, our young learning community and ourselves, is to acquaint them with life that is of a preserver as Cardinal Newman envisaged it in his idea of the University (1938). We must teach our youth to preserve their souls from ennui and much unhappiness it brings. It is not hidden from these intelligent people that we sometimes pity the person who is a slave to her/his task and perhaps we are right, and this should not be hidden at all from them: that the person who has no task is often a slave to her/his ennui, which is very much worse. Even a disagreeable task is better than nothing for it is an engagement of some sort. But imagine the import and purport of the agreeable task that engages immediately, and is a task that is intentional, selected as it is in a moment of reflective pause, calling our inwardness and outward flow in time. Simultaneous to this life preservation, our youth will glimpse into life sooner and learn to die incessantly for incessant community living that will be a lease of life for them.

To be good is noble, but to teach others how to be good is nobler- and no trouble for one whose life is without preservers. This may account for the great preponderance of preaching, not teaching over practice. This is a task well-said and done, better left undone for the fear of being undone in life. So much preaching than teaching is done with the hope of making the most profitable use of free will. I do not mean the preaching which we get from the pulpit, but that which is given freely and without stint everywhere. Where is the parent who discovers her/himself telling her/his child not to do just what he himself does regularly? How many teachers are there who are certain that they know just what education is about and who tell others when they have never been anything save unknowing all. To preach others to be good, and not to live it yourself, how fair is that?

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How true and how unbeautiful! Is not teaching like any other pursuit in life about “unity of being” (T. S. Eliot) that is about psychic wholeness of all those who become part of our wholeness? It should come freely from the heart but taken as the most arduous task for here we are making the best use of our free will, our willful desire for educational purposes. Its expression as such is a display of awareness and responsiveness to our sacred relations. As we see our texts and contexts breathing with life that our interconnections have enabled, we begin to celebrate our express choice and its manifestations in our co-emergence as a human in the spirit of giving ourselves away as “plain citizens” to our willful desire and that too, in celebration and for advancement of the ‘god-given’ faculty of knowledge and will, intuition and reason” (The Quran).

Knowing and Being

I don’t see it any different from teaching from the pulpit, when talking about education or swimming or educating our children with do’s and dont’s provided there is no preponderance of preaching over teaching. There have to be no non-believers and non-practitioners here. There has to be no education without education. That would mean mis-education or our having missed education by the slightest brink. Education with education and about education and about our education is life’s purpose, and teacher’s and learner’s, most of all. This soulistic desire is the beauty and truth of life and should be at the heart of Education, and all academic communities. This is not merely about a pedagogical context but about texts being taught from this context. This is also about pedagogy that reaches life’s meaning, for all educational texts in all con(texts) are about beingknowing for knowingbeing, and understanding life. Launching its meaning to the learner is teacher’s preserver and her/his life preservation. The more solid and wholesome it is, more arduous the task and more fulfilling. There should be no proud presumptions or assumptions about being impeccable pedagogues who end all ambiguities and ambivalences. The beauty of it is to humbly offer a glimpse of light, half light, twilight or no light without pretenses and much truth that is honorable and respected.

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Glimpses of Our Souls through Our Poems

The prospect of learning much and more learning is here. This is what makes these teaching pedagogues inspirational teachers, most sought after, themselves ever seeking--- spending “years and years in travel” in learning like Moses to be wisely wise like him. This is so true about the honest teachers who practice their teaching philosophy without preaching or presumption. There is no confession of wisdom or proclamation of highest intelligence but only warm love- love of teaching and learners, and of progressing in love of all this. Making the strange, the impossible and improbable in simplest teaching is these teachers’ passion and preserver. Remembering always that they are and that they must, is poetry about our learners and us as chameleon poets, teaching poems that heal hearts and brim the soul with desire of “unity of being” and “unity of witness”. Those reading our poems will have glimpsed into our souls, and seen another world, beautiful and mysterious as the created world outside, and seen our intense living and passionate teaching about beauty and mystery, awe and wonder, joy and pain that is in the pathic texts open before them and within them. This moment of seeing occurs when some perfectly magical and perhaps perfectly ordinary experience of nature, human nature, Nature awakens their spirit.

This awakening, kindling, stoking, discovering, respons-ability fortunately rests with responsible people who will their soulistic desire to education and its transforming possibilities, chosen by free will or fate, and then fascinate fate and place by their own charismatic spirit. That particular wildness in both will be well matched, and once discovered, will enable the visible world around us, and our own identity and the world beyond to fuse into unity. This unity or our awakening is similar to the stirring sense we have or may have of the sacred Presence in all things. Knowledge of this Presence affects our basic values and concerns, human rights and responsibility and its righteousness, being and becoming in nature and with human nature, of seeing humanity as “plain citizen” (Aldo Leopold), and our responsibility of preparing this plain citizen for the complex human commUnity with our compassionate, meaningful teaching.

Humanity on Earth

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We will thus be ensuring the place of humanity on the earth, and reassuring ourselves of our individual places in humanity as members of that congregation, of compassionate human species continuing through us, our children and our grandchildren. This is the right response to their soulistic desire, and loftiest too. They also know just how difficult is the way. And so the teacher who climbs as s/he teaches will teach all the more effectively because s/he is trying to answer her/his own calling and working out her/his own preservation. This current session of teaching ends the impossibility of teaching ethics and ethology through texts open before them as a way of, honoring our old relationship with humanity, as a source of both counsel and inspiration for our present relationship to the human community anywhere, anywhen.

Looking up to Guides from the Past

Remembering Kierkegaard: “recollection banishes anxiety and continuity is the first sign of salvation” (in Dooley, 2001), will be naturally looking up to our guides from the past- that is tradition today- tradition understood here as an amalgam of our texts and our experiences with humanity as an in-forming principle of our ethics today, guiding us in our life, our mission and its onward transmission. These traditional mores are a “non-dogmatic spiritual presence (Huebner, 1999) on our consciousness by virtue of being our conscious choice, and its compounding mixture of love, compassion and forgiveness is light of our life, as we begin to see these as our ideals and also our working these ideals into a concrete course of action. These are worthy insights but cannot escape the critical questioning: How can an educator, a plain citizen of humanity be so moved to concretize those valued principles? What moves her/him without and within for such a solid, transformative action? Can this after all be a rhetorical inspiration and commitment for is he not a “plain citizen” of this world that is complexity personified? How can one person save humanity?

Call for Immediate Attention

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These questions arise out of our human situation and need immediate attention. And the attention given to them by these basic religious principles of our revealed religions draws my whole focus. At this moment of asking and looking up, we are drawn by the purpose of our being to moving our shaping ideals and willful desires into facts and by these moves find progress, and also the progression of our souls. However, we are confronted with dantean calls for inaction, protests against complex problems, complains about challenging propositions, coercive concerns for the pressures along the way, and so concretization of pure will faces “crippling dissensus” from humans. Seeing our preceding action as one of association and trust, we will immediately and willfully deliver ourselves to the composite program of compassionate pedagogues for seeing each human become pure transparent humanness.

A truth that is helpful along the way is reminded by Rabbi Tarfon (Pirke Avot, 2:21): We are not obligated to complete the task, neither are we free to abstain from it.

A Searching Account

Contemplating this as a moment of *hehbon* (searching account), we turn inwards and see more that is to become by our educational efforts and so needs us to reckon more with serious intent about our life as humans, searching our pathic texts and our experiences for one helpful metaphor as location to build loving commUnity there and then, living by grief and by bounty as ‘plain citizens’ of humanity along with our humanity. Standing in our own invisible pulpits, we begin our uphill task that is humanity’s preserver and our personal preservation. Working with wonderful and wondering subjects of desire, so many helpful metaphors come our way telling us of how we begin and not how we end, of what we want and not what we have. Is this not telling us of how to be truly happy? These are location points in-forming us that aspiration is a joy for ever, a yearning desire, ever engaged in pleasurable activity, ever filling **but** never fulfilled.

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Plain Human Living

Our texts and our experiences overflow with plain human living about joys and sorrows, our hopes and desires amidst much unhoping. This is Life contextualized in our texts that is surprisingly our own in the real context around us, with us as the living prodigy of so many learnt hopes and desires that we know from our poems and prose texts. So we learnt from the ever opened world pages and these opening pages of texts, of life and lives we read once and again, and then aspire to open more and search more for helpful metaphors with our intent gazes that explore exemplary living.

These opened texts offer chiaroscuros of scenes, images of magical instantaneity that fascinate us by their awe and beauty and makes us look at them and find in them “recognizable experience” as Kenneth Clarke would want us to see – recognizable views the kind one meets in routine, raising the humble to the memorable rendered with meticulous nuances of tints – beautiful and true images, suggestive strokes of brush and pen that elevate the ordinary to the condition of art. Here you will find a sensitive juxtaposition of ideas, diverse images complementing each other, enhancing the general scheme and bringing the general and personal views into compositional unity (in Rank, 1932). So standing on the peripheral parts of the page, this poetic being communicates more than the visual through the visual and so leads the reader to her/ his many consensual landscapes. This is the call of the consensual, exciting sensibilities and inflaming them with aspiration to see more, want more, charming to them with its meaning and significance to them. So they return to the purity of the creative impulse, of painting, of poetry or poetic prose, music with the burning desire for creation and returning creative acts as gratitude and love to the Creator. They understand Alexander Pope’s conspicuous point of view:

Little learning is a dang’rous thing,

Drink deep – or taste not the Pierrean spring

And so we prepare for repeated dips into the lure these painter’s paintings present, and in one intent moment stretch our imagination to the original Inspired One of all creativity, as we stand in awe, gratitude and love before His creation, which includes us,

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creative noncreatives all. These Painters' keen sense awakens us to a deep, positive illuminating response. So spiritual knight-errants, with Kierkegaard's inwardness (1946), do not turn back but "march breast forward", taking a comprehensive view of life with dauntless courage, will and effort, strife and struggle as the eternal features of human predicament. So Robert Browning persevered as T.S. Eliot did as did Walter de la Mare as Shakespeare and John Keats and so many spirited fortes in all disciplines before and after them, with their belief for humans: The best is yet to be (Robert Browning).

Life Is Not a Mere Arrangement of Colours

Thus we see life, not a dull and ill-directed theatre, a mere arrangement of colors to those who have neither art nor science but to us, a well-directed chiaroscuro of colors and visions in the world, arousing our sensual appetite for work and pleasure, awakening our poetic sensibilities for more sensitive thinking that perceives all, tastes all, takes all, gives all. This is a gift of soulful living awakened by soulistic desire of consensual beings in education with rich possibilities of throbbing pain and pleasure. This is our seductive response to seducing life, the temptress. Is not then, aspiration a joy forever, awakening academic communities to full living?

Yes, school, college, university is the great ordinary means to a great, extraordinary end: pleasure as the true end of learning that is ever on, depicting Robert Browning's buoyant and virile criterion:

Man creeps ever on from fancies to the fact,
And in this finds striving
Finds progress-----
Man's distinctive mark alone.

Yes, noble commUnities as such, with elevated mortal and moral equipment, aim at raising the intellectual tone of society, cultivating the public mind, nurturing the heart and soul of its people with utmost love and compassion, and remaining always connected with the axial center of us all. Imagine this conservatory and its preservers as beloveds of

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humanity egging on diverse landscapes of education. Cardinal Newman's enormous eye (in Donnelly, 1938, Literature and the Leading Educator) catches the university education scene with the eye of the camera and depicts educational moves for compassionate adoption:

It is education which gives man a clear conscious view of his own opinion and judgments, a truth in developing them and eloquence in expressing them and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophisticated, and to discard what is irrelevant. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to come to an understanding with them, how to bear with them. He is at home in any society, he has common ground with every class: he knows when to speak and when to be silent: he can ask a question pertinently, and gain a lesson reasonably, he can listen to others, when he has nothing to impart himself; he knows when to be serious, and when to trifle, and has a sure tact which enables him to trifle with gracefulness and to be serious with effect. He has repose on mind, which lives in itself while it lives in the world and which has resources for its happiness at home when it cannot go abroad. He has a gift, which serves him in public and supports him in retirement, without which good fortune is but vulgar, and with which failure and disappointment have a charm.

Culture of Our Soulistic Education

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This is ‘culture’ of our soulistic desire in education, “the acquainting ourselves with the best that has been known and said in the world, and thus with the history of the human spirit” (Matthew Arnold, 1954). Will we not turn back in time to the spiritual correlates and listen in silence to their inspirited sightings? Their music will be incantation to the soul, lights of love that are an additive to simple, plain and joyful living. Receiving it is our choice, our desire and curiosity that takes us to learning points elsewhere. So we enter expanses not alone but with our knowing and much unknowing presence for learning much about our human individuality and humanity.

*So Hope’s perched on my shoulder
Nodding to my proximity to God and this creation
In my candle-lit heart herein.*

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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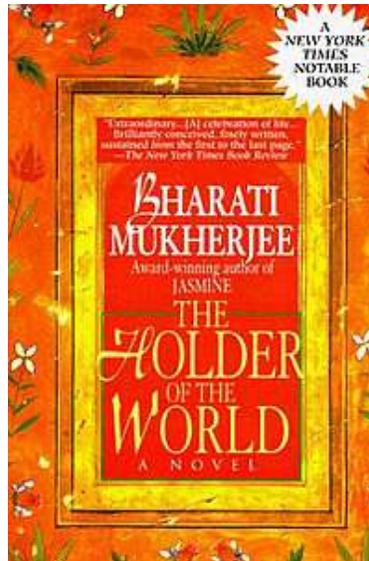
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Portrayal of Female Hero in Bharati Mukherjee's *The Holder of the World*

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



Archetypes of Heroism

Heroism is a matter of uprightness, the individuals becoming more and more truthful and honest at each stage of their mental development. Carol Pearson (1944) explicates the voyages of Language in India www.languageinindia.com

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female hero in her book *The Hero Within: Six Archetypes We Live By* (1989). In the Preface to the book she says that each person is governed by archetypal patterns and the process makes the person discover his/her uniqueness. And there is a rather predictable sequence of human development presided over respectively by the archetypes such as the Innocent, the Orphan, the Wanderer, the Warrior, the Martyr and the Magician. The progression is from suffering to self-definition, to struggle, to love. The journey is a matter of high level skills development. The hero's task always has been to bring new life to a dying culture. Upon his return the kingdom is magically transformed. This paper scrutinizes the psychic progression of Bharati Mukherjee's Female Hero Hannah Easton of *The Holder of the World* (1993), based on Carol Pearson's journey motif and taking the archetypes as Signifiers.

The Psychological Journey of the Female Hero

The psychical journey of the female hero not only leads to probing of the self but also makes her recognize the other side of her self. In this process of inward journey the protagonist has to encounter several hurdles and pitfalls. Carol Pearson asserts that the quest is available to every person and all have access to common archetypes that enhance personal development. The hero often begins as 'Innocent', but soon becomes 'Orphan', outcast, slave or stranger in a strange land.

Hannah, the protagonist of the novel *The Holder of the World*, becomes orphan after her mother's elopement with her Nipmuc lover. She is adopted by conventional Robert and Susannah Fitch of Salem. There she is brought up in an orthodox puritan environment. She discovers in herself an obsessive love of needle work. Even though she lost her mother at her young age she has a disturbing memory of her mother all the times. It is the memory of one psalm-singing night. Rebecca her mother sings psalm and her voice is quite strong and sweet. Hannah repeats the line in a quivery voice. Another incident she does not want to remember is her mother's elopement with her Nipmuc lover on one fine night leaving her child. She has witnessed her mother's fall. Hannah crosses the two stages, 'Innocent' and 'Orphan'. Pearson states:

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The innocent lives in an unfallen world, a green Eden where life is sweet and all one's needs are met in an atmosphere of care and love. (25)

Whereas the Orphan is a disappointed idealist and the greater the ideals about the world the worse reality appears ... the dominant emotion of this world view is fear and its basic motivation is survival. (27)

Feelings of a Perfect Orphan

As a perfect Orphan, there is an awareness of pain and suffering in herself, which she could drown in an obsessive love of needle work. Her embroidery provided her way to give vent to her emotions and the conflict she tried hard to deny or suppress. Apart from needle work, she is also trained in doing nursing work. "washing and bandaging wounds, cleaning up pus and vomit, all this she found too passive, too mundane" (49). At that time she thinks of the beautiful moments with her mother in the forest but she keeps her memory of her mother a secret.

The arrival of Gabriel Legge in Salem, an event which ultimately alters Hannah's destiny, is more of a catalyst than a determining force in her life.

Consciously taking one's journey, setting out to confront the unknown, marks the beginning of life lived at a new level, for one thing, the Wanderer makes the radical assertion that life is not primarily suffering, it's an adventure. (51)

Wanderer Archetype

Hannah agrees to marry Gabriel Legge, an adventurer and sea farer because she visualizes liberation from a constrictive society. But her marriage life in London does not give the companionship she needs. Gabriel has neither sensuality nor patience to listen to Hannah. She seems to spend most of her time in her little cottage tending her garden and writing memoirs and letters to her friends in America. The female hero ultimately becomes alienated and suffers an irksome surrounding of captivity. Pearson makes a categorical remark: "For many people *alienation within captivity is the initial stage of wandering*" (59). She further observes: "The new feminist hero leaves her parents, husband, or lover and takes off too. For women, leaving the Language in India www.languageinindia.com

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husband, lover, or family is a recurrent form of the Wanderer archetype in contemporary times that Erica Jong writes in *How to Save Your Own Life*, “Leaving one’s husband is the only, the cosmic theme.”(59). Erica Jong’s (1942) sharp remark makes one ponder about the claustrophobic tendency of the modern women who are thrust in life to carry on a quest.

Arrival in India

Hannah’s arrival in India in 1695 is set against a period of tumultuous political and economic activity. But Hannah’s primary concern in this new world appears to peel away the layers of superficiality and social grace and dwell beneath it in a quest for a meaningful life. In fact, as soon as she steps on the shores of Coromandel Coast she feels an instinctive sense of belonging and decides that she does not “aspire to return to England upon the completion of Gabriel’s tour” (104).

When she comes to know about Gabriel’s unfaithfulness she makes up her mind to go from Coromandel for London. During the voyage due to unexpected heavy wind the boat turns and luckily Hannah manages to survive with the help of her friend cum servant maid Bhagmati. Finally they become the guest of Raja Jadav Singh, the king of Devgad. Hannah falls in love with Raja Jadav Singh and willingly becomes his bibi, suspending all morality, all expectations of conventional relationship. Jadav Singh offers Hannah a life of limitless possibilities, of passion and sensuous pleasures undreamt of in the English world. The eastern love makes her more emotional. She is aware of the transformation of her mentality, her whole personality. Ultimately she discovers that “the survivor is the one who improvises not follows the rules” (234). Hema Nair makes an assertive comment: “Hannah is a stunning creation, a bold mind striving for identity in strange surroundings, a timeless creature trying to survive in a rigid, inexorably defined society” (*The Toronto Review* 106).

Jadav Singh bundles Hannah and Bhagmati into one palanquin and servant disguise in royal Jama as Devgad’s Lion King and set them off to Devgad. At that time Bhagmati holds out the Raja’s dagger and gives it to Hannah. They find Raja Jadav Singh lying beside his dead white horse. Seeing his condition, Hannah becomes ferocious and thrusts the dagger into Morad

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Farah's exposed flesh. Hannah saves Raja's life but he is left with one arm. The strong Warrior archetype gives her the vitality to battle and cross over the obstacles. At last life inside her compels her to offer her life to end the war. She and Bhagmati enter the secret passage in the child-queen's palace in Devgad,

She flounced into the war camp with Bhagmati, demanding and expecting to get an audience with the Emperor at once so that she could free the two warrior-kings from their self-destructive obsession. (261)

Transformation of Hannah as Warrior Woman

The Warrior archetype is the definition of heroism in any culture. The major difference between the Wanderer and the Warrior is while the former identifies the dragon but induces the hero to avoid it, the later confronts the dragon as well as engages in fight with it. The Warrior archetype is assertive and willing to fight to defend oneself. Pearson observes: "The Warrior also helps us to speak out and to fight for what nourishes our minds, our hearts, and our souls and to vanquish those things that sap and deplete the human spirit by speaking the truth about them and by refusing to countenance them or to allow them into our lives" (75).

Hannah Easton buries her puritan past and emerges as a real fighter of life. The love she gets from Raja Jadav Singh makes her reckless and daring. Now she can face the 'holder of the world', the Alamgir the great Mughal Emperor Aurangazeb, with courage and confidence. 'Martyr' indicates the willing sacrifice that is surrendering one's self for the benefit of others. In a warrior culture, achievement is everything; yet apart from the achievements one likes to be valued as a person. People need to have a larger meaning to guide their actions, so that they do not come simply from a desire for personal power or money – this is the worth of a Martyr. The decision to care, even at the cost of self sacrifice, is a choice here for life and against despair.

Her plea before the emperor to stop the war against her lover is a superb piece of oratory.

I have come late in my life to the feeling of love. Love for a man, love for a place, love for a people. They are not Devgad people or Roorconda people, not Hindu

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people or Muslim people, not Sunni or Shia, priests or untouchables, servants or Kings. If all is equal in the eye of Brahma as the Hindus say, if Allah is all-seeing and all-merciful as you say, then who has committed atrocities on the children, the women, the old people? Who has poisoned the heart of men? (268)

Ultimately she wins the heart of “Alamgir” who hails her with a precious title: “for your white skin, for the luster of your spirit, for the one-in-a-lakh, I give you these pearls. I call you Precious-as-Pearl” (270). Beigh Masters, the narrator of the novel, passes the final judgment about Hannah’s character and personality: “Wherever she stayed . . . she would have changed history for she was one of those extraordinary lives through which history runs a four-lane highway” (189).

Martyr Archetype

From Hannah’s speech it is evident that ‘Martyr’ archetype in her in the final stage of the novel: “I speak one who has lost everything, who owns nothing, and who desires nothing for herself”(268).

Pearson cryptically sums up the merits of the ‘Martyr’ archetype:

The final lesson of the Martyr is to choose to give the gift of one’s life for the giving’s sake, knowing that life itself is its own reward and remembering that all the little deaths, the losses, in our lives always have brought with them transformation and new life, that actual deaths are not final but merely a more dramatic passage through into the unknown. Until we are willing to give our lives to life, we always will be possessed by martyrdom. We may reject sacrifice philosophically, but we will find that inevitably we martyr ourselves to our wandering, to our warrioring, and even to our magic-making. The more freely and fearlessly we give, the less it feels like sacrifice and the more it feels simply like an expression of who we are. That is how we learn that, ultimately, we all are one and that what binds us together is love. (115)

Discovering Identities in a Hostile World

Pearson makes yet another valid observation: “As Orphans, Wanderers, Martyrs, and Warriors, we find our identities in opposition to a world imaged as hostile and dangerous. As Magicians, we claim the universe as home, a friendly inviting place to be, and in doing so, we reclaim innocence. Our relationship with life, we learn, is like that with a potential lover” (117). The Magician sees life in a similar way to that of the ‘Innocent’, but claims more power. While Innocent will trust the universe to make things happen, the ‘Magician’ will be more active change-maker. “the archetype of the Magician teaches us about creation, about our capacity to bring into being what never was there before, about claiming our role as co creators of the universe” (116) observes Pearson. At this point the hero understands that the universe is not static but dynamic always in the process of being created all the time and since each human being is involved in that creation, all human beings are magicians.

Hannah is ready to protect her Indian lover in spite of his disassociation from her. The suspension of morality and the openness to new experiences make Hannah confront Aurangazeb and even bow to his gifts of Pearls as a symbol of his superiority and might. Her duty finally accomplished, she returns to Salem.

Heroism for this age requires us to take out journeys, to find the treasure of our true selves, and to share that treasure with community as a whole-through doing and being fully who we are. To the degree that we do so, our kingdoms are transformed (152).

When the hero returns, the kingdom is magically transformed. As the hero changes, the reality also changes. “the more we have the courage to be ourselves, the more change we have of living in communities that fit for us” (153).

Return Home

Hannah returns to her native land not as a reformed American but a rebel living on the fringes of society. Hannah finds final contentment and joy in the adopted land and it is the

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morality of this land that Hannah carries along with her. Hannah's life succeeds in questioning and discovering new ways of defining reality in a world, which was essentially orthodox. The novel ends with Hannah's return journey to Salem where she locates her mother in a mental asylum, brings up her 'black' daughter Pearl Singh and fearlessly stays in Salem all her life along with her mother's five half Nipmuc children. Even though the story ends in the same vein her whole personality undergoes a sea change during her restless moves from Salem to Stepney, Coromandel to Devgad and then back to Salem:

In one rainy season, Hannah Legge had gone from woolen clad English married woman on the Coromandel Coast to pregnant sari-wearing bibi of a raja; a murderer [she murders Morad Farah, one of the Great Generals of Aurangzeb], a widow, a peacemaker turned prisoner of the most powerful man in India . . . she wasn't Hannah anymore; she was Mukta, Bhagmati's word for "Pearl". (271)

The female Hero's Return can be traced in *The Holder of the World*. Bharati Mukherjee suggests such an aspect towards the end of the novel and thus presents the complete life cycle of the Female Hero.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Analysing Graphological Deviations in T.S. Eliot's Poem *Ash-Wednesday*

Muhammad Saleem, M.Phil.

Abstract

This paper studies T.S. Eliot's artistic style with reference to the use of graphological deviations in his poem *Ash-Wednesday*. Eliot's modern poetry is both experimental and innovative in form and content. His poetry is full of modernistic thoughts plus various formal devices; concerning formal structures, the graphological deviations stick out in. The character of the discourse content defines the form. Therefore the frequent violations of graphology lead to the core of the objectives of the Eliotique art in the poem under investigation.

The study of discarding of the graphological norms of capitalization, eccentric use of parentheses and the omission of the punctuation marks, where normally they are expected to be present, provide an opportunity to the perceptive critic and analytical reader to observe the painful struggle of the narrator of the poem he faces while abandoning the material world to migrate to the targeted spiritual realm. The deviant use of the graphological material is a tool in the hands of the artist to foreground/defamiliarise the text and it works as an analytical strategy for the reader.

Key Words: Ash-Wednesday, Graphological Deviations, Literary Stylistics, T. S. Eliot, Foregrounding.

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1. Introduction

Twentieth century literature, under the influence of various powerful influences, grows mature and turns experimental, innovative and self-defining in character. The expansion of knowledge, nearly in all the disciplines of learning in this period, caused the intellectual minds of the literary writers like Ezra Pound and T. S. Eliot make the sphere of literature elastic, open and flexible both in formal structure and themes. It was the need of the time to try new forms to suit the new artistic material. T. S. Eliot, under the influence of the above trend, also makes new experiments in his poetic discourse that is not only enviable but it also proved a source of inspiration for the various writers to come.

One of these artistic experiments is graphological deviation which stands for the violation of the system of writing: “discarding of capital letters and punctuation where conventions call for them, jumbling of words, eccentric use of parentheses, etc” (Leech, 1989, p.47). These deviations of graphology need to be analysed because they not only foreground the various parts of the discourse, they are also devised to shed light on the various important tensions and situations of life and personality of the persona of the poem under analysis. The narrator/persona faces a network of troubles and agonies while trying to get rid of the attractions of the worldly life and enter the spiritual realm.

For the theoretical framework of this study, Geoffrey N. Leech’s book *A Linguistic Guide to English Poetry* is accessed and tapped.

2. Analysis of Data

i. Implicational Character of Graphological Deviations

The following lines of *Ash-Wednesday* are graphologically deviant:

Because I do not hope to turn
Desiring this man’s gift and that man’s scope
I no longer strive to strive towards such things
(Why should the aged eagle stretch its wings?)
Why should I mourn (I: 3-7)

In the line ‘I no longer strive to strive towards such things’ the prepositional phrase ‘towards such things’ refers to the previous line’s phrases ‘this man’s gift’ and ‘that man’s scope’. But, in spite of this reference, the line, ‘I no longer strive to strive towards such things’ is complete in the communication of sense. It means this line works as a clause; there should be a semicolon before this clause. But the poet has, intentionally, omitted this punctuation mark. It is an example of deviation in graphology at semi colon level.

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The above mentioned graphological novelties are not a common practice in everyday language; these are abnormal audacities in graphology. The poet has introduced these abnormalities to foreground the relevant textual portion and to stir the intended impressions and sensations.

The speaker in *Ash-Wednesday* starts section (I) with the exertions of his rational self and the labours of rationality to move to “higher aimlessness” (Rajan, 1976, p.57) and never to ‘turn again’ to the world of “time” (Gish, 1981, p.68). The newly fixed goal of the mystic is very difficult; to achieve this, he will have to exercise the strenuous struggle. In the hot pursuit of the objective, the speaker utters his argumentation in one breath and in this way omits the conventional use of punctuation.

ii. Eccentric Use of Parentheses

The following line embodies “an eccentric use of parentheses” (Leech, 1989, p.47):

(Why should the aged eagle stretch its wings?) (1:6)

The lines that precede and succeed the above mentioned line are on the high level of formality; this particular expression, with parenthesis, is totally on an informal level. It is equal to the device of “aside” (Cuddy, 1990, p.94) in drama. The speaker, in this line with parentheses, becomes blunt, brief, straightforward, to the point, and more realistic with reference to his objective and argumentation. This aside serves to strike the roots of the rational self firmly to cut harmonies with the life of senses and establish relationship with the ‘higher dream’. This eccentric use of parenthesis is a deviation, in graphology, from the norms of common use of language.

The fourth verse–paragraph of Part (I) consists of 8 lines and there is no punctuation mark at the end of any of these lines; even the last line of the paragraph is without a full stop. The first four lines make a complete sentence but even then they are without a full stop at their end. The last line of the paragraph ‘May the judgment not be too heavy upon us’ is a complete linguistic unit, able to convey full sense of an idea in it, but is without a full stop at its end. These examples are the instances of graphological deviations at the level of punctuation marks.

iii. Pragmatics in Avoidance of Punctuation Marks

Eliot in *As-Wednesday* consciously avoids the use of punctuation marks. While commenting upon the graphological deviations at the punctuation level in *Ash-Wednesday*, Kenner (1979) writes:

(The speaker) moves as if through the phases of some liturgy, in an unpunctuated *still nuovo*, cadenced rather than counted, pre-

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Elizabethan, not medieval, a language never spoken any where, though never remote in its deliberate bare elegance from the constructions (if not the energies) of actual speech.

(p.229)

In *Ash-Wednesday* Eliot is habitual of discarding punctuation marks where the conventions of grammar call for them. In the poem under discussion Eliot is “eschewing punctuation or replacing it by verse division, introducing punctuation only where verse pauses do no suffice” (Williamson, 1988, p. 44).

Lady, three white leopards sat under a juniper-tree
In the cool of the day, having fed to satiety
On my legs my heart my liver and that which had been contained
In the hollow round of my skull. And God said
Shall these bones live? shall these
Bones live? (II: 42-46)

The adverbial phrase ‘in the cool of the day’ is separate from the preceding phrase ‘under a juniper-tree’, in sense, therefore there should be a comma before the second phrase but it is consciously omitted here. It is a deviation at the level of comma. It is an established rule that the comma is used to separate three or more expressions of the same part of speech. But this rule is violated in the expression ‘on my legs my heart my liver and that which has been contained / In the hollow round of my skull’. The use of comma is essential after the each expression of ‘legs’, ‘heart’ and ‘liver’. This is an uncommon practice in the every day use of language. This is an irregularity in graphology.

There is a discarding of colon in the expression, ‘And God said / Shall these bones live?’ The introducing words ‘And God said’ should be followed, according to the rules of punctuation, by a colon; because the next expression is the direct utterance of God, in the form of question. The convention that colon is used to introduce a question is deliberately ignored; it is a graphological deviation. In another expression ‘the bones (which were already dry) said chirping: Because of the good of this lady’ we spot the presence of colon, in spite of the fact that both the chunks are with the same grammatical character. Hence a proof of internal deviation in the use of colon.

iv. No Confusion Concerning Meanings

In *Ash-Wednesday* Eliot, on purpose, avoids the use of punctuation mark, but it does not mean that the meanings of his poetry become confused.

His suppression of ordinary connectives does not mean either something esoteric or confusion and disorder. The succession of words is not random, but connected or related-often in an

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obvious rather than a devious way. Organizing principles are there, often drawn from the commonest associational patterns.
(Williamson; 1987:21)

v. Adverbial Phrases and Punctuation

According to the rules of punctuation the adverbial phrases(s) in a sentence are separated by commas. According to this rule there should be a comma at the end of the expression ‘At the first turning of second stair’ in section (111) because it works as an adverbial phrase of the sentence ‘I turned and saw below / The same shape twisted’. But this comma is consciously omitted. Next are the three successive adverbial phrases: ‘on the banister’, ‘under the vapour’ and ‘in the fetid air’. These three adverbial phrases are explanatory phrases because they explain the character of the noun phrase ‘the same shape’.

According to the punctuation rules, the adverbial phrases coming together in the sentence or the explanatory adverbial phrases of a sentence should be separated from the body of the sentence as well as from each other by commas at their beginning and at their end. But Eliot ignoring this rule has separated neither the above said adverbial phrases from each other nor from the main sentence.

Then the participle clause ‘struggling with the devil of the stair’ should be separated, by the comma, from the preceding three adverbial phrases and the sentence. But Eliot has consciously avoided the use of comma here. All these above omissions and discarding of the commas are the graphological deviations.

The mystic while moving upward in his spiritual ascent, encounters ‘the same shape’ twisted below which is, in fact, his sensual self-struggle with the devil of the stairs. The devil of the stairs is the symbol of doubt which accompanies the spirit of belief with a mystic. The discarding of the conventional usages of the comma, in the above mentioned lines, symbolizes the atmosphere of a vision of a mystic where the orders of the life of senses are absent.

vi. Punctuation and Emphasis

The following lines are also important with reference to the deliberate avoidance of punctuation signs:

..... strength beyond hope and despair
Climbing the third stair.
Lord, I am not worthy
Lord, I am not worthy

but speak the word only. (II: 115-119)

The linguistic stretch ‘Climbing the third stair’ is a participle which according to the rules of punctuation, should be sliced, by comma, from the chunk ‘strength beyond hope and despair’. But Eliot has not done so; therefore it is a graphological deviation. The repetition of ‘Lord, I am not worthy’ is an emphasis, by the mystic, on his humility. The speaker is stressing the severe need of God’s help to him, in the face of thundering evils and temptations of different kind.

According to the rules of punctuation the comma is used to separate words, phrases and clauses repeated for emphasis. But Eliot did not comply with this rule as there is no comma at the end of the repeated clause ‘Lord, I am not worthy’. The above example is the instance of graphological deviation at the level of the comma.

The discarding of the comma in the above mentioned lines is for emphasis; they may symbolize the mystic’s failure to confront the powerful lusts of the worldly life, on his own; it also suggests that, the mystic believes, only the help from the Lord can help him to rid of the memories and snares of the “life in time” (Gish, 1981, p.68) and make a move forward on his way / journey to his spiritual goal.

vii. Deviation of Punctuation and Meaningful Syntactic Complexity

The lines below of the poem under study are also deviant graphologically:

Who then made strong the fountains and made fresh the springs
Made cool the dry rock and made firm the sand
In blue of larkspur, blue of Mary’s colour,
Sovegna vos (IV: 127-130)

The line “Who then made strong the fountains and made fresh the springs” is a complex sentence. A thought, in its complete sense, is conveyed. This sentence is the last sentence of the first verse-paragraph of Part (IV). There should be a full stop, according to the rules of punctuation, at the end of this sentence. But Eliot has on purpose, omitted this punctuation mark here.

The next line ‘Made cool the dry rock and made fresh the sand’ is also like the preceding sentence; here the subject ‘Who’ is understood to be present. Even here there is no full stop after the lexeme ‘sand’.

These two examples of omission of full stop, where conventions of punctuation call for them, are two instances of graphological deviations, at the level of full stop. Both the lines mentioned above deal with a vision, and a miracle which has no relation with common sense of humans.

The absence of full stop at two places represents the absence of commonplace practices of the life of senses and the presence of intuition which has its own colours and order and laws that are usually incomprehensible to the man of the world of “time” (Gish; 1981, p.68). Here, in the

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world of vision, the order which appears as a disorder to us (the people in the world of time) is also stressed through the strange syntax of ‘Made cool the dry rock’ and ‘made firm the sand’.

viii. Phonological Deviation and the Deviant Use of Graphology

Line 130 is another example of graphological deviation:

Sovegna vos (IV: 130)

This above mentioned expression is an instance of phonological and graphological deviation. These Italian graphics with their own phonemic sounds look strange in English graphics. This is an external deviation from the traditional norms of poetic discourse. “Be mindful. From the words of Arnaut Daniel to Dante, praying him to remember, when he returns to Earth, Daniel’s suffering for his lust” (Southam, 1977, p. 116). Here in the poem the words ‘be mindful’ become a prayer of the mystic to Mary, to help him in his spiritual ascent.

ix. Sentences with No Full Stop

The following lines are odd or deviant in graphological aspect:

The right time and the right place are not here
No place of grace for those who avoid the face
No time to rejoice for those who walk among noise and deny the voice
(V: 165-167)

The linguistic chunk ‘The right place and the right time are not here’ is a grammatical unit which conveys the full sense of a thought. The same is true with reference to the next line ‘No place of grace for those who avoid the face’. The next linguistic chunk ‘No time to rejoice for those who walk among noise and deny the voice’ is also a sentence.

These above mentioned three successive lines / structures are independent clauses / sentences. According to the grammaticality of punctuation, there should be the placement of full stop at the end of each of these three lines / structural units. Eliot has intentionally omitted this punctuation mark; persona’s indulgence, here, in graphological deviation is to stir some intended aesthetic effects. Eliot has projected and emphasized the theme of these lines, through the discarding of full stop also. Peace is necessary, in this world, to see ‘the face’ and hear ‘the voice’ of the Lord; but unfortunately there is noise and noise only in the world of time.

The same is true with reference to the absence of full stop at the end of the three above quoted lines. The presence of the punctuation mark, full stop, is necessary to realize an easy and full understanding of these lines, but the full stop is absent. While discussing Eliot’s method of composition of his poetry Williamson says that the poet is fond of the “method of indirection” (Williamson, 1988, p.68) which is accompanied with symbols and metaphors. “His punctuation, for example, is functional, not conventional...verse too is a kind of punctuation, as Eliot has

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remarked, and he comes to rely upon it more and more in this capacity” (Williamson, 1988, p. 69).

x. Absence of Interrogation Marker and Comma

The last verse-paragraph of Part (V) is also noticeable with reference to waiving of the graphological norms:

Will the veiled sister between the slender
Yew trees pray for those who offend her
And are terrified and cannot surrender
And affirm before the world and deny between the rocks
In the last desert between the last blue rocks
The desert in the garden the garden in the desert
Of drouth, spitting from the mouth the withered apple seed. (V: 177-183)

The adverbial phrase ‘between the slender / yew trees’ that qualifies ‘the veiled sister’ should have been separated from the main sentence by commas, one at the beginning and second at the finish of this phrase because normally adverbial phrases occurring in the body of a sentence are separated by the comma. But Eliot has avoided the use of comma with reference to this phrase; it is a graphological oddity.

This above mentioned verse-paragraph starts with an interrogative auxiliary; its first letter is questioning ‘W’ in ‘Will’. By way of punctuation, the sign of interrogation is essential at the end of a sentence / clause which is interrogative in character. Quite contrary to our expectations there is no note of interrogation any where, throughout the paragraph. This non-observance of the question mark is something unusual and strange with reference to English graphology.

Normally, we expect a question mark at the end of the line ‘And affirm before the world and deny between the rocks’, but Eliot has left this place of the question mark as blank. The next two successive adverbial phrases ‘In the last desert’ and ‘between the last blue rocks’ have a comma neither at their start nor at their finish. This is another oddity in the province of graphology. The absence of the comma after the chunk ‘The desert in the garden’ is also a deviation in graphology of normal use of English. All these above graphological oddities are functional and not conventional in character.

These oddities stress and define the theme of ambience of the present day Christians who ‘walk in darkness’; ‘they are terrified and can not surrender’; hence they affirm in the public and deny in the private. The visible absence of the comma and the question mark in the above quoted lines symbolizes the denial of the faith of the Christians in their private life; the care of the reader that there should have been the comma and the interrogative sign here symbolizes the affirmation of faith in public which in fact has no value.

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xi. Absence of the Required Capital Letters

Following lines are odd in their graphological aspect:

In the brief transit where the profit and the loss
The dreamcrossed twilight between birth and dying
(Bless me father) though I do not wish to wish these things
From the wide window towards the granite shore
The white sails still fly seaward, seaward flying
Unbroken wings (VI, p.190-194)

The expression '(Bless me father)' is graphologically odd in two ways; we know that here the lexeme 'father' stands, pragmatically, for 'Father' of the Christians. The discarding of the capital letter 'F' and adopting the small 'f' in 'father' is here a graphological deviation. Secondly, the use of parentheses is not common in the language of poetry; the presence of brackets, here, is an attempt of Eliot to make the concerned lines appear graphologically odd.

Eliot.... transforms the Christian 'Act of Contrition' – which begins, 'Bless me, Father, for I have sinned' – into a secular admission and appeal. He begins with the appropriate religious words, but places them in parentheses, almost as an aside. The confession to his father (not a capitalized 'Father') is that he is still drawn to the world though he does 'not wish' to be.

(Cuddy, 1990, p. 93-94)

The context and syntax of the very next expression 'though I do not wish to wish these things' expect a full stop after it; the absence of this punctuation mark creates a graphological oddity. Two consecutive linguistic structures, in the next line, 'From the wide window' and 'towards the granite shore' work as two adverbial phrases of place for the sentence 'The white sails still fly seawards; seaward flying/ Unbroken wings'. This is a sentence. This grammatical unit also occurs at the end of the verse-paragraph but there is no full stop at its finish. The two adverbial phrases are also not separated from one another and from the sentence, with the help of the comma. All this abnormal structuring belongs to graphological bizarreness. The absence of the needed punctuation marks, here, symbolizes the mystic's helplessness before the lure of the world of time.

xii. Abnormal English Composition

The following lines are graphologically abnormal:

Suffer us not to mock ourselves with falsehood
Teach us to care and no to care
Teach us to sit still (VI: 210-212)

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The above mentioned three lines are three sentences but there is no full stop at their finish; these three independent clauses belong to the same topic but they are not connected with two semi colons; these three linguistic structures form the three phases to the climax of the prayers but they are not connected with two commas. This is an extraordinary and abnormal linguistic composition which sidesteps the essential uses of the relevant punctuation marks. Eliot has indulged, here, in orthographic and graphological abnormalities, on purpose. This poet, whose punctuation is always functional, says: “genuine poetry can communicate before it is understood” (qtd. Williamson, 1988, p.21). The same is true with reference to the above cited three lines. The poet, whom ‘the wide window’ is struggling to engulf, is sweating to fortify himself with his devotional prayers. He is so swept by his intuitional fervor, so absorbed in his humble prayers and so lost in his devotional capacities / faculties that his utterances / prayers lose their apparent and common boundaries and turn into the indivisible parts of a single breath.

Conclusion

The conclusion of this study points to various findings.

First, the excessive use of the violations of graphology sheds sufficient light upon the willed struggle of the persona of the poem to rid of the worldliness of his instincts.

Second, these deviations of graphology also symbolize the helplessness of the narrator over the slippery ground of spirituality where the persona again and again falls as the gravitational pull of the secular life makes him fumble and fall repeatedly.

Third, the use of various deviations of graphology foregrounds the text; the attention of the reader is arrested irresistibly.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

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Returns to Women's Higher Education: A Review

A. Palaniammal, M.A., M.Phil.

N. Malathi, Ph.D.

Abstract

Investing in education provides the foundation for accelerating social and economic development of nations. In addition to reinforcing social equality, reducing the gender gap by expanding educational opportunities for women is economically desirable. The rate of return to women's education is higher than that of men's education in most developing countries and for women returns increases with the level of education like men.. The average returns to an under –graduate degree is 21 percent for men and 39 percent for women The rate of return to all forms of education is positive ,in most countries and in general the rate of return to primary and secondary education is higher than the rate of return to university level education .

Introduction

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A. Palaniammal, M.A., M.Phil. and N. Malathi, Ph.D.

Returns to Women's Higher Education: A Review

Education is the principal mechanism for developing skills, knowledge and training of human beings. Investing in education provides the foundation for accelerating social and economic development of nations. Literacy is fundamental to many state sponsored interventions in less developed countries because of its pervasive influence on economically relevant variables, such as, productivity, health and earnings, quite apart from its intrinsic value as a vitally important tool of development. In addition to reinforcing social equality, reducing the gender gap by expanding educational opportunities for women is economically desirable.

The rate of return to women's education is higher than that of men's education in most developing countries. Increasing women's education not only increases their productivity but also results in greater child health and nutrition. More educated mothers lead to multiplier effect on the quality of nation's human resources for many generations to come. As women carry a disproportionate burden of the poverty and landlessness that disturbs developing societies, significant improvements in their role and status of the education can have an important impact on breaking vicious circle of poverty and inadequate education.

Mincer's Earnings Function

There are at least three distinct ways of defining the returns to education: a) The private return, b) the social return and c) the labor productivity return. The first of these is made up of the costs and benefits to the individual. The second definition highlights any externalities or spill-over effects and includes transfer and taxes. The final definition simply relates to the gross increase in labor productivity. But the main concern of the Mincer's theory is about the positive or negative effects of private return. An individual will acquire additional education out weigh the present value of the marginal costs. Those individual who have higher benefits for lower costs will acquire more education.

The most widely used specification of empirical earnings is the Mincer equation:

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$$\ln Y = \beta_0 + \beta_1 S + \beta_2 X + \beta_3 X^2 + u$$

Where, $\ln Y$ = Natural logarithm of earnings

S = Years of schooling (or) different levels of education

X = Work experience

β_0 = Constant

β_1 = Returns to Years of Education

β_2 = Returns to Years of Experience

The private rate of return to an investment in case of university education is:

$$\sum_{t=1}^{43} \frac{(W_u - W_s)^t}{(1+r)^t} = \sum_{t=1}^5 (W_s + C_u)(1+r)^t$$

Where, r = rate of discount that equalize the stream of discounted benefits to the stream of cost

$W_u - W_s$ = Earnings differential between a University Graduate and a Secondary School Educated person

C_u = Annual direct cost of university education

\bar{W}_s = Foregone earnings of University Graduate (or) Earnings from Secondary school education

Estimation of the rate of return (r) is based on a simple formula using short – cut method

$$\text{Private } r = \frac{\bar{W}_u + \bar{W}_s}{n(\bar{W}_s)} \quad \text{and} \quad \text{Social } r = \frac{\bar{W}_u + \bar{W}_s}{n(\bar{W}_s - C_u)}$$

Where, \bar{W}_u = Mean earnings of an individual with university education

\bar{W}_s = Mean earnings of an individual with secondary school education

n = Length or years of university graduation

C_u = Annual direct cost of university education

Review of Literature

Earnings Function of **Mincer** (1958) is the first analytical innovation in human capital model to explain why education enhances earnings? Why earnings rise at diminishing rate in ones life? Why men earn more than women? Why white men earn more than black ones? Why unemployment is lower among the skilled labor? etc. All

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these questions and their possible answers are researched under the filed of labor economics for a long time and “human capital model” has been developed to systematized these findings.

Becker (1964) has estimated rate of returns on investment in education using cost –benefit analysis. A review of rate of return studies in 32 countries suggests the following conclusions; the private rate of return is consistently higher than the social rate of return, including that education is more profitable as an investment for the individual than for society as a whole. In general, rate of return are higher in less developed countries than in developing countries.

Psacharopoulos (1973) has shown that the return to primary education is more than that of higher education , arguing in favor of reducing the extent of subsidization as one climbs up the education ladder .But in a knowledge driven society , it is being realized that higher education is crucial for determining the competitive edge of an economy in the global market as it fosters innovation and development and dissemination of technology .In the process , it sets the stage for building up a knowledge society in the evolution of the concept of human capital ,over the decades . The stress was more on productivity gain in the first wave of human capital theory.

Thomas Fuster (1975) has analyzed movements over time in the rates of return to different levels of educational attainment .Other things being equal , the rapid rise in the proportion of the labor force with higher educational attainment would be expected to reduce the financial returns to investment in higher education , but the strong secular increase in average ability for those receiving a college education would be expected to offset any tendency for rate of return to higher education to decline . Similarly the declining proportion of the labor force with no more than a high school education would, other things being equal, be expected to result in higher returns to that level of educational attainment. But the declining average ability of non – college – bound high school seniors would tend to operate in the other direction. Hence, observed rate of returns to college or high school training

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will not necessarily be inversely related to the change in relative supply that have occurred over the last decades, since changes in relative quality tend to work in the opposite direction.

It is found out by **Malathi and Usharani** (1988) that the average annual earnings of women increases with the level of education namely, Secondary, Graduate, Post graduate and Professional degrees .The results of the fitted linear and constant elasticity type power functions using primary data of annual earnings of direct cost of educational attainment show that for every Rs .1000 increase in direct there will be an addition of Rs. 504 in annual earnings and for 10 percent increase in direct cost , there will be 10.23 percent increase in annual earnings.

Liu (1998) found that private returns to education are between 3 percent and 6 percent. Earnings are higher in public sector than in the sector while the estimated rates of returns to education are similar in these two sectors .An analysis of the direct effect on the earnings and the rate of returns to education during labour market contract system and the floating wage scheme reveal positive and significant association between earnings and these two reform measures .More over the wage reform (floating wage scheme) is found to have raised the rate of return to education significantly .

Blundell et.al (1999) show educational qualifications have positive effects on both employment and wages, and estimated returns to these educational qualifications can be downward biased if there is self selection into employment by comparative advantage. Men completing a higher education qualification in biology, chemistry, environmental sciences or geography have substantially lower returns to higher education than the base group of graduates. For women returns increases with the level of education like men and the average returns to an under graduate degree is 21 percent for men and women and 39 percent for women controlling for ability at age seven, region, school type, family background, demographic characteristics and various other features of the job such as employer size. Unionization reduced the

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estimated returns to around 17 percent for men and 37 percent for women. Nonetheless, it is clear that the returns appear substantial even when controlling for other factors. The returns to higher degrees were generally lower than those to undergraduate degrees, but still statistically significant.

Nasir and Nazil (2000) have examined returns to education, at different levels of education namely primary, middle, intermediate. BA/BSC and professional. They conclude that each education year brings approximately 7 percent returns for wage earners. Returns are found to be associated with higher levels of education and 7 to 8 percent increase in earnings is attached with an additional year of schooling.

Harmon et al, (2001) has analyzed the impact of educational attainment on individual wages at the micro economic level of Labor market outcomes leaves very little doubt that schooling has significant and quantitatively large positive effects on earnings, labor force participation rates and employment probabilities. Recent research suggests that an additional year of schooling increases wages at the individual level by around 6.5 percent across European countries and that this effect can be as high as 9 percent in EU members with less regulated labor market where pay scales presumably reflected productivity more closely.

Chevalier and Conlon (2002) suggest that investment in education is carried on until the current value of the future earnings associated with the level of education is equal to the cost of that year of education. The cost can be split between the direct cost of education (fess) and the foregone earnings (wages that could have been earned during that extra year of education). In addition to differences in the returns to education the preferences and time spent in employment could explain the attainment gap by gender. Women's greater participation in higher education is consistent with higher returns to education for women. But this positive effect is weakened by working life and possibly a higher discount rate.

James J Heckmen (2008) the internal rate of return to schooling is fundamental economic parameter that is often used to assess whether expenditure on education should be increased or decreased. The paper considers alternative

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approaches to estimating marginal internal rates of return for different schooling levels. The authors implement a general non parametric approach to estimate marginal internal rate of return that takes into account tuition costs and income taxes and nonlinearities in the earnings schooling experience relationship. The returns obtained by the more general method differ substantially from Mincer returns in level and in their time series patterns. They indicate relatively large returns to graduating from high school and to graduating from college, which have both been increasing over time.

According to **Patrinos** (2009) social rates of return to education are lower than private returns due to the addition to the calculations of publicly financed costs of education. Estimation of returns presupposes that markets function efficiently and that earnings are reliable measures of productivity at the margin. It is not necessarily a realistic assumption in places where large proportions of wage and salary earners are employed by the public sector. Estimates also take no account of the external benefits of education i.e., the benefits of an individual's education for their people or for society in general.

http:// www.bls.gov/cps/cps wom. (2010) shows that in 2009, Asian women who were full time wage and salary workers had higher median weekly earnings than women of all other races / ethnicities as well as African American and Latin men. Education a factor in income statistics show that higher degrees lead to higher median salaries. Earnings of women with college degrees have increased by 33.0 percent from 1969-70 to 2008-2009. For master degrees earnings of women is estimated to rise from 13.3 percent to 52.3 percent by 2009-2020; they are projected to increase to 55.7 percent. Between 1980 and 2010, the percent of women with four or more years of college rose from 13.6 percent to 29.6 percent.

Conclusion

The rate of returns to women's higher education is higher than that of men's. Women's education not only increases their productivity but also results in greater child health and nutrition. The private rate of return is consistently higher than the

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social rate of return and rate of return is higher in less developed countries than developed countries. Thus higher education is crucial for determining the competitive edge of an economy in the global market.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Pakistani Variety of English: Its Forms and Functions

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Abstract

The study assumes: (a) Post-colonial literature in English provides the impetus for the emergence of a Pakistani variety of English, and (b) the Pakistani variety of English generalizes Urdu phrases to anticipate its various forms and functions in discourse. Pakistani English post-colonial writers have opposed imperialism while generalizing Urdu phrases to anticipate various forms and functions in discourse. A purposive sample consists of four short stories and one novel chosen to address the aforesaid standpoints. While studying these assumptions, factors such as translation and borrowing were considered.

The analysis shows that post-colonial literature in English manifests a variety of English. For example; Ahmad Ali writes in his novel, *Twilight in Delhi*, "If husband and wife are willing, what can the *Qazi* [justice] do?" (p 95). This is a mere translation of the Urdu proverb: *jab mian bivi raazi tuo kia keray ga qazi*. Talat Abbasi repeats the same phenomena intermittently in his short story, "Simple Question": "But it's like weights placed on my eyes," which exists in Urdu as *lakin aisey jese meri ankhoun pe wazan rakha hua hai*. This phenomenon is common and long standing in post-colonial literature. It deviates from the norms of standard English, thus marking legitimately a new offshoot of English.

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Key words: Pakistani English, Forms and Functions

Introduction

When a language comes into prolonged and consistent contact with other languages or dialects owing to reasons such as trade, occupation, immigration, social network, and so on, the languages exert influence on each other. As a consequence, a new variety comes into being. A variety is a neutral term used to refer to any kind of language – a dialect, accent, sociolect, style or register (Trudgill, 2003, p 139). The notion of variety is used here to refer to offshoot of Englishes. Researchers (Pennycook, 1998; Crystal, 1997; Pilpson, 1992; and Kachru and Nelson; 1992,) assert that the emergence of various Englishes is a product of the imperial transplant of English to the subcontinent. The seismic effects of imperialism appear not only in the socio-economic life of the people, but in the indigenous dialects, such as Urdu, spoken in the subcontinent (Sebba, 1997). Kirkpatrick (2007, p 95) says that the majority of South Asian writers agree that English is now a language of South Asia and that it can be adapted to suit Indian cultures and tastes. Ruchira Mukerjee, author of *Toad in my Garden*, supports the aforesaid verdict by emphasizing that English is no longer a foreign language but a part of our psyche (D' Souza, 2001, p 148). Similar view can be heard in Pakistan. The novelist Sidhwa (1996) writes: “English ... is no more monopoly of the British. We the excolonized have subjugated the language, beaten it on its head and made it ours.” (p 231)

Likewise the post-colonial writers (those with Urdu as their first language) have been expressing their experiences in the local variety of English. They have ceaselessly blended the Urdu language largely spoken in the subcontinent with English perhaps to indigenize their allegiance. For example, in *Twilight in Delhi*, Ahmad Ali writes, “You seem to have all your *fingers in ghee* [success] these days.” (p 139)

This excerpt shows an admixture of Urdu and English lexemes, which seems to mark another variety of English. We observe this phenomenon across the board into the post-colonial literature of various Muslim writers: Ahmad Ali, Bapsi Sidhwa, Zaibunissa Hamidullah, Hanif Qureshi, Sara Suleri, Muniza Shamsi, Ahmad Ali, and Tariq Rahman. Rahman (2010, p 2) shares the verdict that Pakistani writers with international reputations – Bapsi Sidhwa, Zulfikar Ghose and Ahmad Ali – use some indigenous lexical items and idiomatic turns of speech for artistic reasons. Eventually, a constant indigenization of literature written in English by these writers proof as an impetus for the emergence of Pakistani Variety of English (PVE).

Emergence of a novel variety is a gradual process. However; publication of literary work into foreign language is one of the primary reasons for inception of a new variety. While writing into a foreign language; a writer confronts generally language freedom which causes admixture,

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reduction and simplification of languages and eventual outcome of a new variety (Kachru, 1986). Unlike the simplified diagram below; incarnation of new variety is indeed a complex process.

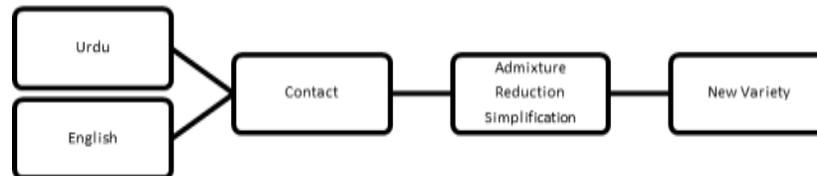


Figure 1.1: Anatomy of Language Contact

Culture-bound registers of source language construct complexity while translating it into the target language. Language and culture are mutually inclusive entities; one can exist concurrently in the presence of another. Therefore translation of local culture through the foreign language perpetuates local colors. The Pakistani post-colonial writers used English language as a mean of explicating local ethos, which resulted into pidginization as well. According to Talat (2002) Pakistani English has gone through the process of pidginization and creolization. She further reveals that English is used as a wide variety of socio-cultural settings together with Urdu and other regional dialects and languages of Pakistan.

Every language is rule governed and cultural specific and eventually restricts the writers to explicate cross cultural conceptions. However, these constraints are observed in the Post-colonial literature for instance; Ahmad Ali in his novel *Twilight in Delhi* illustrates: *zanan khana, mardan khana, rakhail, hakeem* and so on which highlights sociolinguistic limitations of English. Rahman (2010) reinforces the verdict that in Pakistan, the cultural reality is different. It is shaped to a great degree by Islam and Muslim history. Thus lexical items are often borrowed to describe cultural loaded concepts.

Along with this, it is believed by the sociolinguistics that bilingual writers blend cultural coded terminologies since they have choices to do so. One of the suppositions behind this phenomenon is perhaps ideas and signs activated in first language faster than second language or absence of equivalent forms in the second language.

This is apparent from the above mentioned discussion that the Pakistani Post-colonial literature in English marks the beginning of the distinct variety of English, which is characterized by its forms and functions in discourse. Various linguistic features such as semantic, morphological,

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lexical, syntactic, phonological, and pragmatic are unique to this variety. Rahman (2010) divides PVE into four sub-categories: (a) Anglicized English – a variety spoken by Pakistanis who have been exposed to English generally for long periods in the westernized settings, (b) Acrolect – differs from British English in the dimensions of semantics, phonology, syntax, lexis and morphology – it is spoken by Pakistanis who have been educated in English as medium of instruction schools, (c) mesolect – differs markedly from British English – used by Pakistanis who have educated in Urdu as medium of instruction school, and (d) basilect – it is kind of Pakistani English pidgin – used by Pakistanis have not much education. Rahman have used the terms acrolect, mesolect and basilect relatively different from the authors of world Englishes such as Richards.

Another proliferating writer of the world Englishes, Braj B Kachru, refers to Pakistan in his survey of South Asian English on the grounds that ‘the *Indianness*’ in Indian English is to a large extent shared with other South Asian countries – Bangladesh, Nepal, Pakistan and Sri Lanka (1983). The concept of South Asia as a linguistic area is also found in other studies (Emeneau, 1958; Masica 1976), and in general only India English has been described on the assumption that the description is valid for Pakistan also. Thus, while agreeing with reservation that there is an ‘Indian English’, Halliday (1964) mentioned that both Indian and Pakistani speakers are expected to conform to it rather than aim at a British or American model. Quirk (1972) mentioned that India, Pakistan and several African countries used fairly stable varieties of English. Past studies, as some of them mentioned above did not investigate PVE in detail expect drawing speculations and generalizations, however the present study explores: (a) Post-colonial literature in English provides impetus for emergence of PVE, and (b) PVE generalizes Urdu phrases to anticipate its various forms and functions in discourse, through a detailed investigation of English literature composed by Pakistani writers of international reputation.

Methodology

As mentioned above, data were collected from the Pakistani English Post-colonial literature: “Bingo” by Dr Tariq Rehman, “Bull and She Devil” by Zaibunissa Hamidullah, “Simple Questions” by Talat Abbasi, “Shahrazad’s Golden Leopard” by Muneeza Shamsie and a novel “Twilight in Delhi” by Ahmad Ali to address the above mentioned assumptions (a and b).

The study followed three steps approach to address the assumptions. Firstly, a list consists of the Pakistani English Post-colonial writers was prepared to lucid few misconceptions: (i) which time line ideally represents the Post-colonial period, and (ii) who are the Pakistani English Post-colonial writers. This ambiguity was resolved by including the period of post-independence and the writers who had cultural and spiritual ties with Pakistan. Among the existing population of the post-colonial writers, the study drew on the above mentioned sample for analysis. This sample was selected on the basis of its representativeness of the variety and variation that was considered useful for analysis.

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Secondly, extensive reading was carried out to locate the elements of literal translation and borrowing in the selected texts. The primary aim of this step was to work out gradually, through interpretations of data what functional and non functional factors together encourage cross-linguistic influence in bilingual settings such as Pakistan.

Thirdly, the measures such as transferability and conformability were considered to ensure validity and reliability in the results. Transferability measure refers to the degree to which the results of the study may be generalized in another context or setting. The present study made attempts to enhance transferability by explicating the research contexts and the assumptions that were central to investigation. Conformability refers to the degree to which the results can be confirmed or corroborated by others. The researcher requested educated native speakers of English to verify forms which are unique to PVE. This approach brought a measure of consistency in the results.

Analysis and Discussion

The analysis shows that the Pakistani English Post-colonial writers have been using Urdu expressions to indigenize their literary work. Thus they mark a new variety of English – popularly known as PVE. In “Twilight in Delhi” Ahmad Ali infuses some idioms which instantiate transliteration such as: (i) You seem to have all your fingers in ghee [success] these days (p.139), (ii) ...heaven and earth made one (p.40), and (iii) When husband and wife are willing, what can the *Qazi* do (p.95). Similar occurrence is elicited while reading short stories. For example; Muneez Shamsie delineates on Urdu phrases transliteration in Golden Leopard: ‘Oh! You are light of my eyes,’ for ‘*tum meri ankhoun ka noor ho*’, and in “Bull and She Devil” Zaibunissa Hamidullah writes: ‘Increase the fertility of soil...’ for ‘*matti ki zerkhaizi ko berhata hia*’. Furthermore, transliteration of Urdu can vividly be noticed in Talat Abbasi’s short story “Simple Question”; ‘but her tongue still so sharp’ for ‘*lakin usski zaban abhi tak bohat taiz hai*’ and at another place in the same story; ‘but it’s like weights are placed on my eyes’ for ‘*lakin aisey jese meri ankhoun pe wazan rakha hua hai*’.

In “Twilight in Delhi” literal translation of fragments and expressions are also observed. For example, ‘blood in his eyes’ for ‘*uss ski ankhoun ma khoon*’, ‘breast of Hindustan’ for ‘*Hindustan ka seena*’, ‘naked swords’ for ‘*nangi talwar*’, ‘Farangis’ for ‘*Farangiyoun*’, ‘Mussalmans’ for ‘*Musalmanoun*’, ‘fell into the hands’ for ‘*hathoun ma girna*’ and ‘Mohurs’ for ‘*Moharoun*’.

Table 1 below indicates Urdu loan words in the selected English literature. Although many of these loan words have their equivalent forms in English but it seems that the writers have been localizing native English for so called artistic reasons. However, English form of the actual phrase or lexis is given in the parentheses.

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Bingo

1- *Talisman* (magic)

2- *Houris* (voluptuous woman)

The Bull and She Devil

1- *Shaitan* (devil)

2- *Lassi* (a drink made from yogurt)

3- *Falsa* (black currant)

4- *Sherbet* (beverage)

5- *Champak* (magnoliaceous tree)

6- *Motia* (Jasmine)

7- *Lota* (ewer)

8- *Shabash* (praise)

Simple Question

1- *Rickshaw* (three wheeled vehicle)

2- *Rickshawallah* (rickshaw driver)

3- *Ustaniij* (female teacher)

4- *Munni* (baby girl)

5- *Dhal* (pulse)

6- *Paan* (Beatle leaf)

7- *Seer* (1 kg weight)

8- *Dhobi* (washer man)

9- *Begum Sahib* (lady of the house)

10- *Rani Mahrani* (queen)

11- *Roti* (a kind of bread)

12- *Dupatta* (a length of material worn as a head covering by women)

13- *Khaki* (mustard brown)

14- *Latrine* (bathroom)

15- *Ammaji* (old lady)

16- *Shalwar* (a kind of loose trousers)

Shahrazad's Golden Leopard

1- *Sarees* (a dress worn by women; consists of several yards of light material that is draped around the body)

2- *Kabab* (a variety of meat)

3- *Shawl* (warm length of material worn as head covering by women)

4- *Adab* (complement)

5- *Takhti* (a wooden board)

6- *Bua* (old lady)

7- *Ayah* (maid)

8- *Maulvi Sahib* (cleric)

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9- <i>Nauzbillah</i> (God forbid)	10- <i>Haram</i> (illicit)
11- <i>Shikar</i> (hunting)	
Twilight in Delhi	
1- <i>Kotha</i> (Donkey)	2- <i>Hakim</i> (herbalist)
3- <i>Burqa</i> (female gown to veil)	4- <i>Maktab</i> (clinic)
5- <i>Sabeel</i> (any drink to distribute among people for free)	6- <i>Saqi</i> (drinker)
7- <i>Faqir</i> (beggar)	8- <i>Painch</i> (judge)
9- <i>Molvi</i> (religious man)	10- <i>Zanan khana</i> (female lounge)
11- <i>Merdan khana</i> (male lounge)	12- <i>Ferangi</i> (English man)
13- <i>Mohar</i> (stamp)	14- <i>Begum</i> (wife)

Table 1.1: Urdu Loan Words in Pakistani English Literature

Moreover, in Bingo, there are redundant registers for example; the word '*Unofficer*' is not found in British English. The prefix un- is attached with the noun 'officer' and a new word is coined. In the same way '*Kiddish*' is formed with the combination of suffix *-ish* and noun kid to make an adjective, which have connotation of 'childish' or something 'immature' in Pakistani context. In the same short story another unusual expression is introduced like; '*most goddamnest*' as an adjective which is not a part of British English. This expression makes the adjective in double superlative order as it is combined with 'most' and secondly with addition of the superlative degree '*-est*'.

It has been argued through analysis and interpretation, that all types of lexical divergences and redundancies; in terms of function, connotation, repetition and transliteration are found interconnected with each other. For example, a number of lexical divergences result from the literal translation of L1 (First Language) expressions but a greater variety of divergences found to a varying degree used by the bilingual PVE writers. The inter-textual variation seems to suggest that as we move away from the norms of English, lexical variations are observed in terms of repetitions, non-specific vocabulary, and usage of obsolete words, odd combinations and atypical phrases. Consequently, these variations manifest the novel variety of English – the Pakistani variety of English. Thus it is found that the Pakistani English Postcolonial writers generalize Urdu phrases to anticipate various forms and functions in discourse.

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Conclusion

This research explores: (a) Post-colonial literature in English provides the impetus for emergence of the Pakistani variety of English, and (b) the Pakistani variety of English generalizes Urdu phrases to anticipate its various forms and functions in discourse. To address these assumptions, the study delineates on qualitative corpus analysis. Extensive reading of the selected corpora: (i) Bingo, (ii) Bull and She Devil, (iii) Simple Questions, (iv) Shahrazad's Golden Leopard, and (v) Twilight in Delhi were carried out to draw on the above mentioned assumptions. It is discovered that the Pakistani Post-colonial literature in English manifests a new variety of English.

As we have discussed above, the Post-colonial writers have indigenized English language by infusing *Urdunized* expressions. There are primarily two reasons to use Urdu loan words in English literature: (a) appropriateness, and (b) transliteration. The writers use intentionally *Urdunized* expressions, which is also called 'theory of appropriateness' to expand the circumference of local readership, and to mesmerize the target readers. Unlike the theory of appropriateness; the writers have been infusing or borrowing *Urdunized* expressions due to devoid of equivalent forms in English. Thus Pakistani literature in English is an offshoot of English in which English language acts as superstate language. If the new variety of English is emerging, then a fresh relationship between nonstandard and standard English is likely, and this has immediate educational implications.

Implications

The study shows that in Pakistan Standard English has been diffusing or adapting other languages or dialects into its ecology. Eventually, it has become language of others. Jenkins (2006) supports this assertion by making a prophecy that within this century, English may lose its position as principal world language to one or more of the languages of these others. The study visualizes this phenomenon from figure 1.2 in which English has been diffusing into Englishes.

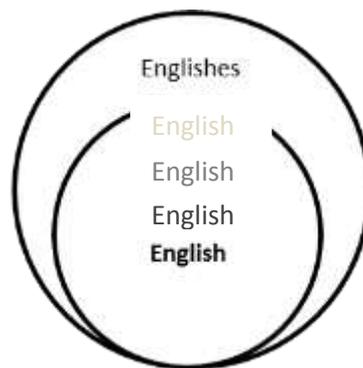


Figure 1.2: Diffusion of English

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If new varieties of English are emerging, then a fresh relationship between nonstandard and standard English is likely, and this has immediate educational implications. English textbooks in countries where English is spoken as a second language are likely to pay much more attention to local varieties of English, and ELT publishers are to provide materials in local varieties of English (Jenkins, 2006, p 205). For Example the novel “Twilight in Delhi”, which reflects local variety of English has been chosen by some universities in Pakistan as compulsory text in Master of Arts in English syllabus. Increasing popularity of the local English writers is primarily due to (a) reflection of local culture, and (b) ease with understanding local variety of English.

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subordination of women. The psyche is further trapped for any nonconformity by means of myths, folklore and religion so much so that a feeling of oppression seldom arises. It is for this reason that Simone de Beauvoir writes,

my childhood had been nourished by myths forged by men and I hadn't reacted to them in at all the same way I should have done If I had been a boy. (Simone de Beauvoir 103)

One comes to realise that women have unquestionably accepted what came their way and that they have been unable to recognize the subjugation conspired against them. In doing so, they have shown active participation in their subordination. The reason for this is the routine ideology which has made women passive, docile and above all ignorant.

Bapsi Sidhwa, A Powerful Feminist Writer

Many authors have recognised this conspiracy and have made an effort to portray it in their works. Bapsi Sidhwa has been a keen observer of the society and its role in managing the women. She gives a clear picture of the entire scheme under which men succeed in exercising their control over women. The first and foremost preference of man has been to limit the area of exposure for a woman. She is, therefore, restricted within the four walls of the house. Within this limited periphery she is assigned multitude of responsibilities that mars her ability to observe, comprehend, object or fight. On a number of occasions a woman is placed in situations when she sees herself face to face the dual principles of the society.

The Crow Eaters

Sidhwa's presentation of the women in *The Crow Eaters* is a conscious effort to give a picture that could awaken the thought and give a scope to analyze the muddle that women are ensnared into so that it can serve as an active agent and work for the betterment of women. Sidhwa writes: "I have been able to address...my larger concerns in my writing: concerns that engage my compassion and my sense of justice" (Sidhwa 31).

Characters in *The Crow Eaters*

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In *The Crow Eaters*, Putli is one character which is portrayed by Sidhwa in a traditional role but it does not suggest that she advocates patriarchal ideology. Her characterization of Putli accounts for Sidhwa's sensitivity to raise the aspirations of women by bringing about a realization of the manacles that bind her which she has to break.

Though one gets an idea that Faredoon Junglewala, alias, Freddy is central to the novel, but the fact is that women characters occupy the novel most. The first women character taken for this study, Putli, is methodically a traditional housewife with a philosophy that it is her relationship with her husband, children, relatives that can make her complete and happy. Sidhwa writes:

Putli was content. She fulfilled herself in housework and in the care of her children and husband... Blissful in her knowledge, she would, over the years, produce seven children. From the joyous climax of conception to the delivery, Putli would enjoy it all (23).

Putli is always seen full of energy and it is impossible for her to think of anything else than the role she is in- a wife and a mother. Despite the entire family of servants in line for her she prefers to cook and serve her husband and sons herself. She remarkably administers the duties within the house and whenever required she takes the charge of the house and its members. She calms her hysterical mother on some occasions and on others, out of concern for her husband, puts an end to 'Jermanoo's extravagant gossip sessions and firmly controlling her ransacking of the store' (41). It gives us an impression that Putli is in a domineering position but it needs to be mentioned here that such an arrangement is a premeditated act of the man of the house. A woman is given a free hand as long as things go in the desired direction and the actions confirm an overbearing environment for the head of the family. This is suggested by Freddy when he claims that he controlled his wife Putli with certain maxims:

If she did or wanted to do something that he considered intolerable and disastrous, he would take stern and unshakable stand...If she did, or planned something he considered stupid and wasteful, but not really

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harmful, he would voice his objections and immediately humour her with his benevolent sanction. In all other matters, she had a free hand (13).

Patriarchy's Key Institution

Sidhwa makes a point that the key institution of patriarchy is the family through which it affects control and conformity. Whenever trouble or a deviation is observed man tends to make woman a scape-goat blaming her for the entire crisis. Freddy does the same when he tends to blame Putli for being responsible for the condition of their son Yazdi who had turned into a poet and wanted to marry a prostitute. He simply puts the blame onto Putli saying, 'It's your entire fault really' (138).

Wifehood and Motherhood

There is no doubt that wifehood and motherhood have been glorified and in absence of alternatives women tend to accept it as their only destiny. "Women are admired for their ability and desire to sacrifice, to suffer and live for others. This has been a psychological trap for women. Such glorification is like the sugar coating on bitter pills and, for generations, women have fallen for this bit of sugar and accepted a role that has confined, suffocated and immobilized them" (Bhasin & Khan 26).

As a consequence, such a glorification places Putli in struggle when she is expected to depart from the ritual of walking three paces behind the husband. The departure is too painful and she feels as being marched naked in public. What she has learned and absorbed is that as a dutiful and God-fearing wife, she must never walk a step ahead of her husband but when Putli is forced by Freddy to forego the ritual "she considered this hypocritical and pretentious, and most barbarous" (188). Her situation explains the hypocrisy of the patriarchs who first govern women by set rules expecting from them docility, but do not mind shedding the conventions with which she is bound when a commercial issue is concerned. Freddy tends to use Putli in order to mark a social standing among the British whom he interacts with at the Government House for formal tea parties. To exhibit an orthodox way of life would certainly not be fruitful for

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him. So he forces Putli to adopt English ways when taken for such parties placing her in situations she finds most difficult to cope with.

Women Cherishing Patriarchal Values

Putli represents that class of women who cherish patriarchal values and make all efforts to abide by them without any resentment. Such an effort to conform to the ways of patriarchy is because “through the process of socialization and enculturation, woman has formed some images about herself in her mind; cultural values have been taught to her. She is not ready to do those things due to which these images about her will be broken. It is because of these that while achieving the highest position in society; a woman has to follow her duties, which are prescribed by the society. She tries to make herself fit in that image” (Chhatre 125).

It is essential to make note of the fact that as homemakers women are delegated certain authorities that ranges in and around the home affairs. By doing so, the society tends to promote a spirited co-operation from conforming women to prepare the next line of generation for similar role play. Putli, therefore, considers it as her ultimate duty to check her daughter Jasmine who, she observes, trespasses the threshold of customs by preceding her husband when she walks down the steps. Putli, thus, plays an active role in maintaining the hierarchal system and keeping the order of the society. There is no doubt that the “family not merely mirrors the order in the state and educates its children to follow it, it also creates and constantly reinforces that order” (Lerner 217).

Menstruation as Impure and Accursed

Sidhwa also highlights a major aspect that accounts to demean the position of women. She makes a suggestion of how a woman’s sexual function of menstruation is manifested as impure and accursed, thus, forcing women to be segregated during the state of impurity. The author out rightly points at the treatment a woman receives and the superstition attached with it as:

Thither they are banished for the duration of their unholy state. Even the sun, moon and stars are defiled by her impure gaze, according to a superstition which has its source in primitive man's fear of blood (70).

Putli's visits to the other room, 'a tiny windowless cubicle with an iron beadstead, an iron chair and a small steel table' (70) attributed to the contaminating potentialities of menstrual blood, is taken favourably by her as it is the only chance she had exclusively for her own self. It did not bring about any guilt as it was religiously enforced. It is little understood that such a delineation of female body as impure or a polluting agent tends to cripple the psychology of women. But this has been the state of women over the years and is witnessed in smaller or greater degree everywhere.

Participation in One's Own Subordination

Putli participates in the process of her own subordination since she is psychologically shaped so as to internalize the idea of her own inferiority. The role of a wife restricts her self-development. The role of a mother does it even more and "sometimes women play their roles not so much because they want to, as because they have to in order to survive economically and psychologically. Virtually all women engage in the feminine role playing" (Tong 208).

Rodabai and Patriarchal Ideology

Similar to Putli, Rodabai too is trapped by the patriarchal ideology. She is credited few rights and authority but the basic laws are secured with the man who is the undisputed head of the family. Like Putli, Rodabai is at the beck and call of her husband, Sir Easymoney. She stands by his side like an attentive servant who at a subtle sign promptly places 'two silver spittoons by the reclining men' (220). Since she is under the protection of her husband she is allowed to share the position and power of the husband which she may in turn use 'to exploit men and women of the lower class' (Lerner 219). By means of this delegation of power, Rodabai sacks the servant who had been kind enough to carry her daughter Tanya on his shoulder when she gets tired walking. The nanny is forgiven only when she falls on Rodabai's feet and swears that

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she would never allow such a thing to happen again. Sidhwa definitely reveals here the moral standards which are on the high in order to keep the young girls under strict surveillance and away from any kind of interaction with men so that their chastity could be well guarded. The servants kind gesture is taken scandalously since “In the India of Billy's days, girls like jewels, were still being tucked away and zealously guarded by parents, brothers, grandparents, aunts and uncles. Everyone kept a sharp eye out. Even the innocent horseplay of children was savagely punished...” (205).

Sexual Knowledge – Carefully Nurtured Ignorance

At this point the author takes up another important issue that tends to mar the healthy development of a girl child. The ignorance policy regarding any sort of sexual knowledge is practiced so that the girl child is not only pure, physically a virgin, but also innocent in mind and thought. Sidhwa suggests that “a gigantic conspiracy was practiced by an entire society to keep its girls ridiculously 'innocent'.

The wealthier the family, the more ignorant the daughters. This carefully nurtured ignorance had a high market value in the choice of a bride” (229). The girls are left to learn on their own by chance while the same practice is ignored in case of young boys who tend to have lot more premarital experience as is seen in case of Billy who ‘invited the Hira Mandi girls three times, read the Kama Sutra and discussed sex with his friends in a sombre and illuminating exchange of detail’ (230).

The author makes a clear indication of the sexual domination of men over women to the latter’s disadvantage. The denial of sexuality adversely affects either the psyche or the health of the women. While Tanya’s chastity and ignorance towards the ‘fundamentals of sex’ heightens her marketability, dire implications can also be seen on her health. Since her sexual cravings remained unexplained and the social watchdogs ensured that it remained so, her nocturnal weakness, her bed wetting, can be seen as a consequence of the same. This ideal of innocence, an attribute of the bourgeois women, thus divulges the repression of women.

Tanya, Reduced as a Sexual Object

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As an educated and intelligent girl, Tanya is introduced as a promising character that would break free the hollow social mores. She is reduced as a sexual object by Behram who scrutinizes her ‘protruded...most heavily gorgeous, upthrust pair of brassiered bosom he ever hoped to see’ (201). She falls prey to the constricting traditions that sets the one and only goal for her i.e. marriage. She accepts the marriage proposal and falls in love with the man who rejects her very own elder sister for whom the proposal initially was. Man tends to see women as a status symbol and therefore, place more value to her beauty. Tanya’s beauty makes her marketable while her elder sister is a bankrupt in this term. She also fails to see the affront directed at her sister in the rejection and is easily swayed by the adulation directed to win her.

What girl, untouched, unknissed, and guaranteed virgin at sixteen, can resist the heady flattery implicit in the anxiety of a young man threatening to transform himself into a corpse for love of her?... Her fancy soared and she fell in love with the scrawny youth who had made them laugh so much two evenings back. (209)

Her union with the man does not elevate her position but rather she loses her identity and her independence and is reduced to become nothing more than a ‘loving and obedient slave’ (231). Her attractive and outward personality that had attracted Behram becomes a cause of his jealousies and he dearly wishes that ‘he were a Mohammedan and could cover her up in a *burqa*. Sensible people, the Muslims, he thought’ (240). If on one hand he wants Tanya to be ideally a traditional wife, at the same time he wants her to be smart and illustrated. Like all tradition bound subservient women, Tanya too compromises on several issues believing it to be out of love for her husband.

No Constructive Plan in Life

These women in *The Crow Eaters* do not demonstrate to have any definite constructive plan, expectations, desires so as to raise their status in the society. They tend to give way to the stereotypes and accept them conveniently. They are made to perform the ideological work in every day sphere by will. This will is brought about

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by the conditioning of their mind, an effort that is in full play since the day of birth of the girl-child. Man thus succeeds in rendering women fit for life long vicarious submission. John Stuart Mill writes:

All causes, social and natural, combine to make it unlikely that women should be collectively rebellious to the power of man (Mill 443).

Sidhwa has a profound desire to elevate the position of women in the general setup of the society. This could be done only when one recognised the problems that hold back the self actualization of women. Through the portrayal of women character like Putli, Rodabai and Tanya, Sidhwa definitely succeeds in bringing into discussion the issues women need to realise and overcome in order to strengthen her position in the social edifice and become strong enough to lead a confident and free life.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Factors Affecting the Attitudes Towards Computers: A Survey at Higher Secondary Level in Punjab, Pakistan

Shamsa Aziz, Ph.D.

Hamid Hassan, Ph.D.

Abstract

This study is a part of Ph.D. research in which researcher attempted to explore the factors that effect student's attitude towards computers. The study was delimited to the province of Punjab, Pakistan. The estimated population was more than 30,000. Total number of the students included in the study was 1068. Computer Attitude Scale'' (CAS) developed by Loyd and Gressard was used for measuring the students' attitude towards computers. Affect of students' gender, physical facilities for computer science available to them at colleges and the qualification of the teachers teaching them was analyzed by applying t test and one way ANOVA. As the research findings indicated the positive affect of sufficient physical facilities and computer graduate teachers on students' attitude towards computers so it is recommended that all the required and internationally recommended physical facilities along well qualified and properly certified teachers may be provided in all colleges and schools where computer science/ studies are being offered to the students.

Key Words

Attitude Towards Computers, Information Technology, Gender, Physical Facilities, Teachers' Qualification

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Introduction

Twenty-first century is a century of information technology. Information and technical revolution has a profound impact on nearly all walks of life. The core one and the most promising tool of this information age is the computer. With an ever growing use of computers in every day life, the need for effective instructions about computer is being felt. Computer instruction is being emphasized at higher secondary level and it is expanding rapidly at this level. As Winer & Mothe (1987) are of the view that student leaving school will meet with computer in every phase of their lives therefore, they must be prepared to deal with them. The range and quality of experience gained in school certainly influence attitudes toward computers and positive attitude towards computer technology will be an asset in ever more competitive employment market. Reece & Gable (1982) noted that introducing computers into schools without developing students' positive attitudes towards computers would be a waste of time and money. On the other hand, having negative attitudes toward computers may lead students to resist learning about computers and affect acceptance of technology use

Attitude towards computers covers the students' feelings, beliefs and perceptions towards general computer use, computer assisted instruction, programming and technical concepts, social issues surrounding computer use and computer history. The modern psychology has emphasized the role of user's attitude and anxiety; these two are the factors that affect the knowledge of computers among individuals. Fishbein & Ajzen (1975) introduced a theory, which proposed that, computer attitude affect user's behavioral intentions (future desires) that in turn affect actual computer usage (experience).

Attitude can be thought as the father of action and is formed in response to certain personal or interpersonal factors; the social environment also determines attitudes. Same is true regarding the students' attitude towards computers Researchers like David (1995), Harrison, Dominic & Barbara (1999), Shashani (1995), Loyd & Loyd (1985), Loyd & Gressard (1984) and many others have identified several factors which can affect attitude towards computers; these variables include gender, grade, age, personal computers, physical facilities at college.. A large number of studies supported the idea that home access to computers and prior experience has a big influence on students' attitudes. (Windmer & Parker 1985; Koohang, 1986; Ogletree & Williams, 1990; Nichols 1992, Abler & Sedlacek, 2002 Anderson, 2002,)

A course of computer science was offered at secondary and higher secondary (intermediate) level in the scheme of studies of different Boards of Intermediate and Secondary Education in the Punjab (Pakistan) in 1990. Keeping in view the previous

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research findings, researchers decided to undertake a research to investigate the factors that are affecting the attitude towards computers in Pakistani context. So a study was planned to explore the effect of different variables on students' attitude towards computers.

Population

The study was delimited only to students of higher secondary classes in the province of Punjab who were studying computer as a subject. The estimated population was more than 30,000.

Sample

Total number of the students included in the study was 1068.

Instrument

“Computer Attitude Scale” (CAS) developed by Loyd and Gressard in 1984 was used. CAS has 40 items, which present statements of attitude towards computers and the use of computers. Original four point Likert type scale was changed into a five-point scale by introducing a mid point as a neutral. Three experts validated the instrument while it was pilot tested on 43 students.

For getting information about the available physical facilities for computer science and teachers' qualification a demographic Performa was developed by the researcher. The list of physical facilities was given in the Performa. This Performa was to be filled out by the Heads of Institutions.

Data Collection

The data collection was done through the representatives of the researchers and researcher herself. A group of six representatives were briefed about the nature of the study and a comprehensive orientation was done in a formal session. They were also provided with some written instructions. Students were briefed about the needs of the research; they were assured that their performance would not affect their regular evaluation. The scale was administered in actual classroom setting with the help of college administration.

Analysis of the Data

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Data were analyzed using SPSS. Three hypothesis were formulated for studying the affect of gender wise difference, physical facilities and teacher qualification regarding attitude towards computers which were tested by applying t test and one way ANOVA

. H₀₁. There is no gender wise significant difference in students' attitude towards computers.

Table 1: Gender wise Difference in Students' Attitude towards Computers

Gender	N	Mean	t	df	Significance
Male	643	132.73			
			2.295	973.549	.022
Female	425	134.19			

Table given above indicates that t value (2.295) is significant at .05 level of significance so the null hypothesis is rejected and it is concluded that there is a significant difference between male and female students' attitude towards computers. Female students have higher mean score (134.19) than the male students (132.73) on Computer Attitude Scale.

H₀₂ There is no significant difference in students' attitude towards computers between those who have sufficient physical facilities and who have insufficient physical facilities for computer science at colleges.

Table 2: Difference in students' Attitude towards Computers on the basis of t Physical Facilities

Physical facilities at colleges	N	Mean	t	df	Significance
Sufficient	251	135.01			
			3.357	517.613	.001
Insufficient	817	132.79			

t value (3.357) in the above table is significant at .05 level of significance, so the null hypothesis is rejected. It is concluded that there is a significant difference regarding

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attitude towards computers between the students who have sufficient physical facilities at college and those who have insufficient physical facilities at college. The students who have sufficient physical facilities at college have higher mean score (135.01) than the students who have insufficient physical facilities at colleges (132.79) on Computer Attitude Scale.

H₀₃ There is no significant difference in students' attitude towards computers taught by teachers with different qualifications

Table 10: Difference in Students' Attitude towards Computers taught by Teachers with different Qualifications

Teachers' qualification	N	df	F	Significance
Science graduate + Diploma in Computer science	82			
Computer graduate	732	2	14.571	.000
Any other qualification	254			

F value (14.571) is significant at .05 level of significance, so the null hypothesis is rejected and it is concluded that there is a significant difference regarding attitude towards computers among students taught by teachers with different qualifications i.e. computer graduates, science graduates with diploma in computer science and any other qualification. As the results are significant, it was decided to run LSD Post Hoc Test of Multiple Comparison. However only significant mean differences are presented here which contribute the most in making the results significant.

Table 11: Summary of Multiple Comparisons regarding Attitude towards Computers among Students taught by Teachers with different Qualifications

Teachers' qualification	Mean difference	Significance
Science graduate + Diploma in Computer science VS Computer graduate	6.14	.000
Science graduate + Diploma in Computer science VS Any other qualification	4.26	.001

As shown in the table the overall results for the post hoc test indicate that: the students' attitude towards computers is significantly affected by the teachers who are Science graduates + diploma in Computer studies and Computer graduates

Findings

- 1 There is a significant gender wise difference in students' attitude towards computers.
- 2 Female students have higher mean score on Computer Attitude Scale than the male students.
- 3 There is a significant difference regarding attitude towards computers between the students who have sufficient physical facilities at colleges and those who have insufficient physical facilities at colleges
- 4 The mean score on Computer Attitude Scale was higher for the students who have sufficient physical facilities at colleges than those who have insufficient physical facilities at colleges.
- 5 There is a significant difference regarding attitude towards computers among students taught by teachers with different qualifications
- 6 The students' attitude towards computers is significantly affected by the teachers who are Science graduates + diploma in Computer studies or Computer graduates

Conclusions and Discussion

Gender, physical facilities and teachers 'qualification have a significant effect on students' attitude towards computers. In this study female students showed better results than males. Literature showed a controversial state in this regard. Different research studies have shown different findings. Moe (1984), Linn (1985), Shulkhu (1989), Al-Badar (1993), Francis (1994) and Morgan (2000) explored that gender had no effect on attitude towards computers. Levin & Gordon (1989) Igbaria & Chakrabati (1990) Singh (1992) Barrier & Margonio (1993) Shahani (1994) Shahani (1995) Fletcher Flinn & Suddendorf (1996) and Comber (1997) investigated that male students were better than females. While the study of Jegedege & Aiewole (1990) showed that females were better than males. Anderson (2002) perceived that males show more favorable results towards computers because computers may be a career asset for them. All these studies have been conducted in western context where females have a) equal opportunities b) more freedom to decide about their carrier paths and c) more choices available in the educational system. When we look into Pakistani context we may say that now day's females are dominating in many other fields including computers, which were used to be considered as male dominated in the past, as has been shown by present study.

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Physical facilities at colleges also affect the attitude towards the computers. The sufficient physical facilities resulted in better attitude. The reasons are that the opportunities to have sufficient hands on experience with computers and other related things resulted in more positive attitude.

Teachers' qualification also affected in a way that computer graduate teachers can teach in a better and friendly way thus reducing phobia and fear which results in positive attitude.

Recommendations

On the basis of the findings of the study that

- 1 Only the computer graduates should be appointed as the teachers for teaching computer sciences
- 2 Continuous monitoring must be done to make sure that certified teachers are teaching at colleges.
- 3 Since the findings of the study showed that females are better than male, more research studies are needed to be conducted at various levels and with varied samples to investigate the reasons.
- 4 Colleges and schools should be provided fully equipped computer laboratories according to UNESCO's standards for the development of positive attitude towards computer in the students

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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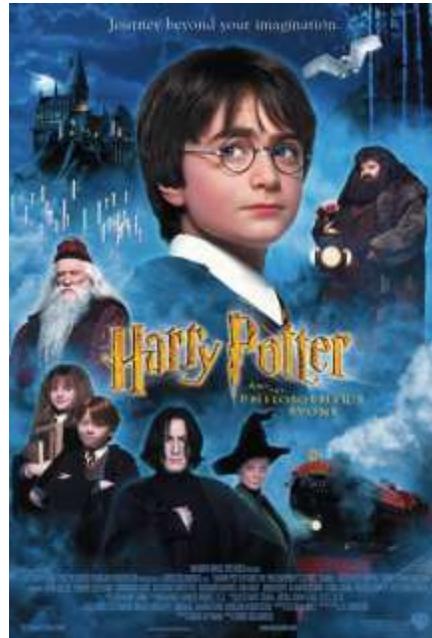
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Chasing the Shadow: Is the *Harry Potter* Series a Political Discourse?

Rajendra Kumar Dash, M. Phil.



Politics and Children's Literature

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Politics and children's literature appear to be incompatible, for politics is essentially an adult area of experience concerning the acquisition, maintenance, control, and manipulation of power whereas children's literature is generally characterized by innocence, entertainment, and fantasy. However, since children's literature is largely written, produced, and consumed by adults, it is believed that an author may advance some political message under the guise of children's literature. Of late, there has been a trend to find out the political ideologies and affiliations of popular fiction writers such as J. K. Rowling, who have been very successful in the genre of children's literature. As the popularity of the *Harry Potter* series of novels transcends national frontiers and cultural and linguistic barriers, a not-so-unfamiliar question keeps raising its head from time to time: 'Are the *Harry Potter* novels politically motivated?'

Charges against the *Harry Potter* Series

The *Harry Potter* series has been condemned, banned, and withdrawn in several schools (e.g. in the U.S.A. where freedom of speech is guaranteed) based on the allegations from parents who fear that the *Harry Potter* series does profess views that would contaminate the minds of children.¹ Rowling has faced criticism from some quarters on grounds of packaging and promoting racism, subversion, homosexuality, black magic, and anti-government, anti-globalist, anti-capitalist, pro-Third World sentiments in the *Harry Potter* novels.

The Objective of this Paper

This paper intends to examine the issue of politics in the context of recent controversies surrounding the *Harry Potter* novels. It claims that reading the *Harry Potter* novels as a political discourse would tantamount to misreading the novels and their literary merits. This paper further aims to establish *Harry Potter* as a child hero, and therefore as an ideal role model for children. In doing so, this paper conducts an alchemical reading of the text.

My approach draws its inspiration from the clues provided by Rowling herself: "I've never wanted to be a witch, but an alchemist, now that's a different matter. To invent this wizard world, I've learned a ridiculous amount about alchemy. Perhaps much of it I'll never use in the books, but I have to know in detail what magic can and cannot do in order to set the parameters and establish the stories' internal logic."² Alchemy forms the 'internal logic' of the *Harry Potter* fiction series. Supportive of Individuation and the myth of the hero's journey, Alchemy underscores attaining psychic wholeness. Harry's journey from an orphan boy to a superhero

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is an allegorical interpretation of the transformative process of Alchemy: the transformation of lead into gold or a flawed individual into a perfected being. The paper intends to demolish the fear that the *Harry Potter* series could contaminate children's minds and establish that such a tirade against this fantasy series is either a misreading of the narratives or an indulgence in the politics of fear.

An Analysis of the Apprehensions Regarding Politics in the *Harry Potter* Series

At the outset, I would like to analyze the apprehensions why the *Harry Potter* series is alleged to be a political discourse. It is any body's guess that Rowling had never any 'political' motive behind the fiction series like Jonathan Swift had with *The Gulliver's Travels* or George Orwell had with the *Animal Farm* or Harriet Beecher Stowe had with *Uncle Tom's Cabin*. However, the *Harry Potter* series is as allegorical as any of these, though unlike them it is not political.

In fact, Rowling has been accused of doing 'politics' in the *Harry Potter* novels largely due to the life-like character of Lord Voldemort, the villain of the fantasy series. He is chiefly concerned with the acquisition of power and growing more and more powerful even at the cost of himself. Voldemort, the dark lord of the underworld, believes that "There is no good and evil, there is only power...and those too weak to seek it" (PS17). The maneuvers of the civil ministry and the ministry of magic plus the moves and countermoves of Voldemort and Albus Dumbledore are nothing short of the political endgame played on a large canvass. The power-hungry Voldemort resolves to be immortal and to harass the Muggles (the innocent non-magic folks). Sirius's account of Lord Voldemort is a portrayal of any tyrannical leader:

"Imagine that Voldemort's powerful now. You don't know who his supporters are, you don't know who's working for him and who isn't; you know he can control people so that they do terrible things without being able stop themselves. You're scared for yourself, and your family, and your friends. Every week, news comes of more deaths, more disappearances, more torturing ... The Ministry of Magic's in disarray, they don't know what to do, they're trying to keep everything hidden from the Muggles, but meanwhile, Muggles are dying too. Terror everywhere ... panic ... confusion ... that's how it used to be."
(GF27)

The Image of the Villain in the *Harry Potter* Series

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The image of Lord Voldemort is more or less that of a power hungry tyrant, who can stoop to any extent for self-aggrandizement. But Voldemort is no ordinary mortal; his aim of life is to be immortal. That he considers Harry to be his arch-enemy makes the boy a true hero. JKR says on Voldemort's death: "We really are talking about someone who is incredibly power hungry. Racist, really. And what do those kinds of people do? They treat human life so lightly. I wanted to be accurate in that sense. My editor was shocked by the way the character was killed, which was very dismissive. That was entirely deliberate" (*Time Magazine*, 2000). So, critics seem to be correct that J. K. Rowling has presented the public a political discourse. However, in this paper I intend to argue that critics *seem* to be correct but they are actually *not*.

Children's Literature?

I do not find any fault with the publishers of the *Harry Potter* series in branding it as "children's literature." The protagonist of the seven-series novels is Harry Potter, an eleven year old boy. The story line revolves round the exploits of Harry Potter, whose journey from a maltreated orphan boy to a superhero and the conqueror of Lord Voldemort is chronicled in each book. In fact, each novel is an account of Harry's one year, till he becomes a major at seventeen in the seventh book and eliminates Lord Voldemort.

It will be pertinent here to remind the audience that 'Lord Voldemort' is the anagram of 'I am Tom Riddle.' Tom Riddle, later known as Lord Voldemort, was the son of wealthy Muggle Tom Riddle Sr., and witch Merope Gaunt, who died shortly after childbirth. Tom Riddle Sr. married Merope by coming under the influence of a love potion. He left his wife soon after she became pregnant with their son, Tom Riddle, after he was released from the enchantment of the potion.

Tom Marvolo Riddle (i. e., I am Lord Voldemort)

Tom Marvolo Riddle was born and raised in a Muggle orphanage, but eventually attended Hogwarts School of Witchcraft and Wizardry. The brilliant boy was sorted into Slytherin house. He was considered to be the most talented pupil to ever attend Hogwarts. At school he enjoyed the reputation of a handsome, talented, and polite boy. In reality, however, Riddle was cruel, arrogant, sadistic, manipulative, sociopathic and megalomaniac. He achieved outstanding grades in every examination. For a short time, took to a brief but successful employment at Borgin and Burkes. His regular attempts to enter Hogwarts were thwarted by Albus

Dumbledore, the headmaster at Hogwarts. All of a sudden, Tom Riddle disappeared from the public view till he appeared, unknown to others, as Lord Voldemort.

In fact, J. K. Rowling makes the *Harry Potter* series the story of growth of two children, Harry and Tom, toward manhood. Equally from the similar background, Harry and Tom grow, with a neglected childhood---isolated, uncared for, disgruntled, and individualistic---but when Harry comes to embrace love, Tom embraces ambition to rule others. Thus the *Harry Potter* series justifies its tag of “children’s literature.” Rowling very significantly says, “It matters not what someone is born, but what they grow to be” (*Harry Potter and the Goblet of Fire*).

Any Political Message?

Before we proceed to analyze the major theme of the Harry Potter series (i. e., the growth of a flawed individual toward perfection), we may benefit from what Rowling has herself to say about any political message she had in mind while writing the books. When asked about the politics and message in *Harry Potter*, Rowling explained: “I wanted Harry to leave our world and find exactly the same problems in the wizarding world. So you have the intent to impose a hierarchy, you have bigotry, and this notion of purity, which is this great fallacy, but it crops up all over the world. People like to think themselves superior and that if they can pride themselves in nothing else they can pride themselves on perceived purity. So yeah that follows a parallel [to Nazism]. It wasn’t really exclusively that. I think you can see in the Ministry even before it’s taken over, there are parallels to regimes we all know and love.”³ She also said, “You should question authority and you should not assume that the establishment or the press tells you all of the truth.”⁴ Rowling wants to say that politics has become a part of modern life, but it is the root of all problems, not solutions.

The Postmodernist Condition

As a postmodernist fictionist, Rowling is very much aware of the contemporary issues plaguing modern man. She is very much aware that fragmentation of the Self characterizes modern life. Her villain in the *Harry Potter* series is Lord Voldemort, who rends his soul into seven pieces and keeps each fragment in an object or person known as Horcrux. He does not understand the power of the untarnished and a unified soul, i.e., Harry. He aims to be immortal by perpetrating violence upon others as well as upon his own self. Rowling has tried to convey the message that the greatest transformative force is love, by which one connects with everything else.

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Actually, she has based the fantasy series on the theme of Alchemy, which believes in the transformation of base metals like lead into gold or the ordinary self into a complete Self.

Harry's transformation from an ordinary boy into the captain of Dumbledore's Army and the vanquisher of Lord Voldemort is an enactment of the alchemical theme of transformation. In this context, we must remember how Rowling highlighted the contribution of Alchemy in the making of the *Harry Potter* series: it decided the stories' internal logic. Alchemy has nothing to do with politics; it is concerned with personality development or achieving psychic wholeness, which Carl G. Jung termed as 'Individuation.' We should follow the hint provided by J. K. Rowling to understand the *Harry Potter* novels and not to impose 'politics' on a text that has mass appeal cutting across religious, cultural, racial and language biases.

The Psychology of Alchemy and the *Harry Potter* series

To talk of the psychology of Alchemy and not to mention Carl Gustav Jung is simply impossible, for it was Jung who introduced Alchemy into modern psychology. Jung found that the alchemists were psychologists on their own merit. Alchemical operations were carried on in laboratories in which matter was put to several elaborate chemical experiments. The alchemists assumed that everything in the world had a soul and it wanted to develop to perfection. Base metals like lead was the prime material on which the experiments were conducted following procedures laid down by master alchemists. The avowed goal of the alchemists was to evolve lead into gold, the most perfect matter that Nature has produced. The transformation of lead into gold was a miracle or magic done by the Philosopher's Stone, which was part solid and part liquid. The transformation of lead into gold was the material proof that the alchemist had transformed himself from a leaden state to a golden state: he has turned himself from an ordinary, flawed mortal into an integrated being.

The Process of Alchemy and the Journey of the Hero

The process the alchemists followed were categorized into three main stages: *Nigredo* (black stage), *Albedo* (white stage), and *Rubedo* (red stage).

During the *nigredo* stage, the matter or the psyche underwent putrefaction. This stage was the most dreaded stage because all the flaws inherent in matter or the alchemist came into surface. The separation of the subtle qualities from the gross elements characterizes this phase. Here the person's ego is pounded and he comes face to face with his own complexes: internally characterized by the psychological complexes such as

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fear, envy, feelings of inferiority or superiority, or the very things one would like to disown, and externally an encounter with the Shadow, who is a representation or epitome of one's own defects.

The *albedo* is a cleansing stage: in it the material or ego, which has accepted the blow, undergoes a cleansing, from the dark matter in the *nigredo* to a whitening stage. In this stage, the ego is cleansed or the mask of the persona is dropped but the process is not complete. In *albedo*, one anticipates the union of the Anima and the Animus in the psyche but their union is fully accomplished in the *rubedo*.

The white stage (symbolically the moonlight) is the indication that one is going in the right direction, that the *rubedo* or redness (symbolically the sunlight) is not very far. In the *rubedo* further cleansing of the material is done and with the Philosopher's Stone is produced, which turns the lead into gold. Psychologically, all the components of the psyche, particularly the conscious or ego and the unconscious, come to live together and the alchemist achieves Selfhood. Jung's Individuation theory also moved in similar pattern and ended with the integration of the Self.

Adventures of Harry Potter as the Core of the Series

The adventures of Harry Potter constitute the core of the *Harry Potter* series. The journey of the hero in the novels is the journey of individuation, based on the alchemical pattern of transformation. Until the orphan boy is called into the Hogwarts School of Witchcraft and Wizardry by its headmaster Albus Dumbledore, Harry has no idea that he is a wizard, already famous in the wizard world. He has already spent eleven years in a most debasing manner: the cupboard under the stairs was Harry Potter's room in the Dursley household; he was wearing Dudley's old rags for his dresses; he was bullied by Dudley and his friends at school; he had often to pretend that he did not simply exist. Even after his call to adventure in the Hogwarts, Harry's *nigredo* continues. He recognizes his own psychological complexes and the fact that he is destined to kill Lord Voldemort, the murder of his parents and the tormentor of the two worlds (the magic world and the world of the muggles). He also comes to know that Voldemort tried to kill him too but for his mother's charm that protected him.

In fact, Rowling treats love as the greatest magic on earth. In the *nigredo*, Harry struggles to separate himself from his shadow personified, Lord Voldemort, who shares a self-same connection with him. Later this difference is more pronounced as a confident Harry sympathizes with Voldemort: "You're the one who is weak.

You will never know love or friendship. And I feel sorry for you.” Harry’s Nigredo claims 1000 plus pages in the Harry Potter books. It ends with the death of his godfather Sirius Black, who stands for the nigredo.

Albus Dumbledore represents Harry’s *albedo* (‘albus’ means white). He is the old wise man who has been the ‘guide’ and the chief counselor of Harry Potter. He is an alchemist and a great magician, who is as powerful as Lord Voldemort in magic. He puts Harry with the Dursleys’ after his parent’s death. As Harry turns eleven, Dumbledore summons him to Hogwarts to learn magic and follow his personal calling (to kill Lord Voldemort). He teaches a lot to Harry and gives him lessons in the most powerful magic---Love. He initiates Harry in the transformative power of love:

“Your mother died to save you. If there is one thing Voldemort cannot understand, it is love. He didn't realize that love as powerful as your mother's for you leaves its own mark. Not a scar, no visible sign ... to have been loved so deeply, even though the person who loved us is gone, will give us some protection forever. (...) It was agony to touch a person marked by something so good.” (PS17)

Politics without a Clear Political Message?

Certainly, politics is an issue that Rowling deals with; however, she does not have a political message. For example, Dumbledore’s friend Grindelwald pleads for the use of ‘magic is might’ weapon with the justification that anything can be done ‘for the greater good.’ Even a well-meaning wizard like Dumbledore falls a prey to such an alluring campaign. Of course, he is quick to grasp the scheme of his friend and later becomes a foe and defeats him. Similarly, Tom Riddle through the powers of magic grows into Lord Voldemort and wishes to be immortal. He is a “racist” and wants to promote ‘pure bloods’ and to wipe out half-bloods and muggles. Dumbledore risks his own life to eradicate Voldemort and as per the prophecy only Harry can do it. The wise old man, the mentor, prepares Harry to eliminate Voldemort. Though he equips Harry with potent charms and other magical objects, the greatest lesson he teaches Harry is the initiation in the most mysterious power—Love.

Rowling impels the readers to reflect upon the condition of modern man vis-à-vis Voldemort. In order to become immortal, Voldemort has split his soul into seven pieces and puts each portion in a thing, called Horcrux. Similarly, modern man has a split personality and like Voldemort they are celebrating it. I am inclined to believe that Rowling is offering a critique of the postmodern man who has forgotten the magical power of a

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united, whole ‘soul.’ Harry’s *rubedo* will be to destroy the Horcruxes and that means the death of Lord Voldemort. On the other hand, it necessitates that Harry Potter must be ready to die, for others. This sacrifice for others, expedited by love and empathy, is what distinguishes Harry Potter from Lord Voldemort, the wily ‘mafia sardar’. To his utter amazement, Harry discovers that he himself is Voldemort’s last Horcrux. It means he must die to kill Voldemort. Harry is ready to fulfil the prophecy that ordains the death of the dark wizard. Eventually Voldemort gets himself killed when his fatal curse inflicted against Harry rebounds and kills him. As the seventh novel ends, Harry lives happily ever.

Not a Political Discourse

An analysis of the *Harry Potter* novels reveals that they are not a political discourse. Politics divides; Alchemy unites. The core message of the *HP* series is apolitical: Love is the greatest magic. The *HP* books in fact record the journey of self-discovery of the child and with maturity he becomes the ‘master of two worlds’ (i.e., the Muggle and the Magic). It may be observed that Rowling has transcended the postmodern canon of fiction writing by restoring the Self and the human agent in a big way. She has achieved this through Alchemy. I would conclude by using the political register (but without any political motive) that the allegation (read fear) of politics in the *Harry Potter* series is totally baseless, fabricated, and unfortunate. In other words, viewing the *Harry Potter* series as a political discourse can be equated with chasing the shadow: searching for a fault that simply does not exist.

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NOTES

1. In his book *Harry Potter and the Bible: The Menace Behind the Magick* (2001), Richard Abanes discusses the presence of occult elements in the *Harry Potter* series and concludes that the series is not free from blemish as occultism is unquestionably condemned in the Bible. A scathing attack against the series is made by Steve Wohlberg’s *Hour of the Witch: Harry Potter, Wicca Witchcraft and the Bible* (2005), which cautions parents to keep their children away from Harry Potter’s reach. The publication of Roger Boehm’s *Evil Defined—From a Christian Perspective* in 2006 gave a push to the allegation that the *Harry Potter* series is anti-Christian for it promotes witchcraft. Boehm concluded by saying: “There are untold numbers

of books written on witchcraft and the occult but none more ingeniously packaged to attract children like this one”

2. Quoted in <<http://www.hogwartsprofessor.com/rowling-confesses-desire-to-be-an-chemist/>> Accessed on 25th Dec. 2011.
3. J. K. Rowling at Carnegie Hall Reveals Dumbledore is Gay; Neville Marries Hannah Abbott, and Much More, *Entertainment Weekly*, October 2007 *The Leaky Cauldron*
4. *Ibid*

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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National Professional Standards for Teachers and Classroom Practices

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Abstract

The focus of the researchers in the present study was to investigate the classroom situation in the public sector schools with reference to the national professional standards for teachers as given by Ministry of Education, Government of Pakistan on 23rd February 2009. The research was delimited to only those four standards out of total ten standards which are directly related to classroom instructions and can be observed there. A checklist was developed based on the criteria mentioned in the National professional standards for teachers. Classroom observations of 30 voluntary teachers of the public sector schools of Rawalpindi were conducted for data collection. Data were analyzed through mean scores for each of the 18 statements of the instrument and overall mean for each of the four selected standards. Findings of the study indicate that public sector teachers have the subject matter knowledge but lesson planning and proper assessment is missing. It is being recommended that awareness about the national

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professional standards must be created among public sector teachers and teachers should be made bound for planning their instructions

Key Words: Teacher Standards, Professional Standards, Classroom Practices, Teaching Practices, Learning Environment, Classroom Assessment.

Introduction

Education incorporates new ideas in a society and plays the role of a change agent. It brings change in the life style of the people. It influences the economic condition of people which results in the economic prosperity of the country. Teachers serve as foundation of the entire system of education. Quality of education cannot be achieved without quality teacher. Teachers are the heart and soul of the education and without an active and well qualified teacher it will not be possible to have meaningful development in this sector.

Teacher development cannot be viewed in isolation and must be considered together with the development of an environment conducive to academics, as well as research and development in the education. (Hammon & Cobb, 1996).

Teacher is the nucleus of the whole educational system and the most important figure for initiating radical and effective changes in the learning process, all attempts have to be made to generate creative teachers who are qualitatively skilled and empowered through a continuous professional development process. The teachers thus can be a change agent, who can revolutionize the education system with united premeditated thinking, and through developing and executing novel and innovative approaches in their classrooms.

According to Taylor & Robert (1995) the sociological investigation of the professions began in the 1930s to identify the defining characteristics or traits for distinguishing the professions from other occupations. ---The traits identified are: Skill based on abstract knowledge, Provision for training and education usually associated with a university, Certification based on competency testing, Formal organization, Adherence to a code of conduct and Altruistic service. Later on researchers undertook case studies of various occupations to determine the degree to which each exhibited these traits and, should those be considered as 'true' professions or not.

Cupino (2006) in a meeting on 23rd June 2006 discussed the ethics and responsibilities of teachers. In the meeting after deliberate discussions a vision was adopted for positive future. The teachers' code of ethics therefore expected envision a community of socially responsible, spiritually guided, self-propelled and technically-adept citizens upholding ecological sustainability, gender-equality, cultural sensitivity, enjoying socio-economic benefits from the labor and encompassing academic, technical, spiritual, cultural and life-skills for educational development.

O'Neil (1993) discussed three types of national standards that should be in education discipline i.e., content standards, performance standards and assessment and school delivery

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standards However, Department of Elementary & Secondary Education, Massachusetts gave the professional standards for teachers in 2011, these standards require teachers to Plan Curriculum and Instruction, Delivers Effective Instruction, Manage Classroom Climate and Operation, Promote Equity and Meet other Professional Responsibilities.

In Pakistan a project under the title “Strengthening Teacher Education in Pakistan (STEP)” was launched in Pakistan on October 12, 2005 .The main objective of project was to enhance the Government’s capacity to assure quality teacher education by improving policy framework, coordination and standard-setting. One of the important activities of this project was to develop national standards for teacher accreditation and certification and to develop strategies for improving the status of teachers and teacher profession.

The Ministry of Education, with the cooperation of UNESCO and the financial support of USAID, developed National Professional Standards for Teachers in Pakistan. These standards were launched on the 23 February, 2009 .These Standards are:

1. Subject matter knowledge
2. Human Growth & Development
3. Knowledge of Islamic Values/ Social Life Skills
4. Instructional planning & strategies
5. Assessment
6. Learning environment
7. Effective communication and proficient use of information communication technologies.
8. Collaboration and partnerships
9. Continuous professional development & code of conduct
10. Teaching of English as second/foreign language (ESL/EFL)

(Govt of Pakistan,2009)

These professional standards as described by Government of Pakistan (2009) are designed to define competencies, skills and attributes deemed to be essential for beginning teachers, accomplished master teachers, teacher educators and other educational specialists. It also guide the development of pre and in-service programs of teacher education and help in establishing policies, procedures and systems for accrediting teacher education programs and institutions offering them and assure public about the quality of their educators and educational output. Each standard has three parts;

- a. Knowledge (content, what the teacher knows about his subject).
- b. Disposition (behavior, attitude, values).
- c. Performance and skills (what the teacher can do and should be able to do).

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Standard has been developed but there is a need to ensure that teachers follow these standards that is why researchers planned the present research.

Methodology

The Purpose of this study was to observe the implementation of those National Professional Standards for teachers which are directly related to the class room practices of the teachers. Population of the study was government elementary school teachers of Rawalpindi district. The study was delimited to the following National Professional Standards for teachers'; Subject matter knowledge, Learning Environment, Instructional planning & strategies and Assessment. The data was collected from thirty volunteer teachers working in public sector schools of Rawalpindi. Each teacher was observed thrice in his or her class. In order to observe the teachers, an observation checklist with a four point rating scale (Never, Seldom, Often and Always) comprising upon 18 statements was developed after the detailed study of the four selected National Professional Standards for teacher.

Data Collection

The data were collected through observation by the researchers. Formal permission for collection of data was sought from principals. The classes were observed and observations were recorded on the checklist

Data Analysis

After the collection of data the average of three observations of each teacher was calculated. Scoring was done as, 0 for never, 1 for seldom, 2 for often and 3 for always. Data were analyzed through taking mean scores for each statement of the instrument. Mean scores were interpreted according the following criteria

Less than 0.5	never
0.5 to 1.49	Seldom
1.5 to 2.49	Often
Greater than 2.49	Always

An overall mean for each of the chosen standard i.e. Subject matter knowledge, Learning Environment, Instructional planning & strategies and Assessment was calculated as presented in the following tables

Table # 1 Subject matter knowledge

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Sr.#	Statement	N	Mean Weight	Remarks/ Interpretation
1	Teacher starts the lesson with an overview of the topic.	30	1.6	Often
2	Teacher asks the relevant question about the topic.		1.7	Often
3	Teacher provides the clear and coherent explanation.		2.5	Always
4	Teacher shows warmth and enthusiasm for the subject.		1.8	Often
Overall Mean			1.9	Often

Table # 2 Learning Environment

Sr.#	Statement	N	Mean Weight	Remarks/ Interpretation
1	Teacher creates healthy environment in the classroom.	30	2.1	Often
2	Teacher encourages the students for their participation.		1.8	Often
3	Teacher does not treat the students with discrimination.		1.6	Often
4	Teacher establishes good rapport with students.		2.2	Often
5	Teacher maintains attention and interest during lesson.		2.5	Always
6	Teacher remains fully aware of everything happening in the classroom.		2.4	Often
7	Students are not found talking in the class room during the teaching.		2.1	Often
8	Teacher prevents disruption and interference in the classroom		2.0	Often
Overall Mean			2.1	Often

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Table # 3 Instructional planning and strategies

Sr.#	Statement	N	Mean Weight	Remarks/ Interpretation
1	Teacher enters with written lesson plan.	30	0.6	Seldom
2	Teacher motivates the students by using different reward techniques		1.0	Seldom
3	Teacher makes teaching effective with different teaching techniques.		1.6	Often
Overall Mean			1.1	Seldom

Table # 4 Assessment

Sr.#	Statement	N	Mean Weight	Remarks/ Interpretation
1	Teacher uses different assessment techniques during the teaching.	30	1.7	Often
2	Teacher does appropriate assessment during the lesson.		2.0	Often
3	Teacher uses different assessment tools.		0.7	Seldom
Overall Mean			1.5	Often

Findings

Following findings emerges on the basis of data analysis:

- Teacher often starts the lesson with an overview of the topic.
- Teacher often asks the relevant question about the topic.
- Teacher always provides the clear and coherent explanation.
- Teacher often shows warmth and enthusiasm for the subject.
- Teacher often creates healthy environment in the classroom
- Teacher often encourages the students for their participation.
- Teacher often treats the students with discrimination.
- Teacher often establishes good rapport with students.

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- Teacher always maintains attention and interest during lesson.
- Teacher often remains fully aware of everything happening in the classroom.
- Students are often not found talking in the class room during the teaching.
- Teacher often prevents disruption and interference in the classroom.
- Teacher seldom enters with written lesson plan.
- Teacher seldom motivates the students by using different reward techniques.
- Teacher often makes teaching effective with different teaching techniques.
- Teacher often uses different assessment techniques during the teaching.
- Teacher often does appropriate assessment during the lesson.
- Teacher seldom uses different assessment tools.

Conclusions

On the basis of the data analyses following conclusions have been drawn

- Teachers possess subject matter knowledge but of average level.
- Majority of teachers neither plan their lesson nor use lesson plans
- Teachers do not use variety of instructional strategies.
- Some teachers create healthy environment for learning and encourage students for their participation.
- Teachers neither take proper assessment nor use variety of assessment tools/ techniques during the lesson.

Recommendations

Here are few recommendations based on the conclusions drawn from current research

1. Results of present study showed that National Professional Standards for teacher are not being fully attained, so it is recommended that administration should make a comprehensive plan for the awareness, training and monitoring of school teachers in the light of National Professional Standards for teachers.
2. Electronic & Print Media may be used for providing awareness to people about National Professional Standards for teachers.
3. Workshops, refresher courses, conferences and Seminars be conducted on regular basis to create awareness among the teachers about Standards.
4. Findings also show that teachers lack in variety of teaching strategies and assessment techniques, so it is recommended that pre and in service training should be strengthen.

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5. Results of study indicates that teachers do not prepare lesson plans, so it is recommended that teacher should prepare and update their lessons plans as an integral part of their instruction and their performance should be assessed quarterly.
6. Regular research should be conducted to assess the standards so these may be updated and or upgraded according to the changes and requirements in National and International standards.

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Reproductive Health Status of Scheduled Caste Women in Thiruvarur District, Tamilnadu

P. R. Rejoice, Ph.D. Scholar

A. R. Ravishankar, Ph.D.

Abstract

Childbirth is one of the important events affecting the health of a woman, especially in developing countries like India. The major objective of the research is to assess the reproductive health status of Scheduled Caste married women, residing in rural areas of Thiruvarur district of Tamilnadu state. Multistage stratified random sampling technique was applied to select the respondents from the Thiruvarur district for the research purpose. There were 1164 households with the target population. Totally 1203 women in the age group of 15-24 were identified in all the five blocks. A total of 605 respondents were selected by systematic random sampling technique.

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Nearly three-fifth of the scheduled caste women experienced any one kind of health problem during their pregnancy period (58.2 percent) and also half of the SC women experienced any one kind of delivery complication during their latest child delivery (49.4 percent). It is observed that education of women, standard of living condition, age at marriage and number of ANC visit were statistically significant with the prevalence of any one pregnancy related health problem among SC population. It concludes that, state government should strengthen their IEC activities and introduce community specific intervention programmes to reduce the reproductive health problems among the scheduled caste population

Key words: Health problems during pregnancy, delivery complication and scheduled caste

Introduction

Reproductive health is an indispensable ingredient of health and a major determinant of human development. Reproductive health forms a major part of the health needs of a population. The concept of reproductive health recognizes the diversity of the special health needs of women before, during and beyond child bearing age, as well as the needs of men.

In India, reproductive health status of man and woman is inextricably bound up with social, cultural, and economic factors that influence all aspects of lives. It has consequences not only for women themselves but also for the well-being of their children including the functioning of households, and the distribution of resources. Paradoxically, despite the agricultural innovations, it has not benefited rural women, who still have to perform the conventional household work and at the same time be engaged in agricultural and construction works. Women are obliged to resume work even before they have fully recovered from the process of childbirth

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(Shaila, and Mary, 2010). Several community studies based on women's self, reporting of symptoms as well as clinical and laboratory examinations indicate that a high proportion of women suffer from gynecological morbidities (Zurayk, et.al., 1995). According to Bang et al., (1989) stated that 92 percent of the women were suffering from one or the other gynecological or sexual diseases. Center for Operations Research and Training (CORT, 1995) in its baseline survey covering more than 7,000 households in Bhopal, Sagar and Vidisha districts of Madhya Pradesh revealed that at least 42 percent of the women reported suffering from one or the gynecological problems.

Reproductive health problems remain the leading cause of ill health and death for women of childbearing age worldwide. Impoverished women, especially those living in developing countries, suffer disproportionately from unintended pregnancies, maternal death and disability, sexually transmitted infections including HIV, gender-based violence and other problems related to their reproductive system and sexual behaviour. Because young people often face barriers in trying to get the information or care they need (UNFPA, 2005).

Under this backdrop an attempt was made to explore the prevalence of reproductive health problems during pregnancy and at the time of delivery among Scheduled Caste population in the Thiruvarur district.

Materials and Methods

Selection of the District

According to 2001 census, Thiruvarur district was the highest Scheduled Caste populated district and also backward district in Tamilnadu.

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Selection of the Taluks

Multistage stratified random sampling technique was applied to select the respondents from the Thiruvarur district for the research purpose. Selection of the taluk was the first step in the multistage stratified sampling techniques. Thiruvarur district had totally seven Taluks, which comprise 573 revenue villages and 430 panchayat villages. In the first stage, out of seven taluks, it was decided to select five taluks. These five taluks represent the geographical area of the study district.

Selection of the Sample Blocks

In the second stage, the purposive sampling technique was applied to select the blocks, for the convenience of research work. The selected blocks were Nannilam, Thiruvarur, Tiruturaipundi, Valangaiman, and Mannargudi.

Selection of the Sample Villages

The selected five blocks totally comprise 352 revenue villages. During the third phase, an attempt was made to find out the villages which had more than 50 percent of scheduled caste population. The total number of these villages was 87. Out of the 87 villages, around one-third of the villages were selected from each of the blocks by lottery method. The total number of selected villages was 28.

Selection of the Sample Respondents

After identifying the villages in each block, house listing operation was carried out in each of the selected villages prior to the data collection to provide the necessary frame for selecting the households for the study. Totally 6376 houses were listed in all the five blocks.

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Identification of eligible married young women (15-24 years) in each household was the next step in the research. There were 1164 households with the target population. Totally 1203 women in the age group of 15-24 were identified in all the five blocks. These women were living with their husbands and had given at least one birth given one year prior to the survey.

It was planned to select half of the population in each of the sample villages i.e., 601 was fixed as the sample size of the study. In order to take care of non-response due to various reasons, an extra 10 percent of respondents were included in the sample. Thus, in all, 661 respondents were selected following circular systematic random sampling technique. Of these 661 respondents, 605 completed the questionnaire, 32 respondents declined to participate and 24 respondents completed scheduled that had to be discarded of substantial inconsistency, yielding a response rate of 91.5 percent.

Results

Health problems during pregnancy period

Every seven minutes, one woman dies due to complications in pregnancy or child birth, in India (RGI, 2007) Complications during pregnancy may affect both women's health and the outcome of the pregnancy adversely. Early detection of complications during pregnancy and their management are important components of the safe motherhood program (MCH, 1994).

In this survey, the mother was asked if at any time during the pregnancy she experienced any of the following pregnancy-related problems, for the most recent birth in the one year preceding the survey: excessive fatigue, convulsions (not from fever), swelling of the legs, body or face, nausea and vomiting, vaginal bleeding, abdominal pain and blood pressure (low and high).

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Convulsions accompanied by signs of hypertension can be symptomatic of eclampsia, a potentially fatal condition. The potential health risk posed by vaginal bleeding during pregnancy varies by when in the pregnancy the bleeding takes place. However, a combined outcome of toximia, anaemia and malnutrition is swelling of legs, body or face. Similarly if a pregnant woman suffers from malnutrition accompanied by overwork, she experiences excessive fatigue. Thus, all these problems are related to the nutrition of woman (MCH, 1994). With this view, this section made an attempt to analyze the pregnancy related health problems of SC women for their latest pregnancy.

It is observed from the Table 1 that more than half of the scheduled caste women experienced any one kind of health problem during their pregnancy period (58.2 percent). With regard to prevalence of specific pregnancy-related health problem, the nauseas and vomiting were most commonly reported by the SC women (30.7 percent). In the study area, more than one-fourth of women suffered with abdominal pain (26.7 percent). Another one-fourth of SC women experienced excessive fatigue during their pregnancy episode (25.0 percent).

As mentioned in the patriarchal Indian society women bear the major burden of the household chores and it is not compensated with balanced diet. Even during pregnancy, she is not given any concession from the household work and there is hardly any improvement in her diet. Thus, in most of the cases, she is malnourished and is overexerted, which worsens her condition during pregnancy (Papia Raj, 2005). Among the study population around one-fifth of women had convulsion that was not from fever (20.2 percent) and another 19 percent experienced swelling of hand, legs or face. Further, excessive bleeding does not seem to be a

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common problem among these women as it was reported by only 9.4 percent. It is also noticed from the table that an insignificant proportion of women experienced low blood pressure (8.8 percent) and high blood pressure (3.4 percent).

The Table 2 discusses the result of bivariate analysis of pregnancy-related health problems with background condition of the respondents. The results indicate that women in the age group 18-20 were more likely to experience pregnancy related health problems (71.3 percent) than those aged 24 years (49.7 percent). Further, the Chi-square analysis shows that the age of women was significantly associated with pregnancy related health problems with the value of 11.72 at $p = .003$. Among the different socio-economic and demographic variables, education was found to have the strongest association with pregnancy related health problem. It is seen from the table that the higher educated women were less likely to experience pregnancy related health problems than less educated women. The proportion of women who experienced health problems during pregnancy was more than three folds among illiterate (74.6 percent) than the women who completed higher secondary and above (20.0 percent). The table shows that women's education had significant association with the health problems during pregnancy with a Chi-square value of 66.45 at $p = .000$. More than three-fifth of women who were working in agricultural sector experienced health problems during pregnancy (60.8 percent), whereas this proportion for non-working women was 58.3 percent and women working in non-agriculture sector was 45.5 percent.

The finding indicates that the proportion of women in households in the high wealth quintile was less likely to experience pregnancy related health problems (18.9 percent) than

women in medium (53.5 percent) and women in low wealth quintile (73.1 percent). The table reveals that the health problems during pregnancy period were significantly associated with the level of women's standard of living condition with a Chi-square value of 57.85 at $p = .000$. It shows that there was a consistent decrease in the percentage of women who experienced health problems with an increase in women's standard of living condition.

The women who married at later age (22 and above years) were less likely to experience health problems (11.9 percent) than those who married at an early age (83.3 percent among less than 18 years; 69.1 percent among 18-19 years and 49.2 percent among 20-21 years). As shown in Table 2 the age at marriage had statistically significant association with the health problems with a Chi-square value of 76.59 at $p = .000$. It is found that birth order had a positive influence on the health problems during pregnancy. The higher birth order pregnancies were less likely to experience health problems during pregnancy (55.1 percent) than lower birth order pregnancies (69.7 percent). Table 2 illustrates that the birth order had a significant impact upon the health problems during pregnancy with Chi-square value of 12.09 at .007. The results reveal that the proportion of women who experienced pregnancy related health problems was less among more exposed women (44.8 percent) than less exposed (67.4 percent). The table depicts that women's exposure to media had a strong association with the health problems during pregnancy period with a Chi-square value of 30.78 at $p = .000$. The table discloses that quite a significant proportion of women residing four Km away from the health care institution experienced health problem during pregnancy (60.4 percent), whereas this proportion was 43.6 percent among women residing within one Km radius of health care institution. The number of ANC visit is an

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important component in determining women's health problems during pregnancy. The results reveal that women who had less number of ANC visit (71.1 percent -2 or less visit) were more likely to experience pregnancy related health problems than those who visit six or more times for ANC (37.3 percent). The number of ANC visit during pregnancy was significantly associated with health problems during pregnancy with Chi-square value of 21.61 at $p= 000$.

Logistic Regression examining the effect of background characteristics on health problems during pregnancy period

Logistic regression technique has been employed (Table 3) to assess the effect of each background variable on the probability of decreasing the incidence of pregnancy related health problem during pregnancy period, controlling other variables. For this analysis, the dependent variable considered is 'experienced with any one pregnancy related health problem (swelling of hand/leg or face; excessive fatigue; convulsion not from fever; nauseas and vomiting; excessive bleeding and abdominal pain; high/low blood pressure), which has been coded as '0' and not experienced any health problems coded as '1'. It is noted from the logistic regression analysis that the chance of getting any one pregnancy related health problem is consistently improving with the improving socio-economic and demographic conditions of women.

It is observed from Table 3 that education of women, standard of living condition, age at marriage and number of ANC visit were statistically significant with the prevalence of any one pregnancy related health problem among SC population. The age of women, religion, occupation of women, type of family, duration of marital life, age at first birth, birth order, exposure to mass

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media and distance between health centre and home did not show any kind of statistical association with the dependent variable with the respective reference categories.

It is noted from the logistic regression analysis that when compared with illiterate women, women with higher education were less likely to experience any one pregnancy related health problem (OR= 0.216). It is also noticed that the chance of getting any one pregnancy related health problem was less among the women living in high wealth index (OR= 0.149) than the reference category (low wealth index). The age at marriage (OR= 0.208) had a significant negative effect on the incidence of any one pregnancy related health problem. It is also observed that when compared with women who made less number of ANC visit, women who made more than six ANC visits were less likely to experience any one pregnancy related health problem (OR= 0.214). It can be concludes that the prevalence of pregnancy related problem does not vary much by background characteristics of women in the study area.

Health Problem at the time of Delivery

India, being developing country, contributes 26 percent of the global burden of maternal deaths with nearly 136,000 women dying annually (UNICEF, 2009) due to the cause related to pregnancy and childbirth. Reduction of child mortality and improvement in maternal health care the major goals in Millennium Declaration, to which India is a signatory. Additionally maternal, newborn and child health has become a priority area for the policy makers, planners and various professionals (WHO, 2004). Under this backdrop, here on attempts was made to expose the incidence of delivery complication among the SC community.

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Table 4 shows the percentage of women who experienced complications at the time of delivery. The most common delivery problem reported by the SC women was premature labour (30.8 percent), Obstructed labour (15.7 percent) and excessive bleeding (14 percent). It is followed by breech presentation (12.7 percent), and convulsion (12.4 percent). It is observed from the table that only around 10 percent of women experienced prolonged labour and an insignificant proportion of women reported they experienced high blood pressure problem (4.7 percent). Overall, nearly half of the SC women experienced any one kind of delivery complication during their latest child delivery (49.4 percent).

The Table 5 discusses the result of bivariate analysis on delivery complication problems with background condition of the respondents. The results indicate that the younger women experienced more delivery complications than older women. The women aged 24 years were less likely to experience the delivery complications (25.2 percent) than those aged 18-20 years (78.7 percent) and those aged 21-23 years (51.6 percent). Further, the table shows that women experienced child delivery complication had statistically significant association with the age of women with Chi-square value of 67.59 at $p = .000$. The proportions of educated SC women were less likely to experience child delivery complication than their counterparts. It is seen from the table that the illiterate women were (six fold) more likely to experience delivery complication (78.1 percent) than women who completed higher secondary and above education (14.0 percent). The association between education of women and prevalence of delivery complication was very strong and highly significant with a Chi-square value of 40.59 at $p = .000$. The proportion of experience of delivery complications was comparatively higher among non-workers (55.5

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percent) than the agricultural laborers (50.0 percent) and non-agricultural laborer (31.7 percent). The finding indicates that the proportion of women in households in the high wealth quintile was less likely to experience delivery complications (30.2 percent) than women in less wealth quintile (63.2 percent). Further the table discloses that women who experienced child delivery complication was significantly associated with the level of women's standard of living condition with a Chi-square value of 24.44 at $p = .000$.

The table 5 shows that women who married at the age of 22 and above years were less likely to experience delivery complication (19.0 percent) than those who married at an early age (77.8 percent -below 18 years. Furthermore, the association between the prevalence of delivery complication and birth order shows a positive relationship. Women with a first birth order were more likely to experience child delivery complications (55.6 percent), whereas this proportion for second order pregnancies was 45.5 percent and for third order pregnancies were (39.1 percent). The association between exposure to mass media and the occurrence of delivery complication was positively related. The women who were more exposed to mass media experienced less child delivery complication (42.5 percent) than less exposed women (54.4 percent). The results show that the women residing within one Km radius of health care centers experienced less child delivery complication (47.4 percent) whereas this proportion was 50 percent for women residing four Km away from health care centers. Further, the table shows that the number of ANC visit during pregnancy and the incidence of child delivery complication were positively related. The results reveal that the women who visited health care centre for ANC

more than six times experienced less delivery complication (32.2 percent), whereas this proportion was 52.6 percent for women who visited two or less times to the health care centers. I

**Logistic Regression examining the effect of background characteristics
on delivery complication**

Table 6 shows the results of binary logistic regression, examining the effect of background characteristics on delivery complications (Pre-mature labour; prolonged labour; obstructed labour; excessive bleeding; breech presentation; convulsion and high blood pressure).

It may be concluded from the analysis that except standard of living condition, and age at marriage, all other variables such as age, religion, education of women, occupation of women, type of family, duration of marital life, age at first birth, birth order, exposure to mass media and distance to health care facility, and number of visit to health center were negatively associated with the dependent variable (delivery complications) with the respective reference categories.

It is noticed from the logistic regression analysis that when compared with young women (18-20 years), women in higher age (24 years) were less likely to experience birth delivery complications (OR= 0.296). The wealth index shows a strong negative association with the indicators of delivery complications. The proportion of women who experienced delivery complication decreased steadily and negatively associated with the wealth index, when compared to the low SLI, the experience of delivery complication on richest women 0.191 times lesser. The age at marriage (OR=0.203) had a significant negative effect on the incidence of delivery complications.

Discussion

Reproductive health problems remain the leading cause of ill health and death for women of childbearing age worldwide. Impoverished women, especially those living in developing countries, suffer disproportionately from unintended pregnancies, maternal death and disability, sexually transmitted infections including HIV, gender-based violence and other problems related to their reproductive system and sexual behaviour. In India, reproductive health status of man and woman is inextricably bound up with social, cultural, and economic factors that influence all aspects of lives.

More than half of the scheduled caste women experienced any one kind of health problem during their pregnancy period (58.2 percent). With regard to prevalence of specific pregnancy-related health problem, the nausea and vomiting were most commonly reported by the SC women (30.7 percent), followed by abdominal pain (26.7 percent). The District Level Household and Facility Survey-3 (IIPS, 2006-07) show that more than half of the women experienced complications during their pregnancy episode (58.8 percent.) However, this proportion does not vary much by background characteristics of the women. The report also reveals that more than three-fifth of women had delivery complications (61.2 percent) and another 37 percent of the women stated that they had post- delivery complication.

Women in the age group 18-20 were more likely to experience any one of the pregnancy related health problems (71.3 percent) than those aged 24 years (49.7 percent). The higher educated women were less likely to experience pregnancy related health problems than less educated women. The level of standard of living condition was found to have a positive

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association with the prevalence of health problems during pregnancy. The analysis depicts that women's exposure to media had a strong association with the health problems during pregnancy period. The results reveal that women who had less number of ANC visit (71.1 percent -2 or less visit) were more likely to experience pregnancy related health problems than those who visit ANC six or more times for ANC (37.3 percent). It is observed that education of women, standard of living condition, age at marriage and number of ANC visit were statistically significant with the prevalence of any one pregnancy related health problem among SC population.

The women aged 24 years were less likely to experience the delivery complications (25.2 percent) than those aged 18-20 years (78.7 percent). The educated women were less likely to experience child delivery complication than their counterparts. The finding indicates that the proportion of women in households in the high wealth quintile was less likely to experience delivery complications (30.2 percent) than women in less wealth quintile (63.2 percent). The results reveal that the women who visited health care centre for ANC more than six times experienced less delivery complication (32.2 percent) than their counterparts.

It is noticed from the logistic regression analysis that when compared with young women (18-20 years), women in higher age (24 years) were less likely to experience birth delivery complications (OR= 0.296). The proportion of women who experienced delivery complication decreased steadily and negatively associated with the wealth index, when compared to the low SLI, the experience of delivery complication on richest women 0.191 times lesser. The age at marriage (OR=0.203) had a significant negative effect on the incidence of delivery complications. Overall, around 44 percent of women experienced any one of the post-natal

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health problem. It is observed that the most common post-natal problem stated by the respondents was lower abdominal pain (37.1 percent), followed by severe headache (19.3 percent), foul smelling (17 percent).

Recommendations

Based on the study findings, the following policies are recommended to promote health status of SC women in rural areas of Tamilnadu.

- It is important that state government should strengthen their IEC activities and introduce community specific intervention programmes to reduce the reproductive health problems among the scheduled caste population.
- Government should extend its outreach activities like running mobile outreach clinics and conducting special camps for expectant deserving mothers in rural areas. The timings of these camps should be convenient to the local women.
- Hence, improving ANC services could be a good strategy to promote status of pregnant mother as well the new born child.

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Table 1
Percentage distribution of women by Pregnancy-related health problems (Multiple responses)

Pregnancy-related health problems	Number of women	Percentage
Women who had experienced any one health problem	352	58.2
Nauseas and vomiting	108	30.7
Abdominal pain	94	26.7
Excessive fatigue	88	25.0
Convulsion	71	20.2
Swelling of hand, legs or face	68	19.3

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Excessive bleeding	33	9.4
Low blood pressure	31	8.8
High blood pressure	13	3.4

Table 2

Percentage distribution of women who experienced Pregnancy-related health problems by Background characteristics

Background characteristics	Pregnancy-related health problems		Total	X ²	P
	Yes	No			
Age of women					
18- 20	71.3	28.7	94	11.72	.003
21- 23	58.2	41.8	364		
24 years	49.7	50.3	147		
Education of women					
Illiterate	74.6	25.4	32	66.45	.000
Primary education	74.5	25.5	56		
Secondary education	58.0	42.0	467		
Higher secondary and above	20.0	80.0	50		
Occupation of women					
Non-workers	58.3	41.7	123		

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Agricultural laborers	60.8	39.2	348	13.73	.001
Non-agricultural labourers	45.5	54.5	134		
Standard of living index					
Low	73.1	26.9	234	57.85	.000
Medium	53.5	46.5	318		
High	18.9	81.1	53		
Age at marriage					
Less than 18 years	83.3	16.7	18	76.59	.000
18-19 years	69.1	30.9	307		
20-21 years	49.2	50.8	238		
22 -23 years	11.9	88.1	42		
Birth order					
First	69.7	30.3	365	12.09	.007
Second	61.4	38.6	207		
Third	55.1	44.9	33		
Exposure to mass media in weekly					
More frequently	44.8	55.2	252	30.78	.000
Less frequently	67.4	32.6	353		
Health care facility					
Within 1 Km	43.6	56.4	78		

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2 - 3 Km	55.0	45.0	171	12.56	.004
4 or more Km	60.4	39.6	356		
ANC visit					
2 or less visit	71.1	28.9	152	21.61	.000
3 - 5 visits	56.3	43.7	394		
6 or more visits	37.3	62.7	59		
Total	58.2	41.8	605		

Table 3

Logistic regression examining the effect of background characteristics on health problems during pregnancy period

Variables	Logistic Coefficient (β)	Significant value (p)	Odds Ratio Exp(β)
Age of women			
18-20 (ref)			1.000
21-23	-.369	.290	.692
24 years	-.800	.114	.449
Religion			
Hindu (ref)			1.000

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Christian	-.491	.066	.612
Education of women			
Illiterates (ref)			1.000
Primary education	.417	.525	1.518
Secondary education	-.823	.118	.439
Higher secondary and above	-2.712	.000	.216
Occupation of Women			
Non-workers (ref)			1.000
Agricultural labourers	-.034	.812	.767
Non-agricultural labourers	-.063	.787	.665
Type of family			
Nuclear Family (ref)			1.000
Joint family	-.216	.291	.805
Standard of living index			
Low level (ref)			1.000
Medium level	-.547	.016	.579
High level	-1.902	.000	.149
Age at marriage			
18 or less years (ref)			1.000
19-20	-.435	.564	.647
21 or more	-.388	.006	.208

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Duration of marital life			
1-2 years (ref)			1.000
3-4 years	-.089	.760	.915
5-6 years	.076	.884	1.079
Age at first birth			
19 or less years (ref)			1.000
20-22	.103	.892	1.108
23 or more	-1.311	.149	.270
Birth order			
First birth (ref)			1.000
Second birth	.215	.458	1.240
Third birth	-.205	.241	.746
Exposure to mass media in weekly			
Less frequently (ref)			1.000
More frequently	-.243	.232	.785
Distance of health care facility			
Within 1 Km (ref)			1.000
2-3 Km	-.128	.693	.879
4 or more Km	-.037	.901	.963
Number of ANC visits during pregnancy			
Less 3 visit (ref)			1.000

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3-5 visits	-.060	.056	.542
6 or more visits	-.015	.002	.214
Constant	2.613	.000	13.640

-2 log likelihood = 1312.284

Table 4

**Percentage distribution of women by Delivery complications
(Multiple responses)**

Various type of delivery complications	Number of women	Percentage
Women who experienced any one delivery complication	299	49.4
Premature labour	92	30.8
Obstructed labour	47	15.7
Excessive bleeding	42	14.0
Breech presentation	38	12.7
Convulsion	37	12.4
Prolonged labour	29	9.6
High blood pressure	14	4.7

Table 5**Percentage distribution of women who experienced delivery complication by Background characteristics**

Background characteristics	Delivery complications		Total	X²	P
	Yes	No			
Age of women					
18- 20	78.7	21.3	94	67.59	.000
21- 23	51.6	48.4	364		
24 years	25.2	74.8	147		
Education of women					
Illiterate	78.1	21.9	32	40.59	.000
Primary education	64.3	35.7	56		
Secondary education	49.5	50.5	467		
Higher secondary and above	14.0	86.0	50		
Occupation of women					
Non-workers	55.5	44.5	123	20.53	.000
Agricultural labourers	50.0	50.0	348		
Non-agricultural labourers	31.7	68.3	134		
Standard of living index					

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Low	63.2	36.8	234	24.44	.000
Medium	42.5	57.5	318		
High	30.2	69.8	53		
Age at marriage					
Less than 18 years	77.8	22.2	18	28.40	.000
18-19 years	55.7	44.3	307		
20-21 years	44.5	55.5	238		
22 -23 years	19.0	81.0	42		
Birth order					
First	55.6	44.4	365	14.58	.001
Second	45.5	54.5	207		
Third	39.1	60.9	33		
Exposure to mass media in weekly					
More frequently	42.5	57.5	252	8.37	.004
Less frequently	54.4	45.6	353		
Health care facility					
Within one Km	47.4	52.6	78	.177	.915
2-3 Km	49.1	50.9	171		
4 or more Km	50.0	50.0	356		
ANV visit					

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Less than 3 visits	52.6	47.4	152	7.90	.019
3-5 visits	50.8	49.2	394		
6 or more	32.2	67.8	59		
Total	49.4	50.6	605		

Table 6

Logistic regression examining the effect of background characteristics on delivery complication

Variables	Logistic Coefficient (β)	Significant value (p)	Odds Ratio Exp(β)
Age of women			
18-20 (ref)			1.000
21-23	-.280	.401	.756
24 years	-1.217	.000	.296
Religion			
Hindu (ref)			1.000
Christian	.578	.032	1.783
Education of women			
Illiterates (ref)			1.000
Primary education	.496	.341	1.642
Secondary education	-.123	.785	.884

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Higher secondary and above	-1.416	.075	.243
Occupation of women			
Non-workers (ref)			1.000
Agricultural labourers	-.325	.337	.722
Non-agricultural labourers	-.068	.769	.934
Type of family			
Nuclear Family (ref)			1.000
Joint family	-.034	.872	.967
Standard of living index			
Low level (ref)			1.000
Medium level	-1.106	.000	.331
High level	-1.657	.000	.191
Age at marriage			
18 or less years (ref)			1.000
19-20	-.881	.004	.414
21 or more	-1.596	.003	.203
Duration of marital life			
1-2 years (ref)			1.000
3-4 years	.357	.619	1.429
5-6 years	-.120	.882	.887
Age at first birth			

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19 or less years (ref)			1.000
20-22	-1.067	.141	.344
23 or more	-1.163	.198	.312
Birth order			
First birth (ref)			1.000
Second birth	.127	.680	1.136
Third birth	.620	.328	1.859
Exposure to mass media in weekly			
Less frequently (ref)			1.000
More frequently	-.131	.542	.877
Distance of health care facility			
Within 1 Km (ref)			1.000
2-3 Km	-.122	.706	.885
4 or more Km	-.260	.382	.771
Number of ANC visits during pregnancy			
Less 3 visit (ref)			1.000
3-5 visits	-.344	.215	.411
6 or more visits	-.478	.289	.613
Constant	1.615	.007	5.029

-2 log likelihood = 1216.871

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Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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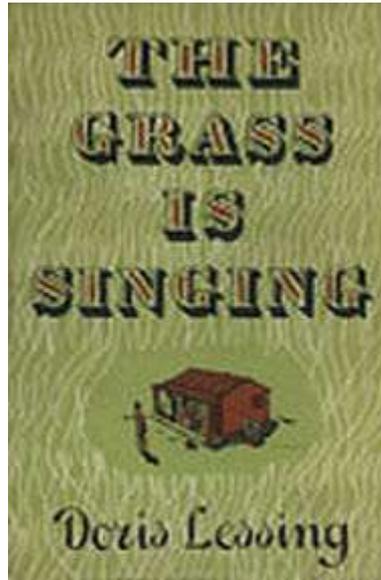
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Victims without Crimes: Mary Turner in *The Grass is Singing* and Ila Das in *Fire on the Mountain*

Shahara Begum, M.A.
Md. Sarwar Jahan, M.Phil.



Abstract

Doris Lessing's novel *The Grass is Singing* is the story of Mary Turner who was a victim of conflicting forces within herself set up by a few casual, overheard

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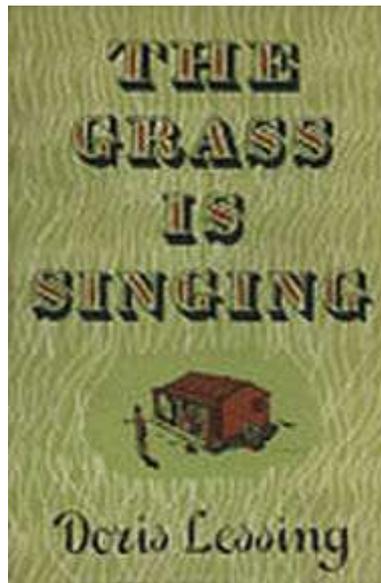
Victims without Crimes: Mary Turner in *The Grass is Singing* and Ila Das in *Fire on the Mountain*

words as well as victim of the male dominated society. Similar kind of victimization can also be traced into Anita Desai's novel *Fire on the Mountain* where the story ends with the disastrous murder of the social welfare officer, Ila Das.

Through death the female characters are actually made silent forever. They can be turned into potential threat to the patriarchal society. Therefore, eternal silence is necessary for the sake of male society.

Ila Das's talk of change and social reform was a threat to the old and oppressive patriarchal order. So, she needs to be silenced through violence, rape and bloodshed. Mary is unable to adapt to the harshness of the life she has chosen. She breaks unwritten societal rules. She cannot reconcile her true feelings with what she has been taught to feel. Her avoidance alienates her from everybody. She is helpless, and gradually the sensation of Mary's psychosis becomes intense and striking, and finally, she was brutally murdered by a Negro servant. Both the characters are innocent victims as they had done no crime. But they became a threat to the male society by shaking off the role society determined for them. As a result, they became victims of masculine power in the male ideological theatre.

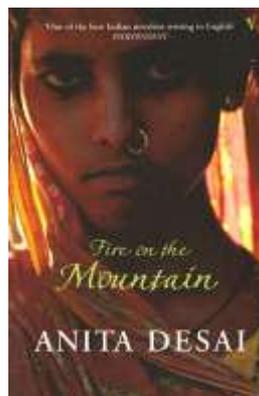
The Grass is Singing



Considered a significant writer of the post-world war II generation, Doris Lessing has explored many of the most significant ideologies and social issues of the twentieth century. Doris Lessing's first novel *The Grass is Singing* reveals the myriad ways that history and politics can determine the course of a person's life.

In common with many novels in the social realist tradition, this novel is not merely for art for art's sake. Lessing's two great concerns, the evil of colonialism and the evil of patriarchal societies in which men set rules and standards and women are subordinated, form the fundamental themes of this novel. The novel begins following Mary Turner's murder and Mary is despised in death by Charlie Slatter.

Anita Desai's *Fire on the Mountain*



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Victims without Crimes: Mary Turner in *The Grass is Singing* and Ila Das in *Fire on the Mountain*

In Anita Desai's novel *Fire on the Mountain* there is a death incident which shocks the readers as Ila Das, who is Nanda Kaul's childhood friend, is murdered. What is important to note is that both Mary Turner and Ila Das have suffered tremendous mental agony, and they die not natural deaths, rather they were brutally murdered by the male members of the society. They are the innocent victims at the hand of the patriarchal society and they are doomed so perversely only because they are women.

A Picture of the Plight of Female Characters

In these novels we get a picture of the plight of female characters. They are unable to grow as complete human beings though they had a vision of a better life.

The novel *Fire on the Mountain* focused on three women and their oppressed life. They always depend on each other for their existence. Nanda Kaul wants the attention of Raka because she is very much lonely as she has renounced her entire world and has come to spend her remaining days in the peace of the Kasauli Mountain. Ila Das is also lonely but she has a keen sense of dignity. She too wants the help of Nanda for her existence. Raka is the dream come true, a dream which is created in a neurotic state of mind. She is the model for changing situation. When one feels totally entrapped one becomes a Raka. Withdrawn from the male dominated society all these three female characters set up a colony of their own, and ironically there too their life has to break its continuity by the interference of male power.

Mary in *The Grass is Singing*

In *The Grass is Singing*, Mary Turner grows to be an independent young woman after her family struggles with poverty in her childhood. She gets an office job and lives in a girls' hostel without having any romantic relationship. She was content

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until she overhears her friends commenting upon her age, how she has not married and her wearing too youthful dresses. The comments which haunt throughout her life:

That little incident, apparently so unimportant, which would have had no effect on a person who had the faintest idea of the kind of world she lived in, had a profound effect on Mary. She, who had never had time to think of herself, took to sitting in her room for hours at a time, wondering: ‘why did they say those things? What is the matter with me? What did they mean when they said that I am *not like that*? (Lessing, 49)

Her world which she has made after a long struggle is now off-balanced. The incident leads her to change herself as well as to look for a husband. She soon marries a struggling farmer, Dick Turner and they leave the city to lead a life of isolation and poverty in the village farm. Mary Turner is actually forced into marriage effectively by the weight of social expectations and traditions. She never loves her husband, but she is at least initially glad to have one, as it makes her ‘normal’.

Ila Das in *Fire in the Mountain*

Ila Das in the novel *Fire on the Mountain* represents everything that is ‘awkward and old-fashioned’ in the society. Unlike Mary Turner, she did not submit to the traditional idea of getting married. She is more active than Mary. Ila Das is ‘old-fashioned’ in her traits and she lacks refinement which may be the reason of the misfortunes of her past life. When she was young her father died and her mother was invalid for a long time. Moreover, her brothers who deprived her of the family property inherited the family fortune and wasted it.

The Role of Childhood

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According to Sigmund Freud, the father of psychoanalysis, childhood is the most important period of all human beings and abnormal behavior is the result of the traumas of childhood. We see it evident in both the characters who had a traumatic past with their family which created something abnormal in their behavior. In the case of Ila we can assume that something is wrong with her when she is depicted as ‘proceeding towards Carignano with her uneven, rushing step, in her ancient white court shoes, prodding the tip of her great brown umbrella into the dust with an air of faked determination’. (Desai, 107)

After the marriage with Dick, Mary is engaged in a losing battle to hold on to her own identity. The struggle becomes too much for her and she suffers psychologically and physically– “what sort of woman had Mary Turner been, before she came to this farm and had been driven slowly off balance by heat and loneliness and poverty?”(Lessing, 33) This psychological depression and the suffering is common to female characters. For example, in Toni Morrison’s novel *Song of Solomon* we get another unconventional woman of her trait, Pilate Dead who is also killed at the end of the novel by a male character named– Guitar Bains. These psychological back logs drive womanhood to the forced ‘madness’. It is imposed by the society on them which in the long run turns them into ‘social outcasts’.

Difference between Ila Das and Mary Turner

But there is a marked difference between Ila Das and Mary Turner, one works as an active agent in the society whereas the other is merged into passivity and obsessed with the thought of uncanny fear. Ila has to struggle a lot to establish herself as a social welfare officer and finds herself fighting a lonely battle against a mindless multitude. But she does not make any compromise. Though she is aware of the dire

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consequences that she will be forced to encounter, she remains faithful to her cause. She succeeds in stopping several child marriages, the prominent one being the marriage of Preet Singh's seven year old daughter. Finally, she pays a dear price for her convictions and refusals to compromise. She is raped and brutally murdered by Preet Singh who has been dying for revenge. Though she meets a tragic end she has made her existence significant by exhibiting courage and determination. Though she loses her chastity and life in the process of her struggle against the oddities of life, her life has become meaningful by virtue of the fact that she chooses a worthy cause, fights for it and sacrifices herself in trying to accomplish her task. Ila Das is the embodiment of the 'existential' predicament where alienation, quest and conflict are at the core of human tragedy. Ila Das says "I am always alone. I am never afraid" (Desai, 138) which establishes her as a strong-willed person.

Mary Turner is a self-confident, independent young woman who becomes the depressed, frustrated wife of an ineffectual, unsuccessful farmer. Little by little the ennui of years on the farm work inject into her despair as a slow poison until the fateful arrival of an enigmatic and virile black servant, Moses. Locked in anguish, Mary and Moses— master and slave, are trapped in a web of mounting attraction and repulsion. These mixed dispositions cause confusion for both of them, and at last Moses, unable to stomach her humiliation of him, kills her. Mary like Ila could also sense the impending death but her tragedy is even greater, there is no redemption. It is noteworthy that both Ila Das and Mary Turner were killed by the male figures who were socially inferior to them, one is an uneducated village rogue and another is a Black servant.

The Characteristic of Passivity

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Passivity is a kind of identity artificially created for women by the society and imposed on them, and subsequently the women tend to submit to it. Through this passivity depression arises and it makes Mary feel low in spirit. Then she is obsessed with the thought of marriage. Later on she is possessed by the things she hates, for example, dust, natives etc. At last we see her execution when she is murdered by the native. It is this projection of women which made feminist theorist Judith Fetterley to remark, “the sacrificial scapegoat is the woman/wife and the cleansed survivor is the husband/male.” (Fetterly-562)

Gradual Progress

The Grass is Singing is a tale of a gradual progress of a lady’s journey to life-having maturity, facing reality, coming out of the world of illusion and imagination and at last meeting the tragic end. The title of the book is taken from T. S. Eliot’s poem *The Wasteland*. Here we see a life of woman who wants to do this and that but finally she cannot do anything. She is living the life of a caged bird and cannot take breath properly. From feminist point of view, it is the male society which takes life out of her. It is this patriarchal society which imposes prefixed roles on women according to its wish. As Mary Turner turns to be a misfit in the society and cannot mantle her according to the desire of male society, she must die. Luce Irigaray in her essay “Commodities amongst Themselves” says:

The mother stands for phallic power; the child is always a little boy; the husband is a father-man. And the woman? She “doesn’t exist”. She adopts the disguise that she is told to put on. She acts out the role that is imposed on her. The only thing really required of her is that she keeps

intact the circulation of pretense by enveloping herself in femininity. (p. 575)

The Role of Anguish

Anguish which is related to both of the characters is the root cause of their sufferings. Mary gets no help from her husband, no loyalty from the servant, no friend to help her. Therefore, it is evident that she will gradually perish. Ila Das also suffers severely and longs for a friend, when she says to Nanda– “As if the past still existed here and I could simply come and visit it and have a cup of tea with it when I was tired of the present” (Desai, 132). But she also could not get any help from either her family members, or from her childhood friend, Nanda Kaul. This is indeed a lonely battle which Ila and Mary ought to fight alone.

In the conference of London Commonwealth Institute titled “Indian Women Writers”, Anita Desai points out, “women writers tend to place their emphasis differently from men, that their values are likely to differ,whereas a man is concerned with action, experience and achievement, a woman writer is more concerned with thought, emotion and sensation” (p-68). This is evident in the writings of male writers, such as V. S. Naipaul’s novel *A House for Mr. Biswas* which deals with ‘action’ and ‘achievement’ whereas the novel *The Grass is Singing* or *Fire on the Mountain* deals with personal emotion and other psychological aspects. Elaine Showalter in her essay “A Literature of Their Own” says– “Women have had a literature of their own all along. The woman novelist, according to Vineta Colby, was ‘really neither single nor anomalous’, but she was also more than a ‘register and a spokesman for her age’ (Vineta, 1970). She was part of a tradition that had its origin before her age, and has carried on through our own.” (Showalter, 1993)

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Victims of Male Domination: Why This Female Victimization?

Mary Turner and Ila Das are victimized by the male dominated society although they have not committed any crime. Ila Das has a vision of to educate the society: human rights include the right of education which was related to Ila Das's campaign. She commits no crime but through her activities she in fact threatens the male dominated Indian society which is at stake by her mission. For the reason she is attacked and destroyed.

Female victimization is also prominently displayed in Mary Turner's character. She has committed no crime but as she cannot follow the code of the society, she should not survive. She is despised even after her death. She gets no sympathy though she is taken to extreme point of tolerance and power, finally she breaks down.

If we ask why female victimization happens, we can state that we always see the woman as a loving mother, as a caring sister and as a loyal wife. These are the roles which the society wants them to play and it is rather imposed on them and if they cannot tread on the path designed by the males then they are labeled as "outcasts" or "devils". For example, in *Hamlet*, we see Hamlet is accusing her mother for marrying another man and he forgets that his mother is a flesh and blood human being; therefore, she should have the choice to live her life in her own way. It is the male perspective which builds a life of a woman. As Judith Fetterley rightly points out, "Though one of the most persistent of literary stereotypes is the castrating bitch, the cultural reality is not the emasculation of men by women but the immasculation of women by men" (p-567).

It is the patriarchal society which decides the fate of women in the society. When women fail to perform the role in the society which is desired by the males, then

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they must pay a dear price for it. As we have seen in *The Grass is Singing*, even the victims are capable of victimizing others for exam, Moses himself is a victim in the white society but he also can victimize another who is not a male but a female. It is the power circle in the society which gives power to the man to have an upper hand over the woman. The society is essentially made by and made for the male folks which only serves the purpose of them and make them more powerful.

Female victimization is a common picture all over the world as we get a snapshot of it in Anita Desai's Indian setting and Dorris Lessing's African setting. These are the common consequences in this world populated by both men and women but dominated by men only. But what is the result of this victimization? What men are getting out of it? The answer is related to politics indeed, that it empowers men, it gives them absolute power to make their position even stronger and thus perpetuate the long tale of oppression.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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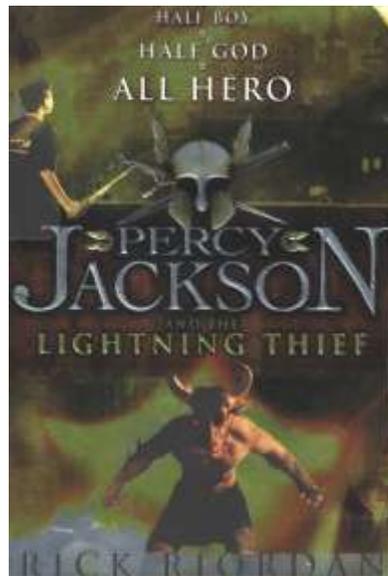
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The World of *Percy Jackson and the Lightning Thief*

A. Shrijith



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An Absorbing Fantasy

Percy Jackson Collection is a fantasy, adventurous and mysterious story based on a boy who is a demigod. It refers to mythical stories of Greek Gods and is written by Rick Riordan, an American teacher. It is about a boy who first sees unexpected things in his life like – his English Teacher turning into a monster! When he is young he is diagnosed with ADHD – Attention Deficit Hyperactivity Disorder– and dyslexia.

Focus on *Percy Jackson and the Lightning Thief* – Percy’s Past

In this article I analyze the first part *Percy Jackson and the Lightning Thief*. This is the first book of the five book series. In this part we come to know of Percy’s past. His father’s whereabouts remain a mystery initially. He is told by his mother that his father went to the Pacific for business and never returned. He now lives with his stepfather, Gabe and mother, Sally Jackson. Every year, he is shifted to a new school because of his ADHD and dyslexia.

On a Trip from the Boarding School

In the beginning of the story, he is in a boarding school **The Yancy Academy**, a school for troubled children. When he is in sixth grade they go to a field trip to Manhattan, i.e., to **The Metropolitan Museum of Art** “to look at ancient Greek and Roman stuff”. The teachers who come along in that trip are Mr. Brunner, the Latin teacher and Mrs. Dodds, the English teacher. During the trip he and his friend, Grover are targeted by a trouble maker, Nancy Bobofit who always irritates Percy and gets him into trouble.

They go on to look at “ancient Greek and Roman stuff”. After finishing the trip when they are having lunch Nancy and her friends come to irritate Percy. He gets irritated and pushes Nancy down but other students report that water pushed her. In order to punish him Mrs. Dodds takes him to a room in the museum. “Where is the lightning bolt?” she asked in a hoarse voice in the room and she changes into a monster and tries to kill him. His master Mr. Brunner comes in and gives his pen and tells him to unlock it. It turns into a sword and when he draws and swings it he kills Mrs. Dodds and she vaporizes into thin air. He asks Grover and Nancy about the Language in India www.languageinindia.com

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disappearance of Mrs. Dodds. Then he questions Mr. Brunner too about the disappearance of Mrs. Dodds.

Conversation with the Mother

After a few weeks, they have the exams and Percy has to go home; Grover tells him that he wants to come along with him but he looks nervous. Percy asks for the reason but Grover does not say anything. Instead, he tells Percy that he wants to accompany him to his home. But, Percy ditches Grover and goes home alone. There he gets bullied by his stepfather Gabe for his inability to behave well in the school. He then meets his mother and tells everything about his school except about the killing of his teacher. She tells him about their visit to a cabin in Montauk and they speak about the happenings in the school. They leave for the cabin and after reaching there they talk about Percy's father. There she tells him about his father's prediction about Percy going to a camp. But she refuses to give permission to Percy.

Happenings in the Night – Percy's Self-realization of His Status as Demigod

In the night they hear a noise, and they come out to see Grover who speaks to Percy's mom and says that they have to get away quickly or else they may die. Soon they are chased by Minotaur and they try to escape and reach the camp that Percy's father told about. But Percy's mom is caught and she turns into dust. Seeing this Percy gets mad and he kills the Minotaur by just using its horn. He faints and gets up five days later and comes to know the truth that he is a demigod; Grover is a satyr; and Percy to be the son of one of the Greek Gods. He meets the Camp Director Mr. D (Dionysus) and Mr. Chiron who was Mr. Brunner in Yancy Academy. He is then placed in the Cabin of Hermes where all the undetermined students stay together. There he meets Annabeth who tended him when he was unconscious and Luke, the head of the Hermes Cabin. And when Percy and Annabeth talk about the gods, he gets bullied by Clarisse and her siblings. She tries putting Percy's head into the toilet but Percy gets angry and all of a sudden Clarisse, her siblings and Annabeth get drenched in water.

Life in the Camp

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Percy learns many things about the camp in the next few days and he is told by Mr. Chiron that he has to learn the Greek language, practice sword-fighting, and much more. While learning Greek language he comes to know that all monsters get disintegrated and return to Underworld to slowly re-form again. After a week they play Catch the Flag- a game in which a group of camp members join to form a team and fight against another team.

The game is pitted against two groups consisting the Cabin of Athena, Hermes and Apollo versus the Cabin of Ares, Dionysus, Demeter, Aphrodite and Hephaestus. While playing the game, Percy is to stand guard to prevent the opposite team from getting the flag. He is then ambushed by Clarisse and her siblings. He gets beaten first but defeats them by sudden strength after falling into the water. His team wins the game but they are distracted when a hellhound comes to kill Percy. Chiron saves him but he gets injured. Annabeth tells him to get into the water so that his wounds would be healed but everyone stands around him and looks at him at awe. Then he comes to know that he is the son of Poseidon, the sea god and also learns that he should not have been born because of an oath which was taken by the three elder gods – Zeus, Hades and Poseidon.

Terrible Days for Percy

The next few days proves to be terrifying for Percy. No one speaks to him except for Luke with whom he practices Sword-Fighting and Annabeth with whom he learns Greek language. They believe that Percy would bring bad luck to the camp. He is then called by Mr.D and Chiron. They inform him about the forthcoming quest for retrieving the lightning bolt. The quest is for Percy to retrieve Zeus' Master Bolt which was stolen in the winter solstices. With only ten days left for the summer solstices he leaves in search for the bolt with Annabeth and Grover. He gets help from Luke by getting a flying shoes and a map which shows the location of the pearls. Pearls help them to come back from the underworld.

Journey to the Underworld

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On their way to underworld they meet Medusa, a witch with powers to turn people into stone. Her other name is Gorgan. They fight and destroy her to get the first pearl. Soon they meet Ares, who gives them a bag which has the lightning bolt but Percy does not know about it. On their search for the second pearl they meet a Chimera, a mythological animal with a lion head and serpent tail and retrieve the second pearl. Later, they get trapped in Lotus casino where time flows slowly and makes people stay forever. They find the third pearl there and soon they go to the underworld to talk with Hades, who is the lord of death and come to know that his helmet of darkness is also missing. They escape the underworld after getting the bolt by stamping the pearls which they stole but leaves Sally Jackson there.

Having trapped by Ares, Percy fights with him and defeats him but is cursed that his skill in sword fight would fail him when he needs it most. He gets back the helmet of Hades from Ares. Percy returns Hades' helmet to his followers and asks them to say that he wasn't the thief. He also tells Annabeth and Grover to return to camp and he goes to New York on a plane which is forbidden for the sons of Poseidon. He reaches New York and goes to Empire State Building where Mount Olympus is actually lying. There he hands over the lightning bolt to Zeus and requests him for his mother's return.

Hero's Welcome to Percy!

In the end he meets his mother and persuades her to leave Gabe and let him go to the camp. Getting his mother's permission, he goes to the camp with a hero's welcome. He finds everyone happy except for Luke who is drained with fear. During the last day of the camp he comes to know that Luke was the Lightning thief and has tried to help Kronos, an evil lord. It is his hatred for the Olympians that made Luke to help Kronos and leaves the camp only to return in the second book.

Conclusion

I liked the spirit of Percy Jackson and his fighting skill. The story gives a detailed knowledge about the Greek gods and their enemies and also about the demigods. It also made me

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to read the sequels of Percy Jackson series and style of the author is very impressive. Mystery is there in every page and I could hardly resist keeping the books down. The link between the western civilization and the Greek gods is very interesting to read. We also come to know that in every major event there is a hand of the Greek gods and the demigods. Even the World War II is coloured with the Greek gods and demigods and I like the way it is presented in the book. There are about five books and all the five are thrilling and carries us with the course of action.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Assessing the Role of Visual Teaching Materials in Teaching English Vocabulary

Tessema Tadese Abebe and L. Manjula Davidson

Abstract

The main purpose of the present study is to examine the role of visual materials in teaching English vocabulary. The first-mentioned researcher took a sample of grade 8 students and their English language teachers teaching in three Second Cycle Primary Schools in Robe town and its surrounding in Bale Zone. One hundred and twenty students out of 580 and all eight English language teachers were participated in the study.

Four research instruments: questionnaire, observation, interviews and document analysis were used to collect the data. The questionnaire was filled in by the entire subjects, while interview was conducted to sixteen students and four teachers. Eight lessons were observed while teachers were presenting vocabulary in three sample schools with the help of checklist. The results of the study reveal that the majority of the

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teachers rarely use visual materials like real objects, word flashcards, picture flashcards and charts to teach vocabulary. On the other hand, regarding the extent visual materials enhance vocabulary learning almost all of the respondents mentioned that as visual materials facilitate students' vocabulary learning.

Accordingly, it was recommended that teachers should use various types of visual materials that enhance students' vocabulary knowledge as much as possible. Knowing the importance of visual materials is not enough unless teachers use them in the actual teaching of the meaning of words. Hence, it is recommended that teachers should use easily available materials in order to help the students in understanding the meaning of words. Moreover, since the student's textbook does not include adequate number of visual materials; it is advisable to incorporate more visual materials to facilitate students' vocabulary learning.

Key words: Vocabulary, visual, effective, enhance, communicate

Introduction

Human-beings use language to communicate with one another their ideas, opinions, feelings, likes and dislikes. Effective communication can be performed based on the overall communicative competence of the learners through the use of appropriate words for intelligible interaction. Many scholars also pointed out that vocabulary is the backbone of communication. For instance, McCarthy (1990: viii) underlines the importance of vocabulary by saying: "No matter how well the students learn grammar no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way." This shows that, having good knowledge of vocabulary of a language is mandatory in order to understand or convey message in communication and to pursue and succeed in one's learning.

A scholar like Harmer (1991: 153) also states the importance of vocabulary by saying, "If language structure makes up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh." Harmer further states that an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. Moreover, in order to improve

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students' word power, vocabulary has to be taught as the most essential aspect of language. It is easier to witness that students have been exposed to vocabulary items at some stages but cannot remember them when they need for interaction. In this situation, either communication breaks down or the teacher has to apply some appropriate strategy. Porter and Margaret (1992) assert that using visual materials not only make what you have to say more comprehensive to your students, they can make it more interesting as well.

Wright (1976: 14) also clearly elaborates: “Visual aids used to motivate the student to speak, to create a context with which his speech will have meaning; to provide the student with information to use in speech, including objects, actions, and events; to provide the student with non-verbal clues for manipulation work and to provide non-verbal prompts to dialogue reproduction or to dialogue invention.” Visual materials assist teachers by giving them time for necessary classroom activities like drills, exercises, instructions and explanation for which their personal influence is indispensable. To enrich our vocabulary knowledge visual materials play a great role and prevent our isolation from the world of scientific and technical knowledge that can be gained by using English as a means of communication in real-life situations. Apart from this, Calder (1966), cited in Girma (1983), states that psychologists have found that 84% of what we learn we get from seeing; 13% of what we learn we get from hearing; and only 3% we learn in other ways. This implies that most of what we learn we get through visual medium. More meaningful and problem solving tasks of vocabulary require learners to analyze and process language more deeply, through the use of visual materials which help them to commit information to long-term memory.

Certainly, in order to have good knowledge of vocabulary for communication scholars like Wallace (1982), Allen (1983), Carter and McCarthy (1988) and Schmitt (2000) have written a lot on how to teach vocabulary effectively and efficiently. Similarly, Horn (1966), Coppen (1969), Rigg et al. (1969), Wright (1976), Corder (1977), Cable (1977), Wright et al. (1983), Hill (1990), Wright and Haleem (1991) and Gross (1993) have pointed out how visual materials assist vocabulary teaching. Similarly, Carter and McCarthy (1988) and Schmitt (2000) assert that even though vocabulary research has tended to focus on reading, they indicate as vocabulary is obviously necessary for the

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other three skills as well. According to Atkins et al.(1996) whenever the situation of teaching in the 'English for New Ethiopia' series are changed, teachers need to be aware of appropriate methodologies for introducing and consolidating new vocabulary items. The use of appropriate methodologies and various kinds of visual materials assist the learners in developing adequate knowledge of vocabulary. The frequent uses of verbal techniques, translating into students mother tongue and giving definition of words may not make our students effective user of the language for actual communication.

Wright and Haleem (1991: vi) also state:

One of the most important aspects of language teaching is the role of visual material: the importance of using visual media to make one's teaching more effective, communicative and interesting is well-known. However, many teachers _even experienced teachers'; do not exploit the potential of visual materials to the full. In addition, deciding which techniques to use, for which language teaching purpose is often problematical.

Singh (2005) also supports this idea by saying, "Often teachers know the value of certain visuals aids, but they fail to utilize them to the fullest because they do not take time to plan their use (p.177)." Doff (1988:14) asserts, "The use of real objects, pictures and mime for suitable vocabulary is a very effective method as it is direct, interesting, and it makes an impression on the class." This implies that using visuals holds the attention of the learners on meaning, and help them to make the language used in the class more real and alive. Visuals evoke an immediate response from learners in a class which is the vital seed of all meaningful language-learning in general and vocabulary in particular (Hill 1990).

Visual materials stimulate presentation, accelerates learning and group activities. Events, concepts, and processes become more meaningful to the students; they better conceptualize the printed or spoken words attempt to desire through visual materials. Allen (1983) adds that children have an

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uncanny ability for learning languages and an instinctive avenue to success. Visual materials actually economize time; insure more effective learning of vocabulary and permanent retention than do verbal instruction.

In general, the use of various types of visual materials help the learners in order to negotiate meaning, actively interact with one another and exchange views while their attention are on meaning which in turn develops their vocabulary knowledge. The visual expressive teacher can overcome customary mental resistances of the student with the support of the striking graphic image. Horn (1966:7) explains, “For the academically gifted child the visual can excite the imagination; for average students, stimulate; for the retarded child, clarify the visual image.” According to Pintrich (2003) currently research indicates that student's motivation seems to be central in teaching-learning process. When the students learn vocabulary through visual materials they are struggling to develop their knowledge and cognitive power to be successful academically. In addition to this, Mayer and Massa (2003) elaborate that visualizer prefers to learn through the use of visual modes of thinking and instruction involving pictures. This indicates that visual learners have the advantages of using more than one medium to learn vocabulary even if they are good at processing visual things.

The use of various types of visual materials in teaching vocabulary increase the intrinsic motivation of the learners (Hill 1990).When the learners develop interest towards what they learn, they can actively engage themselves in the activities to be performed, which in turn assist them to learn language meaningfully. As to psychologists, visual materials contribute to the efficiency, depth, and variety of learning by stimulating learners' imagination. They arouse interests of the learners by appealing to several senses. This is because of they have the power to make learning more permanent, and their aesthetic character makes the teaching-learning process pleasant and enjoyable.

Regarding this, Cook (2001) states that effective acquisition of vocabulary can never be just the learning of individual words and their meanings in isolation, but it needs the use of various senses to visualize the meaning of the words. Jordan (1997) points out that vocabulary development is of concern to all four language skills which can be facilitated through visual approach by associating

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words, remembering them and extending the networks. Mayer and Sims (1994) indicate that an increasing body of research evidence supports that students' learning are affected positively by presenting words and illustrations or pictures together. Allen (1983:24) points out, "Real objects are better than pictures whenever we have them in the classroom. When there are real windows, doors, walls, floors, desks, etc. in the classroom, it is foolish not to use them in our teaching." Harmer (1991) also states, "If a teacher wishes to introduce the word 'ring' which is worn on finger, it is by far easier to show the material to the students instead of devoting time on other techniques (P.161)."

Coppen (1969:102) explains:

Children have to learn to read pictures and charts just as they have to learn to read printed words. The pictures must be simple and unambiguous, should not include irrelevant matter, and should be so designed that the visual emphasis falls on the teaching point. Colours should contrast well and all the main items should be large enough to be clearly visible to all children. In presenting the material, the children's attention must be directed in such a way that they observe, what is important and are able to draw conclusion from what they see.

It can be understood from the above quotation that pictures assist learners to negotiate word meanings during task performance; they are attending towards meaningful contexts, with immediate opportunities to use the new items in communication. Wright (1976:4) summarizes the role of picture in teaching vocabulary by saying, "A picture can often show an action more easily than even a talented actor can demonstrate." Besides, Dobson (1974:71-72) explains, "If you have a set of flashcards that show a figure or figures performing different activities such as sleeping, getting up, eating a meal, reading the newspaper, driving, working in an office and so on, you can have a student put the flashcards into a logical sequence and then tell a story based on the sequence." Flashcards and postcards develop the learners' self-study and create fun as they are easily shuffled. A teacher can draw a picture on the flashcards, or stick on a picture from a magazine that can be used for presenting and practicing new words as well as for revision purpose. As Cable (1977) mentions blackboard is the most conveniently available instructional device to display lettering and diagrams, drawn on the spot in front of the class. Even if you have little talent as an artist, you can make stick figures to represent

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people and draw simple outlines of subjects which you can then use as elements in the composition of a dialogue, an improvisation, or a story or as discussion topics in general.” According to Doff (1988) teachers or learners do not need to be wonderful artists to draw a picture that can be used in teaching vocabulary; the most important thing is to communicate the message.

As a whole, the majority of the local studies done in Ethiopia both at BA and MA levels dealt with the techniques and strategies of teaching and learning vocabulary. For instance, Abebe (1997) and Jeylan (1999) mention the use of vocabulary learning from the learners' point of view and varieties of vocabulary learning strategies respectively. Both underlined the importance of vocabulary to communicate effectively and efficiently in second/foreign language learning classrooms. Abebe (1997: ii) elaborates, "The knowledge of vocabulary is crucial for learning skills in reading, listening, writing and speaking." This clearly indicates that having sound knowledge of vocabulary facilitates the way for our students to be competent and effective user of the language. But none of them try to relate the teaching of vocabulary with visual materials. Hence, the present study attempts to fill this gap and help the learners to be effective user of the language for meaningful communication.

Objective of the Study

Hence, the general objective of the study is to examine the role of visual materials in teaching English Vocabulary. It does so by focusing on the following specific objectives:

- ✚ To assess the extent the uses of visual materials enhance vocabulary learning.
- ✚ To identify how often the use of various types of visual materials make the learners interact actively in vocabulary learning activities.
- ✚ To analyze the extent the textbook incorporates pictures, charts, tables, diagrams, etc. in vocabulary sections.

Significance of the Study

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The results of this study are believed to be applicable to English language classroom by giving the following invaluable insights: First English language teachers in the sample schools will get information about the use of visual materials in teaching different vocabulary lessons. Second it gives feedback for the syllabus designers and course book writers in order to make further improvements in the attempt to include adequate numbers of pictures, diagrams, charts, etc. in the textbook. Finally, it motivates other researchers in order to conduct further studies in the area.

Research Methodology and Procedure

This part deals with the description of the participants of the study, the instruments used, data collection procedure and, data organization and analysis.

Participants of the Study

The general objective of the study is to examine the role of visual materials in teaching English vocabulary at second cycle primary schools. In order to achieve this objective, three second cycle primary schools in Robe town and its surrounding in Bale Zone were chosen from the existing ten schools as target population together with their English language teachers teaching the same Grade level. According to the information gained from the three schools the total number of students learning at Grade 8 is 580. Fifty-five students from Galema, 40 students from Ali Bira, and 25 students from Hora Boka Second Cycle Primary Schools were selected based on the total number of the students in each school through simple random sampling method to be the focus of the study. The total number of the students involved in the study was 120. From these participants 63 and 57 were male and female students respectively.

On the other hand a total of 8 teachers, of whom 5 male and 3 female took part in the study. The teachers were taken on the basis of comprehensive sampling method since they are only eight in numbers. The rationale to choose this Grade was that it is the stage at which the students make adequate preparation in order to attend the next cycle at High School level. This level requires

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students' great effort to cope with the new situation where the medium of instruction is English.

Instruments Used in the Study

To elicit the necessary information from the respondents, questionnaire, observation, interviews and document analysis were used as data collection instruments.

1. Questionnaires

It is believed that questionnaires are helpful to collect the necessary information from large number of respondents. The questionnaire has three parts. The first consists of 10 items which deal with the extent teachers' use visual materials. The second part has 20 questions, which asked about the extent visual materials enhance vocabulary learning. Finally, the third part deals with open-ended questions to generate additional information. During the administration of questionnaires respondents were told the purpose and how they fill in the questionnaire orally. They were also informed to fill in based on what actually happened in the classroom and about the use of visual materials in teaching vocabulary. Besides, the student's were also told to use any of the three languages (Amharic, English or Afan Oromo) for open-ended part of the questionnaire in order to express their ideas clearly. Eight English language teachers teaching in the sample schools were filled in the questionnaire prepared for them. The questionnaire administered for teachers have both close-ended and open-ended parts in which the respondents give answer about the use of visual materials in presenting vocabulary lessons.

2. Observation

The observation technique was chosen as second tool to collect data for the present study. This was because the researcher believed that the instrument was able to provide him with the actual practices in the classroom that the other instrument might not provide. Classroom observation was made in three schools which were selected through simple random sampling method. The researcher used observation checklist in order to examine the type of visual materials used by teachers and the extent

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these visual materials enhance vocabulary learning. Moreover, observation helped the researcher in order to check the reliability of the data collected from teachers and students through questionnaire.

3. Interview

Semi-structured interview was used to get additional information about the topic under investigation and to crosscheck the data collected through questionnaire and classroom observation. The interview was conducted with 16 students randomly selected from the three sample schools. The students were asked to reflect about the use of visual materials in teaching English vocabulary, the techniques their teachers' use to teach vocabulary, the extent visual materials enhance vocabulary learning.

Besides, the students explained in detail the techniques that helped them in developing good knowledge of word power in order to communicate effectively and efficiently with the speaker of the language. Teachers' interview was made with four teachers randomly selected from each of the three sample schools. Teachers were asked about the use of visual materials, whether they supplement the teaching of vocabulary with visual materials, the techniques they recommend to teach the meaning of words, the extent English textbook consists of different visual materials in vocabulary sections and other related questions.

4. Document Analysis

This is the fourth instrument in order to collect the necessary information for the present research work. Document analysis helped the researcher to examine the textbook very closely about the types of visuals incorporated in it together with other techniques used throughout the textbook to teach English vocabulary. This tool also assisted the researcher to strengthen the data collected through other three methods. It was used to get other information about techniques used in the textbook to teach English vocabulary, kinds of pictures and drawing included.

Data Analysis

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This part deals with results and discussion of the data collected from the three sample school respondents through different tools: questionnaire, observation, interviews and document analysis. The responses gathered from teachers and students through questionnaires as well as other instruments were analyzed side by side based on their theme relations in order to show the results vividly. The first parts of the discussion starts with the use of visual materials in class, the second deals with the use of visual materials in enhancing students' vocabulary learning, then the third part is about the techniques frequently used by teachers vis-à-vis students' preference, the fourth section presents analysis of data from classroom observation, the fifth part assesses the visual techniques in the textbook and finally main points of this section appears in this sequence.

Table 1: Responses of Students Regarding the Extent Teachers Use Visual Materials in Class

No	Items	Responses													
		Rarely						Sometimes		Frequently					
		Never		Rarely		Total				Frequently		Always		Total	
		NR	%	NR	%	No.	%	N.R	%	NR	%	N	%	R.	%
1	Real objects	10	8.3	38	31.7	48	40	44	36.7	9	7.5	19	15.8	28	23.3
2	Pictures	20	16.7	47	39.2	67	55.8	42	35	9	7.5	2	1.7	11	9.2
3	Models	35	29.2	40	33.3	75	62.5	31	25.8	10	8.3	4	3.3	14	11.7
4a	Word flash cards	41	34.2	34	28.3	75	62.5	16	13.3	12	10	17	14.2	29	24.2
b	Picture flash cards	36	30	44	36.7	80	66.6	21	17.5	10	8.3	9	7.5	19	15.8
c	Postcards	55	45.8	23	19.2	78	65	27	22.5	8	6.7	7	5.8	15	12.5
5	Flip charts	51	42.5	40	33.3	91	75.8	14	11.7	7	5.8	8	6.7	15	12.5
6	Blackboard drawings	25	20.8	33	27.5	58	48.3	28	23.3	17	14.2	17	14.2	34	28.3

7	Mime, action and gesture	27	22.5	34	28.3	61	50.8	23	19.2	22	18.3	14	11.7	36	30
8a	Story games	32	26.7	34	28.3	66	55	27	22.5	11	9.2	16	13.3	27	22.5
b	Memory games	38	31.7	32	26.7	70	58.3	28	23.3	9	7.5	13	10.8	22	18.3
c	Guessing games	37	30.8	34	28.3	71	59.1	23	19.2	14	11.7	12	10	26	21.7
d	Question and answer games	16	13.3	32	26.7	48	40	34	28.3	23	19.2	15	12.5	38	31.7
9	Whole-part relations through visuals	16	13.3	34	28.3	50	41.7	21	17.5	28	23.3	21	17.5	49	40.8
10	Role-play	44	36.7	25	20.8	69	57.5	36	30	9	7.5	6	5	15	12.5

N.R. =Number of Respondents

The first item in the Table above depicts the extent teachers use real objects to teach vocabulary. Forty percent of the student respondents said rarely, 36.7% sometimes and 23.3% stated that the teachers use frequently real objects to teach English vocabulary. The finding shows that teachers rarely use real objects to present vocabulary lessons. Besides, similar responses were collected from the students' interview regarding the use of real objects. Item 2 in the questionnaire was meant to find out the extent teachers use pictures to teach vocabulary. Fifty-five point eight percent of the students said rarely, 35% sometimes and 9.2% frequently.

As it was indicated in the review literature part, using pictures to teach vocabulary help the students in order to interact with each other and to express what they feel regarding the information included in the pictures. But the finding implies that pictures are rarely employed in teaching the meaning of words. As indicated in Table 1 above, items (4a-c) were designed to obtain information about the extent teachers use different cards. From the student respondents 62.5% indicated rarely, 13.3% sometimes and 24.2% frequently that teachers use word flashcards. Similarly, 66.6% of student respondents answered rarely, 17.5% sometimes and 15.8% frequently; as well as 65% rarely, 22.5%

sometimes and 12.5% frequently that their teachers' use picture flashcards and postcards respectively.

The other item in questionnaire was used to investigate information about blackboard drawings. Students mentioned that 48.3% rarely 23.3% sometimes and 28.3% frequently. In the same way, to the question related to the use of mime, action and gesture, 50.8% of the students said rarely, 19.2% sometimes and 30% frequently. The responses of the students for the above two items; blackboard drawing and body language revealed that teachers make use of them rarely for teaching the meaning of words. Items 8a-d were aimed at discovering how often teachers use games. Student respondents indicated that 55% rarely, 22.5% sometimes and 22.5% frequently about the extent their teachers use story games. Regarding memory games, 58.3% said rarely, 23.3% sometimes and 18.3% frequently, as well as guessing games 59.1% rarely, 19.2% sometimes and 21.7% frequently.

Data from Teachers' Response

The data collected from teachers regarding their uses of visual materials in class were analyzed below by making reference to the responses of the students.

Table 2: Responses of Teachers Regarding the Extent they Use Visual Materials in Class

No	Items	Responses															
		Rarely						Sometimes				Frequently					
		Never		Rarely		Total						Frequently		Always		Total	
		N.R.	%	N.R.	%	NR.	%	NR	%	N.R	%	N.R.	%	N.R.	%		
1	Real objects			3	37.5	3	37.5	4	50	1	12.5			1	12.5		
2	Pictures			2	25	2	25	3	37.5	2	25	1	12.5	3	37.5		
3	Models			3	37.5	3	37.5	4	50	1	12.5			1	12.5		
4a	Word flash cards	2	25	5	62.5	7	87.5			1	12.5			1	12.5		
b	Picture	2	25	5	62.5	7	87.5			1	12.5			1	12.5		

	cards														
c	Post cards	4	50	3	37.5	7	87.5	1	12.5						
5	Flip charts	4	50	2	25	6	75	2	25						
6	Blackboard drawings			1	12.5	1	12.5	6	75			1	12.5	1	12.5
7	Mime, action gesture							2	25	5	62.5	1	12.5	6	75
8a	Story games	1	12.5	6	75	7	87.5	1	12.5						
b	Memory game	2	25	4	50	6	75	2	25						
c	Guessing game	1	12.5			1	12.5	3	37.5	3	37.5	1	12.5	4	50
d	Question answer games			1	12.5	1	12.5	2	25	1	12.5	4	50	5	62.5
9	Whole-part relations through visuals	2	25	1	12.5	3	37.5	1	12.5	4	50			4	50
10	Role-play			3	37.5	3	37.5	3	37.5	1	12.5	1	12.5	2	25

N. R. =Number of Respondents

In the above table although half of teachers respondents indicate as they use real objects sometimes, the responses of students in Table 1 and the information collected during interview asserted that teachers rarely use real objects to teach vocabulary lessons. A certain number of teachers (37.5%) mentioned that they use pictures in teaching vocabulary, at the practical level what the majority of the students (55.8%) mentioned seem reasonable that teachers use pictures rarely from outside the class. Perhaps, that is why some of teacher respondents shift to sometimes instead of rarely.

The above Table indicates that models were used rarely by teachers for classroom presentation. Comparing the respondents who said rarely and frequently also may give us hint as some of the respondents simply take the middle position, that is, sometimes. The responses of students (Table 1) and teachers (Table 2) for the above three items have similarities that word flashcards, picture Language in India www.languageinindia.com
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flashcards and postcards were used rarely by teachers. This was also asserted by teachers during interview as they were very busy with high teaching load and other activities in order to prepare and use different visual materials which help them in teaching vocabulary.

Another item in the questionnaire was designed to get information about the use of flip charts in discussing the meaning of words. The responses of the teachers depict that 75% of the teachers indicate rarely and 25% sometimes regarding their use of flip charts. The results in both Table 1 and Table 2 show that 75.8% of the students and 75% of teachers indicate that flip charts were used rarely in teaching the meaning of words. The finding reveals that teachers use sometimes certain simple stick figures to show the meaning of words.

Hence, the overall findings from the analysis of data with different tools indicate that story games and memory games were used rarely. But guessing games, and question and answer games were relatively used frequently. From the overall results obtained in the above discussion, teachers use certain types of visual materials to teach vocabulary. Mime, action, gesture, question and answer games, guessing games and whole-parts relations through visuals were relatively the main types of visuals utilized by teachers to teach vocabulary.

Table 3: Responses of the Students Regarding the Extent Visual Materials Enhance their Vocabulary Learning.

No	Items	Responses													
		Rarely						Sometimes				Frequently			
		Never		Rarely		Total				Frequently		Always		Total	
		No. of	%	No. of	%	No. of	%	No. of	%	No. of	%	No. of	%	No. of	%
1	Real objects	3	2.5	35	29.2	38	31.7	28	23.3	18	15	36	30	54	45
2	Pictures	4	3.3	19	15.8	23	19.2	37	30.8	35	29.2	25	20.8	60	50

3	Models	25	20.8	27	22.5	52	43.3	30	25	16	13.3	22	18.3	38	31.7
4 a	Word flash cards	11	9.2	16	13.3	27	22.5	35	29.2	33	27.5	25	20.8	58	48.3
b	Picture cards	6	5	30	25	36	30	38	31.7	29	24.2	17	14.2	46	38.3
c	Post cards	24	20	29	24.2	53	44.1	31	25.8	21	17.5	15	12.5	36	30
5	Flip charts	18	15	20	16.7	38	31.7	32	26.7	24	20	26	21.5	50	41.7
6	Blackboard drawings	10	8.3	12	10	22	18.3	24	20	33	27.5	41	34.2	74	61.6
7	Mime, action gesture	12	10	19	15.8	31	25.8	32	26.7	32	26.7	25	20.8	57	47.5
8 a	story games	9	7.5	18	15	27	22.5	40	33.3	33	27.5	20	16.7	53	44.1
b	memory games	11	9.2	22	18.3	33	27.5	28	23.3	35	29.2	24	20	59	49.1
c	guessing games	15	12.5	27	22.5	42	35	30	25	26	21.7	22	18.3	48	40
d	Question answer games	3	2.5	16	13.3	19	15.8	26	21.7	34	28.3	41	34.2	75	62.5
9	Whole-part relations through visuals	7	5.8	14	11.7	21	17.5	24	20	39	32.5	36	30	75	62.5
10	Role-play	15	12.5	26	21.7	41	34.2	33	27.5	26	21.7	20	16.7	46	38.3

No. of R. =Number of Respondents

The first item in the questionnaire in relation to this topic was meant to find out the degree to which real objects enhance vocabulary learning. 31.7% of the student respondents said rarely, 23.3% sometimes and 45% frequently. On the other hand, teachers answered the same question as 12.5% rarely, 50% sometimes and 37.5% frequently that the uses of real objects facilitate vocabulary learning.

From this we can understand that greater number of student respondents (45%) pointed out as the use of real objects enhances their vocabulary learning frequently. This idea also supported by reasonable Language in India www.languageinindia.com

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number of teachers which accounted for about 37.5% of the total respondents. Similarly, to the question raised to them during interview both teachers and students indicated that the use of real objects assist the students in getting clear ideas about the meaning of words.

Next an attempt was made to find out the extent pictures enhance vocabulary learning. 19.2% of the students answered as rarely, 30.8% sometimes and the greater numbers 50% said frequently that pictures enhance their vocabulary learning. Teachers also said 12.5% rarely, 37.5% sometimes and 50% frequently in their responses. So from this finding it is possible to judge that pictures facilitate students' vocabulary learning. A high proportion of teacher and student respondents reported that pictures enhance their vocabulary learning. This was greatly supported by the results in the interview as well as observation.

Table 4: Responses of Teachers Regarding the Role of Visual Materials in Enhancing Students' Vocabulary Learning

No	Items	Responses													
		Rarely						Sometimes				Frequently			
		Never		Rarely		Total				Frequently		Always		Total	
		N.R.	%	N.R.	%	N.R.	%			N.R.	%	N.R.	%	N.R.	%
1	Real objects			1	12.5	1	12.5	4	50	2	25	1	12.5	3	37.5
2	Pictures			1	12.5	1	12.5	3	37.5	2	25	2	25	4	50
3	Models			1	12.5	1	12.5	3	37.5	2	25	2	25	4	50
4a	Word flash cards			2	25	2	25			5	62.5	1	12.5	6	75
b	Picture cards			2	25	2	25	2	25	3	37.5	1	12.5	4	50
c	Post cards			2	25	2	25	1	12.5	4	50	1	12.5	5	62.5
5	Flip charts			1	12.5	1	12.5	2	25	4	50	1	12.5	5	62.5

6	Blackboard drawings			2	25	2	25	4	50	2	25			2	25
7	Mime, action gesture							2	25	3	37.5	3	37.5	6	75
8a	Story games			2	25	2	25	1	12.5	4	50	1	12.5	5	62.5
b	Memory game			2	25	2	25	1	12.5	4	50	1	12.5	5	62.5
c	Guessing game							2	25	5	62.5	1	12.5	6	75
d	Question answer games							4	50			4	50	4	50
9	Whole-part relations through visuals			1	12.5	1	12.5	2	25	4	50	1	12.5	5	62.5
10	Role-play			2	25	2	25	2	25	3	37.5	1	12.5	4	50

N.R. =Number of Respondents

The finding of the research indicates that the use of pictures frequently facilitates students' effort to understand the meaning of words. The other point raised in the questionnaire was concerned with the degree models enhance vocabulary learning. From students 43.3% indicated rarely, 25% sometimes and 31.7% frequently that model facilitates vocabulary learning. Teachers on their part mentioned that 12.5% rarely, 37.5% sometimes and 50% frequently that models help them in making brief the meaning of words (Table 4).

During interview also both teacher and student respondents stated that the use of different visual materials facilitates students' vocabulary learning. Cards are the other visual materials that can be used to deliver vocabulary lessons (Table 3 and 4 above). Students gave response as 22.5% rarely, 29.2% sometimes and the largest numbers which were 48.3% frequently that word flashcards help them to learn vocabulary effectively, and for picture flashcards 30% indicated rarely, 31.7% sometimes and

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38.3% frequently. In the same way, postcards also enhance vocabulary learning as the students stated 44.1% rarely, 25.8% sometimes and 30% frequently that postcards facilitate their understanding of word meanings. As the responses of the students depicted word flashcards and picture flashcards were frequently that made clear the meaning of words. This implies that the use of flashcards increase students' knowledge by encouraging them in order to explain what they see on the cards.

Both student and teacher participants were also asked how often flip charts enhance students' vocabulary learning. 31.7% of the students asserted as rarely, 26.7% sometimes and 41.7% frequently that the use of flip charts make easier learning vocabulary. In the same way, 12.5% rarely, 25% sometimes and 62.5% frequently that teachers confirmed flip charts assist the students to develop good knowledge of word meanings. Furthermore, the information yielded by the interview from teachers was also strengthened the importance of flip charts in enhancing students' vocabulary learning. From the responses of the respondents, the finding seems to suggest simple drawing of pictures on the blackboard can help to increase the interest of the lesson, and are often a good way of showing meaning and conveying situations to the class.

It appears that story games, memory games, and guessing games enhance greatly the teaching of vocabulary. Games can be used to improve the students' command of a particular item of language: sounds, vocabulary, spelling etc. Similarly, students mentioned that question and answer games clarify word meanings as 15.8% rarely, 21.7% sometimes and 62.5% frequently. This implies that different games help the students in order to build confidence in them and experiment with the language. Besides, in all the four types of games the greater proportion of the students claimed that the use of these techniques help them frequently for their vocabulary learning. During interview the majority of the students pointed out the importance of using games in order to develop confidence and to select the words that they use to achieve the goal of carrying out the various games.

Analysis of Data from Classroom Observation

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Classroom observation was one of the instruments used to collect information about what was going on during the actual teaching-learning process. The engagement of students in vocabulary learning activities and the use of visual materials were examined during classroom observation.

During many of the classroom observation, the researcher saw while teachers were using the techniques on the student's textbook and to some extent body language to teach the meaning of certain words. The students also did not take part actively like that of when teachers used visual materials on student's textbook. But there was less students' participation in the remaining consecutive observations, when teachers did not use visual materials. Besides, the researcher did not observe any visual materials that teachers brought to the classroom from outside during the whole eight lessons.

As a whole from the classroom observation, the researcher has seen that teachers rarely use visual materials to teach vocabulary even if they know that visual materials facilitates vocabulary learning to a greater extent. It needs teachers' willingness and devotion to use the locally available materials to present vocabulary lessons. The presence of visual materials in the student's textbook may also encourage the students to use the book and to do their own independent learning. As far as there are a number of visual materials that can be used for teaching vocabulary, it seems that what was incorporated in the student's textbook is not satisfactory. Moreover, the types of other techniques used throughout the book was related to contextual guessing, matching, fill in the blank space, and the use of word puzzle. Consequently, the results elicited from teachers interview and document analysis depicted that the main types of visual techniques like different games, cards, role-play, etc. discussed in chapter two were not included in vocabulary section of the student's textbook. Therefore, the document analysis, the open-ended and interview questions reveal that the majority of the techniques which teachers use and what is incorporated in the student's textbook do not meet the interest and needs of the students.

Conclusion

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The purpose of this study is to examine the role of visual materials in teaching English language vocabulary. The subjects of the study were three grade 8 second cycle primary schools in Robe town and its surrounding in Bale Zone. One hundred and twenty students and 8 teachers were included in the study. Four instruments, namely, questionnaires, observation, interview and document analyses were used to collect the data from the respondents. Based up on the information collected through the above tools, the results of the study revealed that teachers use visual materials like real objects, cards, charts etc. rarely in teaching the meaning of words. On the other hand, the majority of teacher and student respondents answered that visual materials enhance students' vocabulary learning frequently. Specially, various types of cards, language games, charts, pictures, etc. assist the teaching of vocabulary to a greater extent.

According to the responses elicited from teachers and students through open-ended questions, the students were eager to learn vocabulary with the help of visual materials. Moreover, the respondents underlined that learning vocabulary through visual materials assist the students to communicate effectively with the language. They added that as the use of visual materials gave the students opportunity to express their ideas and feelings with the language they have in their exposure. On the other hand, during document analysis the researcher observed as the number of visual techniques incorporated in the textbook is not sufficient to assist the students in order to facilitate their vocabulary learning. Teachers also elaborated during interview as the student's textbook did not include satisfactory number of visual techniques that help their students to understand the meaning of words.

To put into a nutshell, both teachers and students argued that visual materials enhance students' vocabulary learning. On the contrary, it was rarely that teachers used visual materials to teach English vocabulary. It seems that there were fewer attempts on the part of teachers to supplement the textbook with visual materials that facilitate vocabulary learning.

Recommendation

It has been generally argued that the use of visual materials facilitates language learning apart from Language in India www.languageinindia.com
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their motivational value in teaching. It is also believed that the students learn best when they are engaged in the activities instead of being passive listener to teachers' explanation. Moreover, the use of various types of visual materials gives the students the opportunity to use their own ideas and expand their vocabulary knowledge. Thus, on the basis of the findings obtained in the study, the following recommendations are forwarded in order to help the students to develop sound knowledge of vocabulary.

- Although teachers know that visual materials facilitate vocabulary learning, it was rarely that they use in the actual teaching-learning process of word meanings. Hence, it is recommended that teachers should use visual materials that can easily be produced by teachers or students from locally available materials.
- The use of various types of visual materials assists the students in learning the meaning of words. They also help the students in order to interact actively using the language for meaningful communication. Therefore, teachers should spare time to present different visual materials that motivate and encourage the students to carry out effective interaction with the speaker of the language.
- The section of vocabulary in student's textbook should be improved so as to include various types of visual materials that enhance vocabulary learning. As far as the students have different styles they can easily benefited from the use of pictures, cards, language games, charts, role-play, etc. So it is recommended that textbook writers have to think of revising this part as much as possible.

Finally, if these recommendations are acted upon, the students will get the opportunity to involve themselves in active vocabulary learning activities which in turn improve their knowledge of words.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

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Teaching Compulsory English to Large Classes in India

Solanki Gopalkrishna Ramjibhai

Abstract

It is widely admitted that teaching English to a large class has certain disadvantages over a small class. But in many schools even universities in India, large class teaching is still a common practice. English teachers in many universities in India often have a lot of teaching difficulties and problems. Therefore, it is necessary for those teachers to understand the main principles and learn some basic strategies for large class English teaching in order to improve their teaching. This paper aims to suggest some guidelines for large class EFL teachers.

English Classes are Large

In recent years more and more students have been enrolled in many colleges. At the same time, English is a very important required course for them. So, English teachers are in

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great need in colleges. It is a normal phenomenon for teachers to teach English in a large class in which there are more than one hundred students. How we can teach the foreign language effectively has been a problem puzzling all the English teachers. More importance has been attached to the learning process and learning strategies of learners instead of only just focusing on results of learning and transformation from teacher - centered tradition to the learner-centered learning, i.e., more attention to the individuality of learners, such as their self-discipline, their self-dependence, and their self-determination. Therefore, it is necessary to suggest ways for large class EFL teachers to cope with the special problems in large class English teaching in order to help them improve their teaching. In this article, some teaching strategies will be discussed.

Challenges Posed by Large Classes

Before giving any suggestions, we should first consider the many challenges that large class EFL teachers may encounter in their work: In large class situation, teachers have more students to know and more names to remember. In large class situation, it seems that students' attention wandering happens more easily. In large class situation, each student is more easily influenced by others and it is more difficult to keep good discipline going in class. In large class situation, teachers have much more to prepare for students of different abilities, wanting to learn different things at different speed and in different ways. In large class situation, teachers cannot easily give each student the individual attention they need. In large class situation, teachers may not have enough teaching and learning aids. In large class situation, teachers have to spend more time checking students' works. In large class situation, teacher may have to spare more efforts to prepare a multi-level assessment for different students, etc.

Teachers Feeling Discouraged

It's quite normal for inexperienced teachers to feel discouraged while facing all these difficulties, it's also necessary for them to know that although large class EFL teaching has its disadvantages, it also has some advantage compared with small class teaching. When there are many students in a class: They can share many different ideas and interesting life experiences. They can discuss and learn from each other. More students can make the group work and collaborative learning more effective,. More students may bring up variety and speeds up the work, etc. Therefore, it is not the number of students that is the determinant of success in EFL teaching. How teachers manage and administrate the classroom activities is very important. In the following parts we will give some suggestion to large class EFL teachers.

1. Understanding Individual Students in Large English Classes

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Good understanding of every student in a large class is very important of a successful teaching. As we all know, the feeling of being cared by teacher may lead to interest and passion in learning, while the feeling of being neglected may depress the learners from the beginning. In a large class, as the opportunity for contact between students and teacher is significantly reduced, if teachers only give general instructions to all the students at the same time, they may fail to help the individual students efficiently in their learning. The students who cannot get enough care and help may be discouraged and become less interested in learning. As time goes on, they will give up. So, the overall understanding of each student in the class is a must for the teachers. Only by knowing the individual student better can it be possible for the teacher to serve specific help for them in their language learning and thus make the teaching more pertinent.

2. Clarifying Learning Goals to Inspire the Motivation and Interest of the Students

Knowing clearly what to do and why to do it is always helpful for students learning any subject. It is also the case in large class English teaching. To stimulate and sustain the students' interest in learning is a priority in large class teaching. Students who have more interests in English learning are often ready to take greater effort in their study and thus get a better understanding of the language they learn. Study shows that those who have more clear structure and set of goals to guide their learning in class often get better results than their fellow classmate. Being aware of the goals they are expected to achieve also helps the students to monitor their own learning and check their understanding against the stated objects. As a result of all this, learners' who has interests and passion in English learning can always save much of the teacher's effort. So it is important for the teacher in large class English teaching to clarify learning goals for the students.

3. Use of Group Work and Collaborative Learning

Group work is frequently used by large class teachers. A well-planned group work with each group given clear, defined and achievable goals, can promote deeper and broader learning outcomes for all students. It not only can help students develop language and communication skills but also can give the students' opportunities to experience cooperated learning. The positive and pleasant atmosphere will help to realize the notion of learner - centered language teaching. What is more, group work turns the competition between individual students into a race of different groups. In a large class EFL teaching, the advantage of group work may be doubled. On the one hand, too many students make it impossible for the teacher to give proper directions to each of them; on the other hand, the many students make it easier to share their ideas. With all these merits, group work and pair work are no doubt a very reasonable choice in large class EFL teaching. When planning a group work, teachers should know clearly what the students are supposed to achieve and

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outline expectation and provide guidance on how to coordinate the group object.

4. Foster the Students' Independent Learning Abilities and Reduce Their Dependence on Teacher

In colleges, students should learn how to study by themselves in stead of just listening to teachers in classes. In India, most teachers have been used to the traditional teaching method, that is, teachers keep talking for the whole class while students just sit there listening, especially in Higher Secondary high school. That's why most freshmen find it hard to adapt themselves to their college life. So part of teacher's role is to teach their students strategies that are more effective and appropriate to their learning needs. Good learning strategy is important to anyone in learning. As opportunities for large class students to get timely help from their teacher is much less than students in small classes, large class teachers, therefore, should spend more time to help their students to find their own method. Once they have formed their own learning system, the students will be less dependent on their teachers, and reduces reliance on teacher as the only source of information.

5. Different Learning Materials and Different Teaching Forms

The more students there are in a class, the more needs they have. Different students have different language levels and different learning styles in large class. Some students prefer to learn by listening, others may like visual representations; still others like to learn by doing. So teacher should collect as much learning aids as he/she could to meet the different needs of students in a large class. How they arrange their class is of great importance. Since students have different tastes for language learning, a teacher also needs to plan his/her lesson in a student-centered manner. Teachers should try their best to think of a way to arouse the students' interest in their class. How can they explain the text and grammar? How can they make students involved in the practice of the conversation? How can they keep their students interested in language learning? All these need the teachers to provide some different learning materials and different teaching methods in their class. Besides these, there are also other strategies, such as, talk with individual student after class, finding their problems and understanding their feelings, understand the students with true love, knowing their need for English learning as well as other needs.

In fact, most students are easily moved by their teacher's love and care or their devotion in work. Because of this, they will always have more passion and put more effort in the subject that the teacher is teaching and the teacher can therefore get twice the result with half the effort. At the same time providing a welcoming and engaging learning environment is also very important. It will make the study easier and happier. But in large classes, teachers often neglect some of the students unconsciously. These students who are neglected are those who are not good at English and need more help from their teacher.

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Lack of attention in classes will become negative stimulus and cause the students lose their interest and be unwilling to cooperate with the teachers in class. What is more, their negative feeling may spread to others, and make more students feel depressed, so large class teachers should often take some measures in their class to arouse their students' interest and initiative. In fact, the number of students in a class is not the last determinant of success in EFL teaching. Much room is left for teachers to take advantages of large class EFL teaching to get a better result.

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12 : 3 March 2012

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LANGUAGE IN INDIA

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Volume 12 : 3 March 2012

ISSN 1930-2940

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The Current State of the Art in ELT with Special Reference to the Use of the First Language in EFL Classes in Vietnam

Nguyen Trong Nhan, M.A.

Ho Thi Lai, M.TESOL

Abstract

This article analyzes the importance of the L1 use in EFL classrooms and seeks answers to the question of when and how to use the mother tongue in EFL classrooms in Vietnam and all over the world. The paper begins with a glimpse in the historical sequence of the six most-recognized ELT approaches and methods, which will highlight periodic changes in the role of L1 in the L2 teaching. The article then looks at some interesting current trends in English language teaching methodology with reference to the context of Vietnam. Finally, the paper clarifies some benefits as well as disadvantages of using the L1 in the L2 classroom before coming up with the conclusion and recommendations in terms of how and when to use (or to allow the use of) the students' native language in the EFL classroom.

Keywords: L1, first language, mother tongue, native language, EFL, Vietnam

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Introduction

All ESL/EFL learners, whatever their situations, come to the classroom with at least another language, the mother tongue (L1). They may use their L1 in the classroom to communicate with one another or with the teacher whether the teacher wants them to or not, or they may be translating what they are learning in their heads (Harbord, 1992). Indeed, the latter process is a natural part of any language learner's behavior. Many EFL teachers also often use the first language in class especially with low-level students (Dajani, 2002). According to Harmer (2007b), there is a strong body of opinion which says that the classroom should be an English-only environment. Nevertheless, this opinion has been seriously questioned by a great number of methodologists and educators (Dajani, 2002; Deller, 2003; Naimushin, 2002; Nation, 1997; Ton, 2006). Unquestionably, a view on when and how to use the L1 in the ESL/EFL classroom has become the major issue for consideration.

This study's purpose is not to overstate the L1 role or advocate greater use of L1 in the EFL classroom, but to discuss and clarify some conceptions such as whether the ESL/EFL teachers should use the mother tongue in class or when there is a need for it or whether the often-mentioned principle of no native language in the ESL/EFL classroom is justifiable. The paper also aims to report on the "State of the art" of the use of L1 in ELT with special reference to the Vietnamese context.

Brief Historical Background on the Use of the First Language in ELT

Grammar-Translation

Many of the seeds growing into present-day ELT methodologies were sown in debates between more and less formal attitudes towards the place of the learners' first language in the classroom. According to Harmer (2007b), before the nineteenth century, most people thought that to learn a foreign language was mainly to consult lists of foreign words in dictionaries. Nevertheless, in the nineteenth century, moves were made to bring foreign language learning into school curriculums, and so something more was needed.

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This gave rise to the Grammar-Translation method. Typically, the Grammar-Translation method (which was first named as such in Germany in the 1780s) did exactly what it said. Learners were first given explanations of individual points of grammar, and then sentences that exemplified these points. These sentences had to be translated from the target language back to the students' L1 and vice versa. According to Richards and Rodgers (1986), a key feature of Grammar-Translation was that the students' native language was employed as the standard medium of instruction which was used to explain new items and to draw comparisons between the foreign language and the student's first language. Obviously, the language used in class is mostly the students' mother tongue and the meaning of the target language is made clear by an equivalent translation in the students' native language.

According to Larsen-Freeman (1986), the Grammar-Translation was the dominant method until the end of the nineteenth century and was still of widespread use until 1930s. At one time, this method was called Classical Method because it was first used in the teaching of the classical languages, Latin and Greek. It was hoped that, through the study of the grammar of the L2, learners would become more familiar with the grammar of their L1, and this familiarity would help them speak and write in their L1 better. Although it was recognized that many learners would probably never use the target language, the mental exercise of learning it would be beneficial, anyhow.

The Grammar-Translation method still has its relevance today, although it is not practiced as a method in the same way. Most language learners still do the translation in their head at various stages somehow, and they can learn a lot about a foreign language by comparing parts of it with parts of their own mother tongue. However, Harmer (2007b) stated that a number of features of the grammar-translation method were worth commenting on. Firstly, language was treated at the level of sentences only, with little study, certainly at the early stages, of longer texts. Secondly, there was little consideration of the spoken language. Thirdly, accuracy was considered a necessity. Harmer (2007a) also commented that a total concentration on grammar-translation stopped learners from getting the kind of natural language input, which would help them acquire language (because they are always looking at L1 equivalents). The full attention to grammar-translation also failed to give students opportunities to activate their schemata. If they are always translating the

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language, they are not using the L2 communicatively. In other words, this method teaches people about the target language but does not really help them communicate naturally with it.

Klapper (2006) also summarized the problems with the Grammar-Translation as follows. Firstly, the language knowledge taught was often very complicated and was not conducive to the fluent and natural use of the FL. Secondly, the creative use of the FL was subordinated to the L1 – There was only a medium discussion of the FL system and there was no role for learning through doing.

In short, the ability to communicate properly and naturally in the target language must be a crucial goal of foreign language instruction, which is much more important than the ability to translate each language into the other. The researchers do not think that students can be considered successful language learners just because they can translate from one language into another. Sometimes, it is apparently impossible to find L1 equivalents for some L2 words.

Direct Method

At the end of the nineteenth century, a reform movement with diverse European roots brought great changes to language learning and teaching (Larsen-Freeman, 2000). The Direct Method (DM) was a product of this movement which was reacting to the restrictions of Grammar-Translation method. DM has one basic rule that is the students' L1 should be avoided at all costs and students should learn to think in the L2 as soon as possible. Actually, DM receives its name from the fact that meaning is to be connected directly with the target language without going through the process of translating into the students' L1. The teacher should demonstrate, not explain or translate and it is desirable that students make a direct association between the target language and meaning (Davies, 2000).

According to Klapper (2006), DM was most famously associated with Maximilian Berlitz whose language schools enjoyed noticeable popularity during the twentieth century. DM was based on the precept that language knowledge was acquired through experience.

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It, therefore, insisted that FL learning should imitate the process of L1 acquisition, and that L1 needed to be placed in the FL classroom. Similarly, just as infant learners do not use the written language to learn their mother tongue, the written words should be withheld from FL learners for as long as possible. In addition, neither formal grammar nor translation was believed to play any significant role in the FL learning process, as both of them involved the use of L1.

Nevertheless, Klapper (2006) also indicated the shortcomings of DM. Its fundamental problem is that FL learners come to the learning task with a ready-made system of knowledge, which is firmly tied to the real world of objects and ideas. Consequently, they can only understand the FL meaning of things via reference to the L1 system, in contrast to the slow and gradual process of sound-object identification of the infant L1 learners. Moreover, DM's dogmatic use of the FL can also cause teachers to waste time avoiding L1.

In short, the Direct Method may have been a reaction against incessant translation. However, allied to the inexperienced teachers who have just started to discover the world of FL teaching, it creates a powerful prejudice against the presence of the L1 in language lessons.

Audio-Lingual Method

According to Davies (2000), the Audio-Lingual Method grew indirectly out of a program developed by American linguists and psychologists for the US army during the Second World War. However, it really took shape when American Structural Linguistics and Behaviorist Psychology were adopted as the twin foundations of a "scientific" approach to FLT in the late 1950s.

This method capitalized on the suggestion that if the teacher described the grammatical patterns of English, he/she could get the students to repeat and learn them. Audio-Lingualism (and Behaviorism) then lost its popularity because commentators argued that language learning was far more subtle than just the formation of habits (Harmer, 2007a).

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According to Larsen-Freeman (1986), some of the Audio-Lingual principles are similar to those of the Direct Method. For instance, they believed that the first language and the target language had separate linguistic systems; hence, the two languages should be kept apart. The learners' habits of L1 were thought to interfere with their attempts to master the target language. Therefore, only the L2 was used in the classroom, not the students' mother tongue. Students had to over-learn the FL in order to use it automatically without stopping to think. Students could achieve this by forming new habits in the FL and overcoming the old habits of their L1. The teacher should do a contrastive analysis between the FL and the learners' L1 in order to anticipate the places where the students might have troubles.

One of the major challenges of foreign language teaching is getting learners to overcome the habits of their L1. Although the researchers are not in favor of the Behaviorist principle of learning through repeating grammatical patterns, their interpretation definitely comes in line with the Audio-Lingual principle that a comparison between the native and the target language will reveal where the teacher should expect the most interference as well as will tell the teacher in what areas her/his students will probably experience difficulty.

Community Language Learning

According to Larsen-Freeman (1986), the Community Language Learning was developed by Charles Curran in the USA from the mid-1970s. It advised teachers to consider their learners as "whole people". This means that teachers should consider not only their students' feelings and intellect, but also the relationship among the students' physical reactions, their instinctive protective reactions and their desire to learn.

The following extract is an observation of a Community Language Learning lesson:

The learners sit in a circle, with the teacher standing outside it. Any learner can volunteer to ask a question or make a statement (in the L1 at beginner level). The

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teacher repeats this question or statement in the L2 as many times as the learner wishes to hear it. Then the learner says it, recording it onto a cassette. Another learner responds to the question or statement (again in the L1 at beginner level), listens to the teacher repeating the response in the L2, and records it onto the cassette. In this way, a conversation in the L2 among the learners is slowly built up on the cassette. The teacher then replays the whole recording and the learners listen to their 'conversation'. (Davies, 2000, p. 192)

The above description illustrates a remarkable feature of the Community Language Learning method – the learners, not the teacher and not the institution, create the syllabus according to their own interests and concerns. In this method, the learners' native language was used to make the meaning clear. According to Nguyen (2005), instructions in Community Language Learning class and sessions during which the learners expressed their feelings were conducted in their L1. It was also believed that students would feel more secure when they understood everything, and this security was initially enhanced by using their first language. Therefore, literal L1 equivalents were given to the target language words where possible. This allowed learners to combine the target language words in different ways to produce new sentences. In later stages, of course, more and more of the target language could be used. For instance, conversations in the target language could replace native language conversations.

Studying the Community Language Learning method, the researchers completely agree with Charles Curran that by understanding the students' fears and being sensitive to them, the teacher can help his/her students overcome their negative feelings and turn these feelings into positive energy to further their learning. However, it is wondered if in a class where the students speak a variety of native languages, what language will be chosen to make the conversations that should take place right from the start of the lesson? Probably, the target language must be now used as a common tool and here the principle of using the L1 to help the learners feel more secure cannot be carried out.

Natural Approach

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During the second half of the nineteenth century, several scholars criticized the Grammar-Translation method and proposed their own alternatives for foreign language instruction. These alternative approaches paid much greater attention to the avoidance of the learners' native language use in TEFL. For example, proponents of the "Natural Approach", developed by Tracy Terrell in the USA from the late 1970s, later in collaboration with Stephen Krashen, argued that a foreign language could be taught without translation or the use of the learner's mother tongue if meaning was conveyed directly through demonstration and action (Nunan & Lamb, 1996).

In 1984, Franke (cited in Nunan, & Lamb, 1996, p. 99), a German scholar, wrote on the psychological principles of direct association between forms and meanings in the target language and provided a theoretical justification for a monolingual approach to foreign language teaching. In support of Franke's principles, Richards and Rodgers (1986) said that a language could be taught best by using it naturally and actively in the classroom rather than by using analytical procedures that focus on translation of grammar rules. Teachers had to encourage direct and spontaneous use of the foreign language in the classroom and learners would then be able to induce rules of grammar. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures.

However, it is not true that the learners' L1 was completely avoided in a Natural Approach lesson. In Krashen and Terrell's *The Natural Approach* (cited in Nunan & Lamb, 1996, pp. 98-101), the students listen to the teacher using the L2 communicatively from the beginning of instruction, and communicative activities prevail throughout the course. The teacher helps her students to understand her by using pictures and occasional words in the students' native language. In many ways, the Natural Approach is similar to the Direct Method. The only difference is that in the Natural Approach learners are permitted to use their L1 along with the target language as they respond to their teacher.

Communicative Language Teaching

According to Davies (2000), the Communicative Language Teaching (CLT) grew out of new theories of language learning that developed in the 1960s and 1970s in Britain, the

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USA, and elsewhere, as well as new classroom procedures. In this method, language is not just patterns of grammar with vocabulary items but it also involves functions such as apologizing, inviting, requesting, etc. The learners also get enough exposure to the target language and opportunities for this language use (Harmer, 2007a).

Larsen-Freeman (1986) states that the students' native language has no particular role in the Communicative Approach. The target language should be used not only during communicative activities, but also, for example, in explaining the activities to the students or in assigning homework. The students learn from these classroom management exchanges, too, and realize that the target language is a vehicle for communication, not just an object to be studied.

CLT has a beneficial effect because it reminds teachers that people learn foreign languages not so that they will know about them, but so that they can communicate with them. Nevertheless, it seems that CLT lays too much emphasis on the role of the target language. In accordance with Sato and Kleinsasser's ideas (1999), the researchers believe that the thorough focus on the L2 role results from the mistaken identity of L1 in the L2 learning and the dogmatic use of the target language can further lead to a build-up of affective factors such as stress, frustration and embarrassment.

Developments and the Current State of the Art with Reference to the Context of Vietnam

According to Richards (2002), the ELT world has witnessed an era of improvements and innovation in ELT methodology since the 1970s. The Communicative Language Teaching Method came to replace the Direct Method and Audio-Lingual Approach that reinforce the importance of avoiding the use of the first language in ESL/EFL classrooms. At present, while the CLT is still alive, many of the "novel" methods of the 1970s, such as The Silent Way and Counseling Learning, have largely disappeared. Noticeably, certain variants of Communicative Language Teaching and "Natural" approaches have also acknowledged the significant role of the first language (Nunan & Lamb, 1996).

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Richards and Lockhart (1994) say that we are now in what has been called the “Post Methods” era, which has led to an emphasis on the processes of learning and teaching rather than ascribing a central role to methods as the key to successful ELT. Language teaching, obviously, has shifted from a search for the perfect method to the understanding of language and how language learning takes place through Reflective Teaching and Action Research. Recently, there has been an increasing attention to the merits of using L1 in the ESL/EFL classroom among the ELT profession. Several studies related to the role of L1 in the L2 teaching have been conducted across the world in order to develop post-communicative methods which consider L1 as a classroom resource. The Functional-Translation Method by Robert Weschler, which combines the best of traditional Grammar-Translation and the best of modern Direct, Communicative Methods, can be taken as an example (Weschler, 1997).

As a teacher of English at the tertiary level in Vietnam, Ton (2006) often found writing by her fourth-year students that was full of grammatical errors, or even a graduation paper full of poorly written sentences. She also stated that a large number of her fresh university graduates were not employed by foreign enterprises because of their poor English listening and speaking skills. Many investigations carried out with the aim of improving the quality of teaching and learning English in Vietnam show that “traditional pedagogy, emphasizing the acquisition of grammar and vocabulary rather than communicative competence” (Pham, 2005b, p. 337) is one of the causes of the problem. Therefore, since the early 1990s Communicative Language Teaching (CLT) has quickly become popular in Vietnam (Nguyen, 2005; Pham, 2005a, 2005b; Phan, 2004). At present, most Vietnamese teachers of English, especially those who have experienced Western-training programs, are convinced that the Communicative Language Teaching enhances the learning process, and they feel inspired to adopt CLT in their classroom (Kramsch & Sullivan, 1996; Le, 2001; Lewis & McCook, 2002; Nguyen, 2005; Sullivan, 2000). Perhaps, the popularity of CLT in Vietnam derives from the fact that this approach can be interpreted in different ways and used to support many classroom procedures. This is because the CLT refers to a various set of rather general and uncontroversial principles such as “calling for learner involvement, allowing learners choice, changing teachers’ and

students' roles, and breaking down hierarchic barriers in the classroom” (Larsen-Freeman, 2000, p. 66).

In accordance with the popularity of CLT in Vietnamese classrooms, it seems that the only use of English in ELT is widely supported. Nevertheless, the use of mother tongue in the process of English language teaching is still common in Vietnam (Nguyen, 2006). Many Vietnamese teachers have employed the L1 in explaining grammatical issues, making comparisons for translation, improving the learners' pronunciation, giving instructions, or at least giving feedback, so that their students might feel more at ease in learning English and the learners' language acquisition might be quickened. (Ton, 2006)

Benefits of Using the L1 in the L2 Classroom

There have been many experiments' findings that were supportive of the use of L1 in the ESL/EFL classroom. In their studies, Tang (2002) and Miles (2004) generally found that the proper use of the mother tongue in English language classes did not hinder the L2 learning, in stead; it could assist both teaching and learning process and facilitate the development of the L2 competence. Vaezi and Mirzaei (2007) also concluded that the mother tongue, if used purposefully and systematically, could have a constructive role in teaching other languages. At least the L1 use can keep the rapport and social atmosphere of the class in good repair thanks to jokes and small talks about aspects of lives.

Particular Benefits to Students

Atkinson (1987), in his discussion about general advantages of the native language use, claims that to let learners use their L1 is “a humanistic approach” which allows them to “say what they really want to say sometimes” (p. 242).

In his article entitled “Using L1 in the L2 classroom”, Schweers (1999) argues that a second language can be learned through raising awareness to the similarities and differences between the L1 and the L2. Talking about the same issue, Deller (2003) also

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believes that it is useful for learners to notice differences between their L1 and the L2 because this will help them understand certain classes of errors.

In terms of learner autonomy and evaluation, Ellis (2003) proposes that L1 allows students to give ongoing feedback about the course and their experiences of learning much more fluently than they will if they are only using English. “In the process of discovery and creation”, “the effect of the mother tongue on learning L2” is also “facilitatory” (p. 94).

Duong (2006), in her “Community values and classroom dynamics in Vietnam”, states that when students use their first language between themselves and with the teacher, it has a positive effect on group dynamics.

Particular Benefits to Teachers

It is evident that non-native speakers account for the vast majority of teachers of English all over the world. These teachers’ English is usually not good enough to carry out the English-only teaching in the classroom. For this reason, the insistence on the monolingual approach may result in their reduced ability to communicate and consequently their reduced teaching performance (Miles, 2004).

According to Nunan and Lamb (1996), in most foreign language contexts, using the students’ first language to give brief explanations of grammar and lexis, as well as for explaining procedures and routines, can greatly facilitate the management of learning.

Nguyen (1999) and Zacharias (2003), reporting on the use of L1 in L2 teaching, pointed out the possible uses of L1 in the process of teaching L2 including explaining the meaning of new words or grammatical points, giving instructions, checking learners’ understanding and giving feedback to individual learners.

If the teacher wants to make a “learning contract” with his/her students, or to ask them what they need (a needs analysis), the teacher will get more from lower-level students if he/she does it in the students’ L1 rather than struggling through with English. In discussing

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matters personally with students, then again, the teacher will have more success at lower levels if he/she can use the students' L1.

Disadvantages of Using the L1 in the L2 classroom

According to Harmer (2007b), a serious objection to the use (especially the over-use) of the students' L1 is that it restricts the learners' exposure to the target language. It is possible, for example, to make good situation for the use of their mother tongue when we give instructions, but this will reduce their exposure to a type of English which is 'an ideal source of language for student acquisition' (Harbord, 1992, p. 353). Indeed if the teacher is a principal source of useful comprehensible input, then the more time we spend speaking English, the better.

There is one typical situation where the use of the L1 seems counter-productive. This is when the teacher encourages the learners to use English in communicative speaking tasks, whose purpose, after all, is to give the learners opportunities to communicate in English. The teacher may understand the students' natural inclination to communicate in the best way they can (i.e. in their native language), but it will be meaningless for the purpose of the activity that the teacher asks them to engage in (Harmer, 2007b).

Agreeing with Harbord (1992)'s idea that English is 'an ideal source of language for student acquisition' (p. 353), Cook (2001) believes that learners of English should be exposed to an English using environment as much as possible. Krashen, a pivotal advocate of the only-L2 use in the language classroom, continues this idea by stating that "comprehensible input is the only causative variable in second language acquisition" (1986, as cited in Brown, 2000, p. 280). He means, "Success in a foreign language can be attributed to input alone" (Brown, 2000, p. 280).

The supporters of the monolingual approach also indicate that the major impediment to the L2 learning is the interference from L1 knowledge (Cook, 2001). Krashen (1981), in his *Second Language Acquisition and Second Language Learning*, suggests that the mother tongue knowledge is a source of errors in learners' L2 performance. He also reports, "A

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high amount of first language influence is found in situations ... where translation exercises are frequent” (p. 66).

In general, the ESL/EFL teacher's principal job is to help his/her learners develop their proficiency in English. For this reason, a balanced approach is needed, which not only sees the positive role of the native language but also recognizes the importance of maximizing the target language use in the classroom.

Conclusion

According to Stern (1992), the use of L1 in the L2 teaching is “one of the most long-standing controversies in the history of language pedagogy” (p. 279). With this paper, the researchers have clarified the fact that the use of the first language has a small but significantly important role to play in the ELT methodology literature.

In conclusion, second language use in the foreign language classroom needs to be maximized wherever possible, by encouraging its use and by using it for classroom management. It is advisable for ESL/EFL teachers to use English, as often as possible, and not to spend a long time talking in the students’ L1. Moreover, teachers should progressively eliminate the use of the L1 from the classroom at higher levels because there should be an English environment in the English-language classroom, anyway.

Nevertheless, research shows that some kind of a ban on the use of the learners’ L1, or the monolingual approach, seems impractical because it seems highly probable that ESL/EFL students’ identity is formed to some extent by the first language they learn as children and their natural inclination to communicate in their mother tongue is non-negotiable. Whether teachers like it or not, students are still thinking both in their L1 and in the target language that they are studying. This kind of code switching between L1 and L2 is naturally developmental (Nguyen, 2006), and not some example of misguided behavior.

Recommendations

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In the light of Harmer's ideas (2007b) and what have been discussed previously in this paper, the researchers would like to make some following suggestions in relation to how and when to use (or to allow the use of) the students' L1 in the EFL classroom:

First, the teacher should acknowledge the position of the first language in learning a second language because it makes no sense to deny the importance of the students' L1 in their L2 learning. Second, the teacher should use appropriate L1, L2 activities that maximize the benefits of using the students' L1, for example translation exercises, tasks contrasting the two languages in areas of grammar, vocabulary, pronunciation or discourse. Third, the teacher should give clear guidelines and instructions because students need to know when their mother-tongue use is productive and when it is not. Last, the teacher should ask the students for their opinions on the L1 use too, so that we can make some kind of a "classroom contract". Students will have then agreed about when the L1 use is appropriate and when, on the contrary, it is counter-productive.

According to Davies (2000), good teachers have always tried to find more effective ways of carrying out their work, usually adopting some kind of approach or method. As a language teacher you must make decisions all of the time. Some of your decisions are relatively minor ones but other decisions may have more profound implications. "It is you, after all, who have to make the connection to your own teaching situation and to make the informed choice" (Larsen-Freeman, 1983, p. 36).

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Nguyen Trong Nhan, M.A. and Ho Thi Lai, M.TESOL

The Current State of the Art in ELT with Special Reference to the Use of the First Language in EFL Classes in Vietnam

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Gandhi in Indian Fiction

P. Sreenivasulu Reddy, M.A., M.Phil., Ph.D.



Gandhi

Abstract

In the twenties and early thirties of twentieth century Gandhi was not the undisputed leader of the masses. There were many who did not have faith in his non-violent non-cooperation movement. But his social reforms like eradication of untouchability and picketing toddy shops and sarvodaya ideals received the attention of one and all. The humiliated and long neglected section of the society at last found one who championed their cause. This article explains how Mahatma Gandhi is introduced into the Indian English fiction in various ways. It also discusses how He appears as a character in Mulk Raj Anand's *Untouchable* (1935), *The Sword and the*

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Gandhi in Indian Fiction

Sickle (1942) and *Little Plays of Mahatma Gandhi* (1991), KA. Abbas's *Inqilab* (1955), R.K. Narayan's *Waiting for the Mahatma* (1955) *The Vendor of Sweets* (1967). and Nagarajan's *Chronicles of Kedaram* (1961).

Mahatma Gandhi in Indian Novels

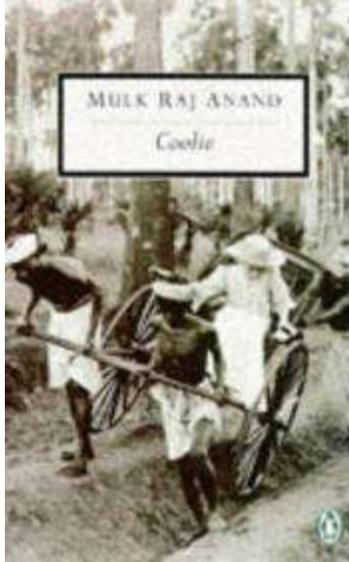
Mahatma Gandhi is introduced into the Indian English fiction in various ways. He appears as a character in Mulk Raj Anand's *Untouchable* (1935), *The Sword and the Sickle* (1942) and *Little Plays of Mahatma Gandhi* (1991), KA. Abbas's *Inqilab* (1955), R.K. Narayan's *Waiting for the Mahatma* (1955) and Nagarajan's *Chronicles of Kedaram* (1961). Though he does not appear as a character in KS. Venkataramani's *Murugan, the Tiller* (1927) and *Kandan, the Patriot* (1932) or Raja Rao's *Kanthapura* (1938), Gandhi is the driving force and is represented by idealized characters. Gandhi's followers appear in Bhabani Bhattacharya's *So Many Hungers* (1947), Mrs. Sahgal's *A Time to be Happy* (1957) and R.K. Narayan's *The Vendor of Sweets* (1967).

A Leader in Making

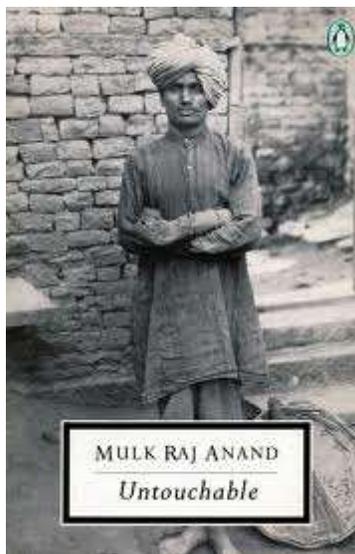
In the twenties and early thirties of the last century, Gandhi was not the undisputed leader of the masses. There were many who did not have faith in his non-violent non-cooperation movement. But his social reforms like eradication of untouchability and picketing toddy shops and sarvodaya ideals received the attention of one and all. The humiliated and long neglected section of the society at last found one who championed their cause. Many Indian English novelists like K.S. Venkataramani and Mulk Raj Anand felt that Gandhi was more effective as a social reformer. This is clearly revealed in their *Murugan, the Tiller, Kandan, the patriot and Untouchable* respectively.

By the late thirties and forties, Gandhi with his successful Salt Satyagraha proved to the world the effectiveness of nonviolent struggle for independence. Apart from his ahimsa, his love of truth and spirit of sacrifice made him the guiding spirit of the Indian freedom struggle. Influenced by him, many sacrificed what little they had for the sake of making India a free country.

Mulk Raj Anand and Gandhi



Mulk Raj Anand introduces Gandhi as a character in *Untouchable*. Anand is objective in his portrayal of Gandhi. He makes the innocent victim, Bakha, listen to every word of Gandhi in rapt attention, with the hope that his misery and humiliation would come to an end. But Gandhi offers no immediate solution. In *The Sword and the Sickle*, Anand shows how Lalu, the protagonist, though impressed by Gandhi's peasant-like appearance and sincerity, refuses to be convinced of the effectiveness of Gandhi's non-violent struggle. Both in *Untouchable* and *The Sword and the Sickle*, Anand questions the effectiveness of Gandhian solution to the problems of untouchables and the peasants.



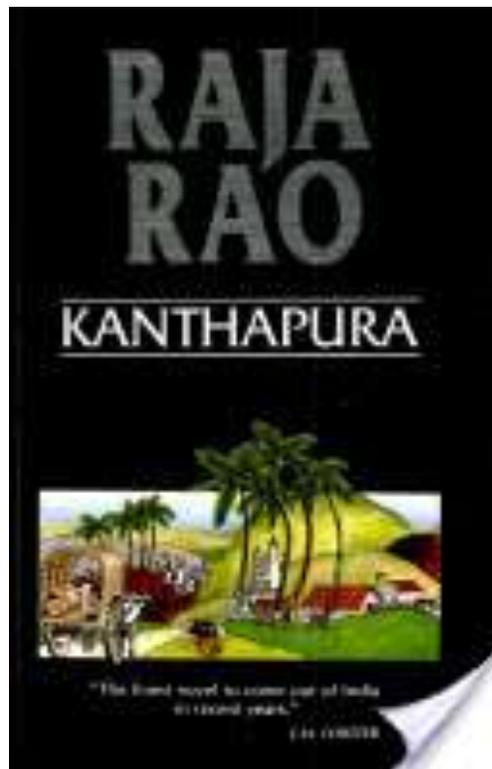
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Raja Rao and Gandhi

Unlike Mulk Raj Anand, Raja Rao does not present Gandhi as a character in *Kanthapura*. Nevertheless, he gives a vivid and faithful account of the impact of Gandhi on rural India. The image of Gandhi as presented by Raja Rao is an exemplary image because to him Gandhi is an avatar of Vishnu. For too many people in Kanthapura, Gandhi is the invisible God and Moorthy is the visit avatar. Moorthy's efforts to eradicate untouchability and make the villagers spin weave and wear hand-spun cloth meet with some resistance. But Moorthy slowly succeeds in making the freedom struggle take roots in Kanthapura. The oppressive government uses brute force against the villagers, some of them die and others leave Kanthapura and settle in a new village. Moorthy is drawn towards the Congress activities led by Jawaharlal Nehru. Though Kanthapura is destroyed in the physical sense of the world by the imperialist government, the spirit of the villagers remains undaunted. They believe, "He will bring us Swaraj, the Mahatma. And we shall be happy."



As in *Kanthapura*, in *The Cow of the Barricades* (1947) also, Raja Rao deals with the fight for India's freedom and Gandhi's impact on people. Gandhi, as in *Kanthapura*, is in the background. On the advice of the Master, the apostle of peace, people stop buying foreign cloth, stop serving the red-men's government and refuse to pay taxes. The workmen build barricades to prevent the army from entering the city. But the Master says: "No barricades in the name of the Mahatma, for much blood will be spilt. No, there shall be no battle, brothers."

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The tense situation appears to make Gauri the cow, the central figure of the short story, sad. Somebody even sees "a tear, clear as a drop of Ganges" running down her cheeks. When the city is about to be assaulted by the red-men's army, Gauri climbs the top of the barricades. The crowd, the workmen begin to chant *Vande Mataram*. Soon, the red-men's army joins the crowd and all of them begin to shout "Victory to the Mahatma, Mahatma Gandhi ki jai!" Angered at this, the chief of the army fires a shot and kills Gauri. Then, peace comes back to the people. Gauri symbolizes Mother India. Gandhi always wanted India to be a land of peace with unwavering faith in ahimsa and love every one like a mother with infinite compassion. Raja Rao makes Gauri Verily, the Mother, herself, Bharat Mata, Mother India.

Bhabani Bhattacharya and Gandhi

Like Raja Rao, Bhabani Bhattacharya in his novel *So Many Hungers* presents the impact of Gandhi on people through the idealized character, Devesh Basu: A truly Gandhian character—in precept as well as practice. Devesh Basu stands for love, truth, and non-violence. He is called Devata by the villagers. Though more than seventy, he is energetic and always inspired by Gandhian ideology. He runs a school for the villagers. Devata is non-violent both in thought and action. As with Gandhi, his love embraces all. He dislikes the British rule in India but not the British.

Devata is not only inspired but inspiring. Consequently, Rahoul, a budding professor and Kajoli, a peasant-girl, join the liberation movement. After her village is destroyed by the police, Kajoli seeks shelter in Calcutta. As a result of the famine and man-made scarcity, she finds none coming forward to help her and her mother. Finally, she makes her grim decision. "She would sell the last thing she owned—herself." At this juncture, she hears the news that Devata is fasting unto death in the prison. Devata's advice asking the villagers not to betray the flag and themselves rings in her ears. Though "hunger-trapped," she decides to be "strong" and becomes a newspaper vendor. She is really "a living tricolor."

While the young Rahoul in Bhabani Bhattacharya's *So Many Hungers* sacrifices his job for the sake of the country. Sixteen—year-old Raja Raman in Manjeri Isvaran's short story "Between Two Flags," sacrifices his future in response to Gandhi's call. Though Raja Raman is only sixteen, he loves India so much that he does not like the presence of the British in India He refuses to salute the Union Jack at school, He is not deterred by the threatening words of the Headmaster. He has so much faith in Gandhi that he visualizes free India and tells his father: "I salute the flag of my country and the empire for which it stands, with many nations but all one and indivisible, with liberty and justice for all. But his father, a loyal pillar of the alien government, thinks that what Gandhi and the Congress have been propagating is nothing but nonsense. He decides that his son must be put out of mischief's way. So he slaps his son. As a result Raja Raman experiences a conflict of loyalties—loyalty to the Union Jack and royalty to Gandhi. He thinks: It was an insult to our Motherland, an insult to our respect, to go on saluting the Union Jack when our patriots were being gagged and muzzled, beaten and thrown into goals by the white men.

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So, he decides to leave his father, mother and sister and join the freedom struggle. But before he leaves his home, he breaks into pieces the portrait of King George V. He does not return home even after India gains independence. No one knows what the alien government did to him. Nobody knows whether he is alive or not: "But he remains as the deathless symbol of an independent spirit that has won, waving the banner of Free India, singing the song of ecstasy."

K.A. Abbas and Gandhi

In *Inqilab*, K.A. Abbas presents Gandhi as a votary of Hindu-Muslim unity with his unflinching faith in the oneness of religion and as an apostle of non-violence. The protagonist, the young Anwar Au's baptism into Gandhism takes place at the highly impressionable age of eight. Every day, Anwar sits besides his father and listens to the elders talking about Rowlatt Bills, Martial Law, Hartal, Congress, Muslim League, Gandhi's Satyagraha and ahimsa. Of them: "two things instinctively appealed to him—not to obey the unjust laws of the Government and not to kill anyone." He learns from his father the meaning of Swaraj. Thus, Anwar is influenced by Gandhi even before he meets him. He decides to meet Gandhi in spite of his father's newly developed hatred of Hindus.

Gandhi greets Anwar with a smile and asks him to sit down. Anwar does not know how to convey his anguish to the Mahatma. He bursts into tears. Then The *Charkha* stopped creaking and the Mahatma without saying a word, moved towards the boy and put a hand over his head, taking off the fez cap and gently stroking Anwar's short hair. There is such tenderness in his touch that Anwar felt even more helpless and sobbed, violently. 'Oh Mahatmaji,' he cried out between the sobs, 'please do something about these Hindu-Muslim riots. Please! Please! only you can save us all.'

After saying these words, he looks at Gandhi's face and feels relieved: "Now he knew why they called him Mahatma, a Great Soul. On his face was look of such suffering, kindness and pity, as if he personally felt the misery of every single human being." Instead of mocking a whimpering boy, Gandhi gives him an understanding smile. The voice of God or the Inner Voice shows Gandhi the way and he undertakes fast for twenty-one days. The riots immediately stop.

The image of Gandhi as presented by Abbas is objective. He presents an estimate of Gandhi both by his admirers and by people who differ from him. Nehru disagrees with Gandhian theory of trusteeship. Some are angry with Gandhi for supporting the Railway labourers and they call Gandhi 'bania'—seller of flour and pulses. Even Anwar does not approve of certain actions of Gandhi. He wonders why Gandhi does not dissuade people from touching his feet or carries away the dust "sanctified by his bare feet": "Anwar found his earlier feeling of exultation considerably chilled by the religious aspect of the Mahatma's Satyagraha. Perhaps, this is the view of Abbas also.

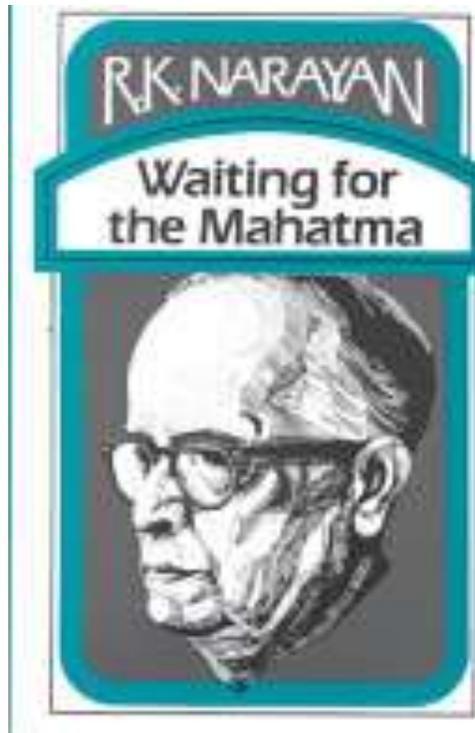
R. K. Narayan and Gandhi

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While Gandhi appears only in a few scenes in *Inqilab*, he appears more prominently in R.K. Narayan's *waiting for the Mahatma*. Narayan's Gandhi loves truth and children, enforces discipline. lives with the untouchables, preaches non-violence, stays where people are suffering and inspires people to take part in the freedom movement. He sees an untouchable boy on the premises of the Municipal Chairman's spruced up bungalow.' He immediately goes to stay in the colony of untouchables.

Gandhi once again comes alive when he refuses to attend the Independence Day celebrations. Instead, he goes to Calcutta where fresh riots break out because his "place was where people were suffering and not where they were celebrating." Followed by Bharati and others, Gandhi visits villages affected by communal riots. He consoles the victims of riots. He forbids everyone to refer to anyone in terms of religion as Muslims, Hindus or Sikhs. He pities the perpetrators of the crimes. He asks Bharati to take care of the children who have lost their parents in the riots. The children are given the names of flowers and birds and no one knows whether they are Muslim children or Hindu. Thus Narayan presents an exemplary image of Gandhi.

But Narayan's intention is to show Gandhi's impact on the average Indian and to present an ironic portrayal of the response of some persons to Gandhi's teachings. Sriram, the protagonist, does not know the difference between Subhas Bose and Gandhi. He becomes a follower of Gandhi so that he can be near Bharati, the foster daughter of Gandhi, whom he loves, He weaves, wears hand-spun cloth, reads the Gita and takes part in the Quit India movement in his own way. When India becomes a free country, he feels proud of himself because he has contributed his mite to the freedom struggle. The timber-contractor has Gandhi's portrait in his

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house, donates five thousand rupees to the Harijan Fund. But he does not apply Gandhian ideology to daily life. As he is afraid of the authorities, he attends the loyalist meetings. The Municipal Chairman spends a lot of money in welcoming Gandhi. But he belongs to the group of people who want to raise their stock by staying close to *the* Mahatma.

If Sriram in '*Waiting for the Mahatma*' becomes a follower of Gandhi for the sake of the woman he loves, Jagan in *The Vendor of Sweets* becomes a follower of Gandhi because he ardently desires to be revered as a follower of Gandhi. Gandhi's speech at Malgudi explaining the real significance of human action and service inspires Jagan. As a result Jagan joined the movement for freeing India from foreign rule and gave up his studies, home and normal life and violated the British laws of the time. Neither the beatings from the police nor the successive periods of prison life ever touched him when he remembered that he was performing service.

He goes on chanting the name of Bapu day in and day out and always tells others that every action of his is influenced by Gandhian principles. He spins every day for an hour and wears hand-spun cloth. He wears only "ahimsak chappals"—sandals made from the hide of animals that died a natural death.

However, Narayan soon reveals the true colours of Jagan: "His reminiscential mood slurring over the fact that he had failed several times in the B.A., ceased to attend the college and had begun to take his examination as a private candidate long before the cause of Gandhi.' He pulps the left-over sweets back and fries them afresh in a new shape. When he sees a hungry vagrant begging for a handful of rice, he thinks that vagrant is a disgrace to the nation because the latter is not begging for public cause. He hoodwinks the tax officials because "Gandhi had made no reference to the sales tax anywhere." Like Gandhi, he renounces everything, but not his cheque-book. Thus, Narayan, the comic novelist, presents the response of certain people to Gandhian ideology in his own characteristic ironical way.

Nagarajan and Gandhi

Like R.K. Narayan, Nagarajan also presents an exemplary image of Gandhi in his *Chronicles of Kedararn*. Like Jagan in *The Vendor of Sweets*, Vanchi in *Chronicles of Kedararn* subverts Gandhian ideals to feather his own nest. But Nagarajan presents characters like Nirmala who adore Gandhi and adopt his teachings in their daily life to the last dot.

In *Chronicles of Kedararn*, Gandhi appears in just two scenes. He accepts the invitation of Vanchinatha Sastri, the president of the local Congress Committee and visits Kedararn. Then, he addresses the people and resolves the long-standing dispute between the two Iyengar sects. Nirmala, under the impact of Gandhi, begins to work for Harijan welfare. Later, she gives away all her assets to be used for the uplift of Harjans and joins Gandhi in Sabarmati.

To Conclude

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Thus, a study of the pre-Independence and the post-Independence Indian English fiction reveals that the principal Indian English novelists who were profoundly affected by Gandhi are K.S. Venkataramani, Mulk Raj Anand, Raja Rao, R.K. Narayan, Bhabani Bhattacharya, K.A. Abbas, and Nagarajan. Each of these novelists seeks to present Gandhi in his own characteristic way.

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Womb to Tomb - A Pathetic Story of a Woman in India

Sukhreet Kaur Sandhu, Ph.D. Scholar

Abstract

An effort has been made by the researcher to scan available current literature on the subject which covers dimensions like child marriage, widowhood and widow re-marriage, woman's property rights, dowry, marriage and marriage patterns, education of girl child, laws governing these aspects of social/cultural perspectives, female infanticide, female pregnancy termination (abortion), efforts of social workers to eradicate the traditional evils having bearing upon female rights relating to these dimensions, and so on.

The researcher has felt that documentation of marriage patterns and their specificities has not been adequately done in India.

This study is, therefore, an attempt to document the different variables accounting for changes in marriage patterns among the Jats (Hindus) and the Sikh Community in Rajasthan State of India. As credentials to the rituals and practices followed in the marriage of women, background

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information has been gathered and reproduced on all the aforementioned dimensions. The researcher has come to the conclusion that economic conditions as well as socio-cultural and religious practices were and are responsible for the subordinate status of women in India and also account for the illiteracy, child marriage and other derogatory practices affecting the life and living of women in India. It is believed that spread of education coupled with deliberate change in the male-mindset and extending democratic way of living would considerably ameliorate the conditions in which female role-set is presently conditioned. There is dire need of re-interpreting the scriptures to provide enabling directions for uplifting rather restoring female dignity.

Study Area in Focus

The study, based on available literature, relates to Karanpur Tehsil in Rajasthan state in the Indian Union. Total population of Karanpur Tehsil of this district is 20,964; this includes 11,035 males and 9659 females as per 1991 census. The capital of the state is Jaipur which is also known as the pink city. It is one of the top tourist destinations for not only domestic but also foreign tourists. The city and also the entire state of Rajasthan (previously known as Rajputana) abound in historical and cultural attractions in the form of temples, palaces, forts as also geographical features. Rajasthan is the only state in India which contains a desert called the 'Thaar' desert. People, following almost all the major religions of the country, viz. Buddhism, Jainism, Islam, Christianity, Sikhism and Hinduism are found in Rajasthan. It goes to the credit of this state that it is one of the most peaceful states in Indian Union. Rajasthan is a state on which tradition has been priding itself and is still persisting with it. The remnants of the traditions of decaying feudalism beckon the visitors from across the world.

Rajasthan State Profile

Rajasthan with a total geographical area of 3, 42,239 square kilometers, is India's largest state. Rajasthan has a predominantly agrarian society, with 70% of its population depending on agriculture and allied activities. However, there are sharp regional differences mainly on account of soil quality and terrain. In the region East and South of Aravalli Hills, where the land is more fertile, agriculture is relatively more prosperous. On the other side, nearly 80 percent of all land in the western desert district is unfit for farming. Set within this diverse geographical terrain,

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Rajasthan encompasses a wide range of livelihoods. The state is home to one hand, prosperous “Green Revolution” peasantry in Sri Ganganagar, and on the other hand, subsistence farmers in Dholpur. Other contrasts can be seen in the small artisans who are engaged in traditional crafts and the trading empires of the Rajput community, as well as the nomadic clans tending herd of sheep and camel, to the dairy goods producers relying on stall fed milk cattle.

Rajasthan has been historically prone to acute water scarcity and drought. Drought has a significant impact on purchasing power of people and creates conditions of poverty. Rajasthan is shifting towards the services sector in terms of growth prospects, contrasts with the pattern of employment where agriculture still plays the dominant role. This indicates that economic growth in the state needs to be refocused towards creating greater employment opportunities and increase participation of women in greater measure. Educated and skilled women would be in greater demand as the services sector demands sophisticated behaviour.

Women contribute about 10% of the total number of workers in mining and quarrying, and perform “unskilled” but difficult tasks like separation of rubble and its disposal. The wages paid to them are generally lower than their male counter parts get. Mining is one of the major activities in Rajasthan-Kota stone, Makrana marble, and various types of stones and minerals are mined in different parts of the state. Women workers are found in all places.

Rajasthan has only 1% of India’s total water resources, and irrigation covers about 30% of the total cropped area. Out of the total area of 34.2 million hectares, in 1997-98 only 65% (Gross cropped area) was under cultivation. According to the land use classification, 14.66% of the land was cultivable waste, 10.46% fallow, 7.7% barren, 7.38% under forests, 5.03% constitutes pastures and grazing land and 4.96% non agriculture is in use.

The land holding pattern also indicates high degree of skew ness in the ownership of land assets and the degree of rural inequality in Rajasthan. In arid and desert regions, the difference in the size of hoardings is less relevant than in other parts of the state. Large holdings account for nearly 9.1% of the total number of the land holdings, while the cumulative share of small and marginal landholdings is nearly 50.36%. On the other hand, large landholders like Rajputs and Jats control a disproportionate share (nearly 42.8%) of total landholdings which, while remaining

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below the national average, increased from 0.564 in 1970/71 to 0.613 in 1991/92. (National Sample Survey Organization; 1997).

Disparities in class size distribution of landholdings are partially mitigated by poor land quality; inequities in land ownership persist; and the feudal character of land relations in Rajasthan is enduring. Land reforms legislation has been implemented throughout the state. However, the access of the poor to productive land assets is still not adequate and many poor still depend on tenancy, especially in rain-fed areas. Land reforms need to be implemented more effectively in Rajasthan. Panchayati Raj Institutions (PRIs), more particularly the Gram Panchayats may be given right to information from the revenue department on aspects like land ceiling, monitoring distribution of surplus lands and on aspects of revenue administration.

Relevant statistics/data are presented for appreciation of the geographic and demographic dimensions of Rajasthan: Area sq. Kilometre (Provisional 2001):- 342239; - Rajasthan occupies 10.41% of the country's total geographical area; Density - -165 persons per sq.km.; Languages – Bagri, Hindi and Punjabi, and fairly good number are fluent in English; Sex ratio - 2001 Census; Total: - 922; Population: 56473122 (2001 Census); Males – 29381657; Females – 27091465; Rural - Total (55.92); Males (72.96), Females (37.74); Urban -Total (76.89) Males (87.10) Females (65.42) ; Literacy Rate: (2001 Census) – Rajasthan (61.03%); Males (76.46%); Females (44.34%); And India (65.4%); Religions (three main religions in Sri Ganganagar District); Hindus – 1,299,812; Sikhs – 441,409; Muslims – 42,442 .

Status of Education in Rajasthan

The improvement in literacy rate recorded by Rajasthan between 1991 and 2001 is the highest in India. Literacy levels in the state rose from 38.6% to 61.03% ; literacy rate of males moving from 54.99% to 76.46% and for females from 20.44 to 44.34%. Despite the high decadal growth rate, the challenge of Education for all is still substantial especially for rural areas, women, Scheduled Castes and Scheduled Tribes. For example, in 1991, the literacy rate was 79% for men in urban areas and only about 5% for Scheduled Caste women in rural areas; it represents two practically incompatible realities; it raises serious doubts about the equity effects of the state's

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education system. The Scenario of Education in Rajasthan seems to be characterized by the persistence of illiteracy, especially among women. Many children, especially girls, either do not attend school at all or leave it soon after joining.

Sri Karanpur registered a very poor growth rate in educational infrastructure and recorded a heavy dropout of students, particularly at secondary level. The general literacy rate in Sri.Ganganagar block is 43.19% . .

Rationale and Formulation of the Research Problem

Review of literature clearly indicates the problems and issues confronting Marriage with its manifestations in child marriage, child widowhood, widow re-marriage, dowry, female property rights, preference for son, selective abortion, female infanticide, female feticide, etc. in Rajasthan. Attention needs to be paid by the government for extending education facilities in the rural areas, promoting employment of women, eradicating the evils like child marriage, dowry, etc.

Research Questions

- 1) Marriage: Age at marriage,
- 2) Despite the various laws passed by the government of India, why Dowry dimension has been expanding and persisting in a different form. What the provisions of laws are for the enforcement against such avaricious tendencies. How often the enforcement machinery takes infringement of law seriously and takes action.
- 3) What factors are obstructing an effective implementation of the various laws, schemes and policies: e. g. the Dowry Prohibition Act, Banning of sex determination tests and female feticide, Right of women to inheritance, provision for free education for girls, etc?
- 4) What factors are responsible for the persistence of child marriage in Rajasthan?
- 5) Is there a changing attitude towards fertility among Rajputs, Jats and Dalits?
- 6) What kind of policy recommendations can be proposed on the basis of a research study conducted so as to stop female feticide and dowry deaths?

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Objectives of the Study

The main objective of the present study is to find out the various dimensions of a woman's life from birth to demise. The other objectives are the following:

- (a) To find out the status of child marriage, marriage and marriage patterns, preference for son, female infanticide and female pregnancy termination (abortion);
- (b) To find out the status of custom of dowry and woman's property rights;
- (c) To find out status of widowhood and widow re-marriage;
- (d) To find out steps taken by the Rajasthan government for education of girl child, implementation of laws governing these aspects of social/cultural perspectives; and
- (e) efforts of social workers to eradicate the traditional evils having bearing upon female rights relating to these dimensions.

Methodology Adopted for the Study

The study has been done in a limited measure scanning the available literature, and conducting interviews with 20 villagers and 5 village opinion-leaders in village/tehsil Karanpur of District Sri Ganganagar of Rajasthan.

Marriage Patterns

The study of Marriage patterns among the Jat and the Sikh communities is an attempt to look at the manner in which these have been molded into culturally different design in Rajasthan. Study of the way in which customs, rituals, rites and practices followed by the Jats and the Sikhs have been influenced by the local Rajput marriage customs and ceremonies and practices, and the consequent changes in them over the years is particularly significant. An important and queer example is the ritual of rice throwing over the couple. Rice plays a prominent part in marriage ceremonies as a symbol of plenty and prosperity.

The second aspect of study was to find out how changes in rituals, ceremonies and customs have been affected by the forces of globalization, impact of media, commercialization and consumerism. Globalization is commonly understood as free movement of men, money and material (including technology and knowledge) through the cooperation, coordination and collaboration of world's nation-states, and under the newly created world body's supervisory responsibilities (under WTO's monitoring and supervision) against any selfish or discriminatory practices and policies. The economic factor has contributed towards change in attitude towards marriage patterns brought about by the most formidable change agent in the present knowledge society, that is education.

Marriage - A Burden for Women in India

In this study, the burden refers to gender inequality and demarcated boundary for female domain due to tradition and patriarchal system which is not only socially enforced as a strict code but also made to bear heavily on female psyche. The following couplet by Amir Khusrau contains the pangs of separation of the girl from parents at marriage and the pain thereafter in store for her:

Kahe ko biyahi bids lakhi babul mora

Bhaiyon ko din ho mahal do mahal

Hamko diya pardes

Amir Khusrau

[Why did you marry me in a distant land? Oh! Wealthy father of mine? You gave my brothers a palace or two, and to me you gave exile]. [C.F. Oldenburg, 2003:175).

Let me begin with the concept of marriage in Indian context, with similarity in Rajasthan. Let us examine the concept of marriage to begin with.

Marriage - Concept

The word 'marriage' has been derived from merry, literally meaning happiness and its equivalent in Hindustani is *Shaadi*. A Persian word, 'Shaad' means happiness. So, it is quite

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evident that marriage leads to happiness and joy. The very concept of society depends upon kinship and marriage. Even in primitive societies, a compulsion was felt that people should live together and, to the furtherance of human race, marriage was the only means. The personality of man is incomplete without woman and, on the other hand, the perfection of womanhood is considered only when there is progeny. Undoubtedly, a woman has always been considered a partner in the creative processes of the cosmos, and portrayed as an embodiment of every ideal, virtue and grace for man to admire and adore. Both are complementary to each other.

According to Mc Curdy, "Marriage is a socially recognized union between a man and a woman that accords legitimate birth status rights to their children". Hence, the institution of marriage may be regarded as the central feature of all forms of human society with which we are acquainted. Strictly speaking, marriage and family are two sides of the same coin, as without one, the other cannot exist. It is a demographic phenomenon.

It goes without saying that marriage is one of the most important institutional expressions of sex in mankind, the sex instinct in mankind. The sex instinct in man is a powerful biological impulse. Marriage fails in its function if it does not eventuate in the birth of a child to continue the race and ensure transmission of the cultural heritage. The family is the first primary group, the matrix of civilization. "A perfect man consists of self (man), wife and child". (Manu: IX 45).

Mishra (1982) feels that, "Marriage is an institution developed over considerable period of time. It may have been accepted as a measure of social discipline and as a tool to eliminate social stress due to sex".

Hindu marriage is seen as cultural and religious union which is not a contract. K.M Kapadia (1960) considers Hindu marriage as a sacrament in the sense that it is irrevocable and indissoluble. It is union of two souls merged together and neither party can come out of it. It is sin to abuse it. While Gough (1959) is of the view that "Marriage is a relationship established between a woman and one or more other persons, which provides that a child born to the woman under circumstances not prohibited by rules of relationship, is accorded full birth status rights common to normal members of his society or social stratum".

"A man receives his wife from the Gods; he is linked with her from the past", says Manu [IX.95]. The two comrades, joined in wedlock, were to aid each other in their lives' travails. No ritual or sacrament was considered valid without the partnership of one's wife.

Marriage - a Permanent and Stable Union

Hindu marriage is not a temporal contract to serve the momentary physical demand or to enjoy good company for some time and then to lapse at the slightest inconvenience. It is a permanent union which stands various vicissitudes in life, only to grow stronger and more stable. This fact has been symbolized by a number of ceremonies in the Hindu nuptials.

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In the 'Asmarohana' or 'Mounting the Stone', ceremony, the husband makes the wife tread on a stone repeating the verse, "Tread on this stone, like a stone be firm". Stone is a symbol of firmness and strength. The wife is exhorted to be adamant in her conjugal fidelity.

Another ceremony of this class is Dhruvadorsana or 'Looking at the Pole Star'. In the night, the bridegroom shows to the bride the pole star with the verse, "Firm art thou, I see thee the firm one. Firm be thou with me, O thriving one. To me, Brihaspati has given thee: obtaining offspring through me, they husband, live with me a hundred autumns".

Here two things are indicated. Firstly, the wife should be as firm and fixed as the Pole Star is amidst innumerable moving bodies in the firmament. Secondly, the Union should last for a hundred years, which is the normal span of human life. Thus the firm and life long companionship is the objective in view. This aspect of marriage is highly prized and the husband prays to the goddess Sarasvati to protect it "Sarasvati, promote this undertaking, O gracious one, bountiful one, thou whom will sing first of all that is, in whom that is; has been born, in whom this whole world dwells, that song I will sing to-day, which will be the highest glory of woman".

India is a cradle of various religions, e.g., Hinduism, Jainism, Buddhism, Christianity, Islam, Zoroastrianism, Sikhism, etc. However, in every religion, marriage has been considered as an important ceremony. Marriage is almost a critical event in the life of a man and a woman, and ushers in quite a new era in their lives. Marriage also establishes novel relations between the two persons. Attitude towards marriage varies from society to society. In each society, there are certain rituals and customs, which are associated with marriage right from the time of negotiation till the completion of marriage. There are values attached with these rituals and customs. These, in turn, help to regulate the society. Further, as the societies developed, the influence of religious ceremonies was added to marriage, and this institution became a sacrament. In certain societies, it is a contract but in the oriental part of the world, marriage is a life long association and sacrament.

It is also observed that, in this materialistic age, marriage is perhaps the only institution, which has not only been witnessing rapid changes but also undermining its very existence. Earlier concept of marriage was to live together for the country and society but selfishness and introversion have vitiated the concept, and people now want to live for themselves only. They care little about society and their country; their myopic look has confined to themselves and this trend has weakened the bonds of marriage. And the end product is nothing but frequent divorces; generally, on petty grounds. But the ideal part of the society, both in the orient and the occident, sticks to the original concept of marriage. Both man and woman are true to sustain the relations and avoid the breaking points. However, in the oriental society in the past and even at present, a woman is considered as an embodiment of honour and prestige, and she may be a wife, a mother, a daughter, or a sister. Each of them has been respected and even worshipped.

So, we can say that marriage existed in rudimentary form among pre-civilized societies. It acquired the status of an institution when religion patronized and sanctioned it as a compulsory part of life, besides a legal sanctity. It is marriage, which brought into existence the personal laws of societies, e.g. Hindu Law, Muslim Law, etc. There is an elaborate system of dividing the

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property and wealth, movable and immovable, among the family members of the deceased and we can broadly say that it is the institution of marriage along which were carried the relationships like father and son, mother and daughter, husband and wife, brother and sister, etc. Let us now discuss as to how an ideal wife in Indian cultural ethos and context should behave.

An ideal wife, according to Indian view, shows forth perfect, unbounded love and deep reverence towards her husband as the most distinguishing traits of her being. She shows fidelity that knows no change or shadow of turning, a courage that holds on against all odds, a love that does not falter under any strain, a strength that never wavers, no matter how great the difficulty. The husband's duty is to give unfailing kindness, tenderness, power and protection, determination to guide, dispose unfaltering trust and fidelity. In the union of the two were their mutual fulfillment, and the noblest rations and virtues characteristic of mankind. The burden on a woman starts more keenly from the custom of child marriage.

Custom of Child Marriage: Springboard of Multiple Problems

We observe that child marriage is greatly informed by ideals of virginity; it is a cultural notion that has huge impact on the inter-sections between HIV/ AIDS and child marriage. Seymour says, "an unmarried, chaste girl symbolizes family honour and purity, and is considered a sacred gift to bestow upon another family" (Seymour, 1999). The outcome of these ideals are deliberately reinforced by myths, and these abound, supposedly, that men can be cured of various diseases, including gonorrhoea, mental illness, syphilis and HIV by having sex with a 'fresh' girl, a virgin (Bhat, Sen, and Pradhan, 2005; Burns, 1998).

Burns, says, "Tradition has been reinforced by necessity". These cultural ideas are echoed in practice. We find from many studies and personal observations that poverty is often cited as one of the major factors contributing to child marriage (Bhat, Sen, and Pradhan, 2005). Gupta says, "In households and in poor communities of almost all countries in which more than fifty per cent girls are married before the age of 10 have per capita GDP of GBP 2000 per year". For those families that are steeped in poverty, marrying a daughter early can mean lower dowry payments and one less mouth to feed (Bhat, Sen, Pradhan, 2005). Again, Gupta says the same thing in his language that, "an investment in girl is seen as a lost investment because the girl leaves to join another home and her economic contributions are to that home, so the earlier she is married, the less of a loss of the investment" (Gupta, 2005).

It is observed that child marriage is not a simple problem; it is devastating. It in fact has gone beyond human rights abuses. It affects both the individual and the community. Worrisome is the way its practice reinforces itself. A belief is held that "impoverished parents often believe that child marriage will protect their daughters. In fact, it results in lost self-development opportunities, limited life options, and definitely poor health" (Child Marriage Fact Sheet, 2005). Child marriage continues to be immersed in a vicious cycle of poverty, low educational attainment, high incidence of diseases, poor sex ratios, the subordination and oppression of women, "and most significantly, the inter-generational cycles of all these" (Bhat, Sen, and Pradhan, 2005; Gupta, 2005).

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When we look at the consequences of child marriage from the health point of view, we find that the health consequences of child marriage are particularly profound as manifestation of permanently bleeding wound. Women in the age band of 15 to 19 are twice as likely to die in childbirth, compared to women in their twenties (Yadav, 2006). The infant mortality for children born to mothers under the age of twenty at childbirth represents 95/1000 live births, compared to only 60/1000 only for their elder peers. Again, married girls are often deprived of health care that addresses their special needs, leaving their reproductive health needs unaddressed, resulting in the exacerbation of existing health problems (Segal, 1999)

From the above discussions, we can gather that the Hindu Scriptures prescribed child marriage from limited point of view but such prescription has been assimilated in the culture of Hindu way of life. It is gross injustice to women as they are tended, treated and nurtured in the fashion of pet animals. They are trained with strict discipline, ordered since their childhood and taught to be obedient, non-participative in their married life and designed to look after hearth, home and family. Child bearing, nurturing and domestic chores are their demarcated space under tyrant patriarchy, pretending to be their protective mechanism and kind disposition to treat them with consideration. However, the facts are otherwise. Even modern education will take long to make the women realize the truth and create bonding of sisterhood to campaign for freedom from the shackles of rigid and cruel social codes and institutions.

The role of cultural factors in marriage is quite significant; it cannot be ignored. These cultural factors are religion, family, caste and kinship system. These influence marriage behaviour in all communities, though in varying degrees and dimensions. Early and universal marriage is due to lack of individual choice and strict control of parents, and ability of joint family system to support the newly married couple. There are wide gaps in the ages of males and females (husbands and wives) as mentioned in the foregoing pages. Men delay their marriages if sisters are of marriageable ages. It is a custom and social norm duly observed and followed.

Child marriage is deeply embedded in ideas about the role of women and the status of girls in Indian culture (Gupta, 2005). Understanding of the Indian family and a wife's role more generally give huge amounts of insight into the status of women. Within the context of a paralegal family ideology, girls are "expected and brought up to be obedient, self-sacrificing, modest, nurturing, hard working and home loving".

In addition to what is stated above, cultural and social contents still highly value this practice and Indian families often turn to child marriage to help cope with social condition in disrepair. To approach this problem area to find out more socio-cultural ethos, the researcher would like first to take into consideration the gender norms in India.

Regarding situation obtaining in Rajasthan, where this study is focused, some assert that Rajasthani people either do not understand the law or simply ignore it (Yadav, 2006). In a "New

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York Times' article outlining the practice of child marriage in Rajasthan, it was stated that "Each year, formal warnings are posted outside state government offices stating that child marriages are illegal, but they have little impact". In a discussion with a village elder in Rajasthan, the elder stated, "of course, we know that marrying children is against law, but it is only a paper law" (Burns, 1998). Therefore, he suggests that the law is perceived as unimportant, allowing families to simply ignore it, and often without penalty.

Preference for Son (Male Issue)

Historically, males are quite simply valued more in Indian families. They act as the head of the household, the breadwinners and the decision makers. These values are imbued from an early age and as the transition to adulthood is marked with marriage, these gender norms become particularly pronounced (Segal, 1999).

A women's primary role in the home is to produce sons, as this will bring honour to her family, and an heir for her husband. It is gratifying to the family and bestows respect upon the women bearing sons. Sons are considered strength of family and pride of parents, especially of males, father the most.

Seymour says, "In a society that stresses patrilineal descent, to bear children, especially sons, is critical, and girls learn from an early age that this is their responsibility" (Seymour, 1999). Others do argue that "cultural dictation of female role and lack of continued financial and emotional support, predominantly from spouses, were influential factors in "high rates of depression among women" (Jamlounathan, 1992).

The preference for son(s) led to the unethical practice of aborting the female foetus. Who takes such decision is a revelation in itself. When women were asked about the decision-making process if the foetus was found to be that of a female child, the overwhelming response (90%) was that after one or two daughters, if the woman was found to be pregnant with another girl, the pressure on her to abort was enormous from her extended conjugal family. Women indicated that the decision to abort a female foetus was almost entirely that of their husbands and / or mothers-in-law. However, some differences were observed between women belonging to higher social groups and those who belonged to scheduled castes and other backward communities with regard to the influence of the in-laws in these matters. High caste women had to inform and consult their in-laws (100% responses) but low caste women had to obtain the consent of only their husbands for abortion (90% responses). Thus the influence of the extended joint family was not so strong for the decision to abort female pregnancy on the women from lower caste groups.

Women also reported (25%) that sometimes they themselves desired to abort a female foetus because they already have had one or two daughters but with concurrence of their husbands. This feeling was stronger among women belonging to social groups such as Patel and Kshatriya, who valued sons much more than daughters

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We can conclude that there is a collusion of culture or social norms and technology that is all pervasive. On the one hand, the son preference is so strongly entrenched in Indian society especially in the north-western region and on the other hand, the well-being and status of girls is so precarious once they are married, that couples avoid having girls at all costs. Facilities conducting sex detection tests with ultrasound machines have proliferated and are found even in some of the relatively large villages.

Despite the spread of schooling among girls in recent decades, the patriarchal social structure is too strong to be uprooted; it survives. Women derive value and status only as mothers of sons. Their happiness and social status in the conjugal homes is dependent on producing sons. Women have internalized these roles and values to such an extent that even when they say that daughters take better care of parents or are more emotionally attached to the mothers, these statements have a ring of hollowness because in spite of such feelings, more sons than daughters are desired. In the pursuit of sons, they have become, with some pressure from the families, consumers of the new technology of ultrasound, which allows them to choose and bear sons. The possibility of delinking availing legal abortion services from finding and revealing the sex of the foetus provides an opportunity to abort the child of an unwanted sex.

The shift to small family size, evident in India more recently, has not, however, been accompanied by a shift at the same time in the economic and social pressures to have sons and avoid daughters.

The awareness about a ban on sex determination tests is fairly widespread among the women in the study area. Many women also felt that the ban should be removed and couples should have the choice to decide the sex composition of their children (65% responses). Women were well aware that the services are easily available from private providers and are within easy access. Government legislation against the use of ultrasound technology for sex detection has only driven it underground and raised the cost but it is extensively available and used for sex detection. The cost is still affordable and, in any case, as many respondents indicated (95%), the cost of the test and related abortion is much lower than the cost of providing dowry and other life long presentations to a daughter after marriage. Chaudhury (2003) points out: “The alarm bells ringing in the corridors of power about the missing girls do not find an echo in the dusty by-lanes of the villages of these districts”.

Dowry: A Complex Phenomenon Like an Octopus

Dowry is seen both as power and subordination of women. In this context, multiple systems of status are being negotiated: as with cultures where bride wealth is common, marriage is often a primary means of displaying wealth and status (Srinivas 1984, Paul 1986). Dowry may help cement favourable community ties helpful for the economic expansion of both families (Heyer 1992, Bradford 1985). Marriages are also significant instruments for negotiating boundary changes in caste status. A particular caste may seek to ‘sanskritize’ or adopt practices associated with the highest castes groups by integrating dowry practices, or a high caste may maintain its superior status by not allowing other castes to integrate dowry practices (Luthra 1983, Rajaraman

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1983, Sambrani and Sambrani 1983, Srinivas 1984). The ritual status assigned to dowry is of critical importance here: the payment of a *dakshina* or token gift to the groom's family along with a gift of the virgin daughter or *Kanyadan* is associated with the inferior *asura* form of marriage (Tambiah, 1973, Srinivas 1984). As M.N. Srinivas (included in this volume) points out, Brahminical groups thus made their practices hegemonic and exclusive:

One way of looking at classification of marriages by the Brahmin law-givers is to regard it as an attempt to impose the Brahminical ideology of *kanyadan* on a country where most people, including many Brahmin castes, but excluding the richer sections of hypergamous castes, practiced bride price. That extremely popular form of marriage was dubbed *asura* and condemned as unsuitable for Brahmins (1984: 19).

Referring to Manu's injunction against an 'erudite father' accepting bride price or *kanyashulka* because that would make him 'the seller of his offspring', Sukumari Bhattacharji emphasizes Manu's logical flaw that while the practice of paying dowry to the groom is present in palpable or incipient forms, there is no text forbidding the groom's father from accepting it; no one calls the transaction a 'sale' which, in reality, it was. (1991: 507).

The Logic of dowry is the logic of contradictory messages. The daughter given as a bride is a "pure gift" and as such a representative of a species (pure virgin) most worthy to be given as tribute to a king or family of superior status. Since she is given as "tribute", her passage defines her family as inferior, whether they are inferior or not. The wife-givers' prostrations which accompany the bride are, however, contrary to appearance; these are non-tributary; they deny the inferior status implied by the simultaneous gift of the daughter. The wife-givers' wedding prostrations are unilateral, freely given, asserting the high status of the wife-givers by creating a never-to-be-repaid debt' (1990: 277).

We observe that dowry divides women. Traditionally, dowry in India was regarded as a burden for the bride's parents but an honour for the bride. Feminists in India now argue that this institution brings no honour to women; indeed the pressure put upon young brides to persuade their parents to give more dowry may lead to their humiliation, ill treatment or even death.

There is no control of the bride over the dowry given to her by her father at the time of marriage. Parents begin to collect items for a daughter's dowry well in advance of her wedding, even years in advance, depending on how many daughters they have to provide for and on their circumstances at the time. It is usual for the girl herself to prepare some of the items e.g. embroidered bed covers, cushions, etc. and now a days wage earning daughters may buy some items from their wages, although strictly speaking the ideology of *kanya daan* marriage does not countenance this. However most parents, whatever their financial status, will reckon on receiving some help from other relatives.

The bride herself will have very little say in what happens to her dowry once it leaves her parents home. As a new bride she is in any case expected to behave in a modest and self-effacing g

manner and if she wishes to win her new family's favour she will not risk her future happiness by asserting her wishes until she has established a firm footing in her new household.

Where household goods and items of clothing are concerned, it is likely to be the bride's mother-in-law who has the greatest say in how these items are distributed. So when the mother-in-law appropriates items of clothing from the dowry and distributes them among her own married daughters or to other daughters in law, she may not just be exercising her prerogative over valuable entering the household, but will see herself as meeting obligations to make regular gifts to her daughters in their married homes, and to provide good things for the other junior women who are part of her household by virtue of having married into it.

In this respect, it is interesting to compare the dowry system in north India with that obtaining in parts of rural Greece. In many respects they are similar, but in Greece land gifted as part of the dowry remains under the bride's control to the extent that it cannot be alienated without her formal consent. Potentially at least, the dowry property gives her a source of power in the household which the Hindu wife does not have (Friedl 1962:59).

Dowry and Inheritance

We now come to another contextual perspective of dowry – that is inheritance. Hindus themselves say that the bride is given movable property for her dowry as her share of her parents' estate. It is regarded as a form of pre mortem inheritance which women receive when they leave the parental home at marriage. Sons remain members of the natal family and they receive the immovable property after the death of their father, divided equally between them either then or at some subsequent point. Daughters traditionally did not inherit land unless they had no brothers and although the law now allows them to do so, very few exercise this new right. In the course of my fieldwork I found that many women considered that a sister who claimed her share of land would seem greedy and might risk forfeiting her brothers' goodwill. Had she not already received her share of the family property at marriage?

Some anthropologists, such as Goody and Tambiah (1973) have also represented dowry as a form of inheritance. Goody treats dowry in India as one instance of a form of inheritance common in Eurasian societies. In 'diverging devolution' children of both sexes inherit, but women often receive their portion at marriage in the form of dowry property. Dowry also helps to ensure that women secure partners of at least equal and at best superior position, in short it contributes to class formation and maintenance, whereas in Africa bride wealth contributes to the maintenance of a fundamentally egalitarian distribution of goods and wealth among groups (Goody 1976: 9ff).

Dowry is rising in working class communities and among non-Hindus (Pati 1993); it is related to urban migration and is rising among the urban poor in Delhi (Luthra 1983). C.S. Lakshmi (in an article) reports an incident of a father selling his kidneys in order to acquire a capital fund for his three daughters' marriages (1989). Barbara Miller sees dowry as one prime motivator of female infanticide (1981). That is, multiple forms of violence against women (and

their families) coalesce around dowry as an over-determined signifier, a sort of clearing-house cause for a complex range of forms of sexual violence.

As Uma Narayan's (1997) marvelous critique suggests, dowry gets read as a peculiar Indian problem of 'culture': dowry murder is frequently conflated with *satidaha* (widow immolation), and Indian women are invariably depicted as voiceless victims of a harsh patriarchy, dowry being its synecdoche (1997).

Narayan argues that the obfuscation of 'cultural causes' is an impediment for feminist theorizing and activism on a global scale: 'the way in which issues emerge in various national contexts, and the contextual factors that shape the specific issues that are named and addressed, *affect the information that is readily available for such connection making*, and hence our ability to make connections across these contexts' (1997: 86)

Interventions: Cultural and Legal

The legal realm is often seen as the most concrete means to seek solutions to gender equity, whether with regard to family law, labour or violence. The hope is that instituting law signals recognition of a social problem, acts as a deterrent and, in the ultimate instance, as a punitive instrument. In practice, cultural behaviours often adapt, finding a way around legal loopholes (Agarwal 1994, Basu 1999, Kishwar 1999, Menon 1999), leaving the law to be an ideological marker of censure, or at best a site where feminist discourse may be worked over and negotiated (Kapur and Cossman 1996). Dowry laws are, par excellence, an example of such slippery legal terrain. The amended Dowry Prohibition Act (1984) makes the giving and taking of dowry 'as a condition of marriage' punishable by law, while excluding 'voluntary gifts'.

Suicides and murders attributed to dowry have a special apparatus of evidence and arrest: Section 498A of the Indian Penal Code relating to 'cruelty' which may drive a woman to suicide, or 'harassment' related to 'unlawful demands for property', Section 304B of the Indian Penal Code and Sections 113A and 113B of the Evidence Act relating to presumption of dowry deaths of unnatural deaths within seven years of marriage carrying a term of seven years to life; Section 174 of the Criminal Procedure Code relating to compulsory post-mortems for women dying within seven years of marriage and Section 32(1) of the Evidence Act (relating to the weight given to dying declarations in assessing the guilt of the accused). But the execution of these legal provisions does little to address the social mechanisms through which dowry flourishes.

A fundamental illustration of the kinship and religious politics within which dowry is encoded is seen in legislative attempts to define 'dowry'. A case in point is the definition of 'dowry' in the Dowry Prohibition (Amendment) Act (1984):

Dowry means any property or valuable security given or agreed to be given either directly or indirectly (a) by one party to the marriage to the other party to the marriage, or (b) by the parents of either party to a marriage or by any other person to either party to the marriage in

connection with the marriage of the said parties, but does not include dower or *mehr* in the case of persons to whom the Muslim Personal Law (Shariat) applies.

Girasia Bride Price in Rajasthan

The Girasia marriage payment is called *dapa* (literally, 'da' meaning to give, and 'pa', to get) and denotes an amount in cash given to the father of the bride by the father of the groom. The *dapa* or bride price is transited only in the form of money, as far back as the oldest women could remember. The only variation over time has been in the actual amount. Maya Unnithan, 2005).

Property Rights

Marriage marks the division of *Taivar* property which passes exclusively to male heirs. This division takes place in the lifetime of the father, unlike the property division among north Indian middle and upper castes. In the latter case, the division often only takes place after the death of the father as in the Indian *dayabhaga* system (Tambiah 1973, Parry 1979). The Girasia are, however, copartners in the joint family property at birth, as in the Indian *mitakshara* system (see Tambiah, 1973). Girasia women, whether at marriage or otherwise, inherit neither the movable nor immovable property of their natal lineage. Often the only item the bride brings to her husband's house and village are a metal plate (*vadku*), a small metal drinking pot (*lota*), the clothes she wears, and the few pieces of cheap jewellery acquired as gifts or purchased over the years. Sometimes the bride may be gifted her favourite goat or calf, if she belongs to a richer family. At her husband's house the *Taivar* wife is given silver jewellery which she can wear but which remains the property of the husband and his sons by her.

Like other caste women, Girasia women cannot have share in the immovable property of their father. In most upper and middle caste households, in the absence of a brother, the daughter may inherit the father's land. In the Girasia case, however, and unlike other caste, in the absence of sons the father's land passes to his male collateral relatives.

The difference between Girasia and other caste women in terms of their actual control over property might not be different in practice, in that the relationships between brothers and sisters in both cases are similar. Ideally, relations between middle and upper caste Hindu sisters and brothers are non-conflictive because there is no competition of the irreplaceable economic resources such as land and water shares. The dowry is considered to be the daughter's share of her father's wealth (although a movable and replaceable part). The relations between a sister and her brothers are tense only if the sister claims a share in the immovable property on the death of her father. In order to avoid displeasing their brothers, most middle and upper caste women give up even their marginal claims to a share of their father's property. It is such a common practice for a sister to forgo her share in her father's property and thereby ensure her brothers' protection, which most families do not expect otherwise.

In both the Girasia bride price and regional dowry cases, the movement of wives not only facilitates inheritance in the form of a flow of money or goods, but also redistributes rights

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between the natal and affinal male-headed households. Women in other castes strengthen their husband's household by bringing in dowry. They strengthen their brother's household by foregoing their claim on the immovable property in favour of their brothers. Girasia women strengthen their husband's household with their labour, children and food. They strengthen their brother's household by providing bride price and transferring their consumption needs. (Tambiah, 1973).

In brief, widows with adult sons typically forfeit their property rights to their sons; widows with minor sons are generally able (with some difficulty) to claim user-rights over their husband's share of property; and widows with daughters only are often able (with significant difficulty) to claim user-rights over their husband's land; but childless widows are least likely (and not without great difficulty) to claim user-rights over their husband's share of the land.

Divorce of Girasia Woman

Like adoption, divorce also reflects the preoccupation of Girasia men with transiting money and labour, and is determined by bride price concerns and negotiations. Descriptions of divorce are, however, made by men and women in terms of a woman's assertion of independence. The Taivar term for divorce is *pairi melo*, which is translated as 'send back' (NSS, 1971-72). If a woman is unhappy, she simply runs away. This is how a Taivar man described a woman's attitude to marriage.

Money Matters at Death of Girasia Woman

Money matters arising from death are seen to link widowhood with bride-price. On the death of either the husband or wife, there is no return of the bride price. Usually, when a woman is widowed young, and whether or not she has children, she returns to her brother's household while her children remain with her late husband's brothers. Other men are interested in young widows primarily because they will have to give a smaller bride price to her father or brothers.

It is common for older widows to stay with their sons who have already established a separate household. No bride-price amount is returned for older widows, and they frequently do not go back to their brothers.

Girasia widowhood is in contrast to the ideal type Hindu case, where the widow remains attached to the husband's kin who are duty-bound to look after her. The widow, in turn, has a duty to her husband's kin. She must bring up her husband's children and manage the property for them until they are adults (Tambiah, 1973). In practice, the upper and middle caste Hindu widows are subject to social restriction such as wearing white, shaving the head and a prohibition on re-marriage. It has been argued that because Hindu widows remain attached to the husband's agnatic group and remain the caretakers of his children's property, it becomes necessary to impose restrictions on widows as a means of containing property within the husband's lineage (Tambiah 1973, Parry 1979). In contrast, Girasia widows who have no links with the property of the husband's lineage are less socially restricted but more economically vulnerable. Let me turn to

Hindu society to touch upon the topic of Divorce, and in this is covered the Rajputs/Jats and also the Sikhs.

Divorce in Hindu Society

In Hindu society, marriage in the Vedic age (1400 B.C. – 1000 B.C.) was regarded a religious sacrament and was indissoluble by human action. As pointed out in ‘Vishnu Purana’ when the marriage ceremony proper commenced, the bridegroom held the hand of the bride and led her round the fire with the words “I take thy hand for good fortune, that thou mayest attain old age with me as thy husband”. The position of women in the Aryan society of the Vedic Age was fairly high. There was no seclusion of women and they had considerable freedom of choosing their life partners. A woman’s position was an honoured one also in the family. Husband and wife were as “Joint deities” of one hymn. According to Iyenger, girls married for love; if unmarried, they remained in their parents’ homes. Polygamy was rare.

Narada and Parasara, the two Smriti writers, had laid down that marriage could be dissolved if the husband was impotent (Kliba). Narada considered a woman to be the field (Kshetra) and man to be the seed giver (Bijin). Hence, the field must be given to one who has the seed (Bijavate). But she, who finds her husband devoid of virility, may, after waiting for six months, choose another man as her husband.

There were, according to the two Smritis (Narada and Parasara), five grounds of social sanction wherein the wife was allowed to re-marry. A woman could take a second husband if the first was missing (Nashta) or dead (Mrita), or had become an ascetic (Pravarajita), or was impotent (Kliba), or was degraded from the caste (Patita). Narada further added that in such cases, the woman should be enjoined by her relatives to seek another husband, even if she did not herself think of doing so. The later Dharmasastra literature (200-1200 A.D.), liberally permitted the husband to re-marry during the lifetime of the first wife but refused the remedy of divorce to a wife even when she was completely forsaken by her husband. It was held that the marriage union was indissoluble. Manu advanced the extreme view that the wife’s marital tie and duty did not come to an end even if the husband were to sell or abandon her.

The Code of Manu gave the husband exclusive right of repudiation while the wife had no such right for any cause. However, we find in earlier Dharmasastra literature that divorce was permitted under certain well-defined circumstances. It is interesting to note that even Manu himself observed elsewhere in his Smriti that “a wife is not to blame if she abandons her husband who is impotent, insane, or is suffering from an incurable or a contagious disease. This abandonment of the husband practically amounted to a divorce, for Manu permitted such a wife to re-marry if her previous marriage was not consummated. The children of the new union were legal heirs of their parents. Thus divorce and re-marriages took place now and then in early India in all sections of society even after the consummation of the first marriage”.

Kautilya gave detailed rules of divorce intended for couples who were incompatible. They were, however, applicable only to Asura, Gandharva, and Rakshasya and Paishacha marriages.

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These marriages, though common among the lower sections of society, were not unknown among Brahmans and Kshatriyas. Divorce, therefore, must have prevailed among the higher castes also to some extent. According to Kautilya, if the husband or the wife hated each other, divorce was to be obtained on the ground of mutual enmity. If a man apprehending danger from his wife, desired divorce, he had to return to her whatever presents he might have received at the time of marriage. If it was the wife who was the complainant, she had to forfeit her property rights in the husband's family. No divorce, however, was permitted, if the marriage was performed by any of the four approved forms (III, 3) of Dharma marriages.

Sotriya writes that divorce was completely unknown among the high caste Hindus but it was prevalent among these belonging to the lower sections of the society. Manucci writes that the Sudras and thieves and some low caste people used to divorce their wives quite freely. But among the other three varnas i.e., the Brahmans, the Kshatriyas and the Vaishyas, a husband did not divorce his wife until she proved barren or an adulteress. As the Hindus considered marriage to be sacred and permanent, once the "seven stapes" (an important marriage rite) had been taken together, the wife and husband had to live as such until death. The foreign travellers and the Persian chroniclers also corroborate the unpopularity of the system of divorce among the high caste Hindus.

Divorce under the Hindu Marriage Act, 1955.

The grounds are retroactive, applicable to any Hindu married in either a samskara or other form, except under the Indian Christian Marriage Act or the Special Marriage Act. No petition is to be presented within three years of the marriage, except in very exceptional circumstances. The grounds for divorce are as follows:

1. Living in adultery;
2. Ceasing to be a Hindu by conversion;
3. Renouncing the world by entering a religious order,
4. Incurable insanity for three years;
5. Virulent and incurable leprosy for three years
6. Not having been heard of for seven years;
7. Not having resumed cohabitation for two years after the passing of a decree for judicial separation;
8. Failing to comply for two years with a decree for restitution of conjugal rights;
9. The husband having married again and the second wife still being alive;
10. The husband was guilty of rape, sodomy or bestiality.

Widow-remarriage in Ancient India

If the widow considers life long celibacy or the Niyoga unsuitable and she must have a second husband, she is entitled to remarry. The following evidences may be adduced in support of this contention: The Rig Vedic verse X.18.8, "Rise, O' woman, come towards the world of the

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living, thou liest by the side of this one whose life is gone. Be the full-fledged wife of (this) your husband who (now) grasps your hand and woos you”, refers to widow-marriage.

Asvalayana refers to an old servant or a disciple as a fit person for raising the widow up from the funeral pyre. This old servant or disciple is really a substitute for the Devara who may be absent for some reason or other. So, Devara (the husband’s younger brother) is the fittest person to re-marry the widow.

This is further supported by the etymological meaning of the word “Devara” (Dvitiyah varah) husband’s younger brother and certainly he was the most eligible second husband of his elder brother’s widow. Kautilya points out that she may, no doubt, re-marry but if she does not marry the person selected by her father-in-law, she will forfeit the right of possessing any longer the dowry received during her former marriage or other gifts from the father-in-law or husband. The Mahabharata also expressly states that a woman marries her brother-in-law after the death of her husband. In later times, Samudragupta’s son, Chandragupta II, is said to have married his elder brother Ramagupta’s widow, Dhruvadevi. Thus it is evident that this custom of widow re-marrying the husband’s younger brother (Devara) continued for a long time even after the Vedic period.

Although re-marriage with the husband’s younger brother was preferred yet it was by no means compulsory. The passages referred to, as a matter of fact, do not question the validity of the re-marriage of a woman. It assures in dubious language that by performing the Aja Paneodana rite (offering a goat with five rice-dishes), a re-married woman and her second husband may ensure for themselves a life long union.

The writers of Dharamshastra (400 B.C. to 100 A.D.) laid down that a Brahmana woman should wait for her husband who has gone out on a long journey for five years. Kautilya reduced this period to ten months only (III. 4). If the husband did not return within the specified period and she was unwilling or unable to go out to join him, she could regard him as dead and unite herself with another member of the same family or gotra. Kautilya also required judicial permission before contracting the second marriage. Jurists differ only about the period of waiting, which, however, never exceeded eight years. Parasara’s sanction of re-marriage given to the wife whose husband was impotent or had become a religious recluse or was boycotted, clearly pre-supposed the possibility of divorce from earlier marriage.

The Aitareya Brahmana (III.22) states that one wife cannot have many husbands together implies that she can re-marry when her husband is dead. The words Didhisu, Didhisupati, Parapurva, Paunarbhava, etc. do not necessarily refer to the younger brother of the dead husband though they undoubtedly show the prevalence of widow marriage in ancient India. There are many instances in the Mahabharata where widows are found married or widows are sought for as wives. Bandhayana Vasistha, Parasara, Manu, etc. also recognize widow marriage not necessarily with the brother-in-law but with outsiders as well.

Not only Hindu scriptures but also the Buddhist literature furnishes a large number of instances of widow marriages.

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Custom of Karewa; Re-marriage; Inheritance and Law

There was a custom of widow re-marriage followed in northern India. Known as Karewa, Karao, or chaddar andazi, the custom was a throwback to the old Rig Vedic niyog (levirate marriage) which was prevalent in the geographical region of Haryana – Punjab and associated with the early Vedic Aryan settlements. Karewa, a white sheet with coloured corner, was thrown by the man over the widow's head, signifying his acceptance of her as his wife. Symbolically, this gesture brought the widow once again under male protection, she being given "his shelter" or "roof" and receiving colour in her life. There could be certain variations. For example, it could take the form of placing churis (glass bangles) on the widow's wrist in full assembly and sometimes even a gold nath (nose ring) in her nose and a red sheet over her head with a rupee tied in one of its corners. This could be followed by the distribution of gur (jaggery) or sweets. Significantly, this form of re-marriage was not accompanied by any kind of religious ceremony; as no woman could be customarily married twice, that is, to go through the ceremony of biah (religious wedding).

Karewa, as a rule, has been and continues to be primarily a levirate marriage in which the widow is accepted as wife by one of the younger brothers of the deceased husband, failing him, the husband's elder brother; failing him also, his agnatic first cousin. Although it is difficult statically to calculate the number of people who followed this practice yet the adherents ranged from the so called "agriculturist castes" (except the Rajputs) to the low caste persons known as achhoot and kamin. The reports indicate that it was also being followed by the Brahmins. The Brahmins of this province, who were not from a priestly class but were mostly land owners, followed the dominant social custom of this region in preference to the sanskritic model of the other Brahmins who brooked no re-marriage at all and upheld sati (widow immolation), instead. Among other Hindu castes, the "low grade Khattris" also followed karewa, but others like the bania and kayasth did not do so, nor did the sayyeds among the Muslims.

The popularity of karewa among the overwhelming majority of landowning classes emanated, apart from other reasons, out of the need to retain landed property within the family.

Strengthening of Karewa

The clarity of the 1956 Act in granting an absolute right of inheritance to widows meant that they could not be deprived of their property by any counter claims. More importantly, as re-marriage no longer legally meant that the widow would be deprived of her inheritance, she acquired, superficially at least, a greater freedom to marry outside the former levirate practice. The inheritance rights also increased the value of widows in the remarriage market.

Fall out Effects of Karewa

The strengthening hold of karewa has underlined yet another aspect of conjugality which is also essentially repressive for women. Karewa in many cases has actually resulted in polygamy and has, therefore, been responsible for keeping the institution of polygamy alive, despite the legal

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requirements of monogamy. Women, therefore, continue to be regarded as resources like land, acquired by men. The sons of a polygamous union are inheritors of equal shares of the father's property, either directly through will or by the decision of the village or caste or kunba panchayat. The colonial rulers also made no difference between the rights of inheritance of sons of a phere (marriage) or a karewa marriage (Douise, 1908).

Leela Visaria (2007) says that women everywhere have preference for son. Women admit "Yes, we wait for the son. We must have a son, howsoever he may turn out to be. We would always hope for a son. After all, the daughter will go away after her marriage. The son will stay with us and take care of us."

Leela Visaria (2007 ed. Usha Sharma) says that "There is trouble for daughters. They may find a good family or a bad family after their marriage. They [daughters] may come back home. If they have trouble with their in-laws, they may be sent back by their in-laws. So, a girl is always the reason for the tension of her parents". She says further that "A girl requires a dowry when she has to be married which is a cause for anxiety. Finding a suitable groom and hoping that she will settle down happily in her new home is always a source of worry for parents."

Children of the Divorced

A divorced woman, who might otherwise have reverted to her maiden name to conceal her divorce, may retain her married name if there are children in order to save them from possible greater humiliations or sense of social insecurity. Few, if any, parents divorce without considering the effect of the divorce on the children.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Nurturing Win-Win Conflict Resolution Skills Among Selected Early Adolescents Using Conflict Resolution Training Modules

Srividya. K., M.Sc., (Ph.D.), Rajalakshmi, M.S., M.Sc., M.Ed., Ph.D., and Suresh, K.P., Ph.D.

Abstract

Conflict is a normal and necessary part of healthy relationships. Two people cannot be expected to agree on everything at all times. When conflict is mismanaged, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. Learning how to resolve conflict, rather than avoiding a conflict or confronting it with a wrong approach (lose-lose approach, win-lose approach) is very crucial. By learning the skills needed for successful conflict resolution, using a win-win approach, disagreements can be overcome with confidence to keep personal and professional relationships strong and growing.

Adolescence is a malleable phase. If, at this phase, adolescents are guided to nurture win-win conflict resolution skills it will help them tide over the conflicts they come across successfully. This in turn will enable us to have a generation of population which is non-violent, prioritizing peace over aggression and disharmony.

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Therefore, the present study was taken up to assess the conflict resolution patterns of early adolescents and to develop appropriate conflict resolution training modules to impart skills for resolving conflicts in a win-win way. 54 early adolescents in the age group of 12-13 years participated in the training for one academic year. Analysis of the data indicated that the developed modules influenced adolescents to adopt win-win conflict negotiation skills while resolving conflicts.

Key Words: Adolescents, Conflicts, negotiation, Win-Win, Modules

Introduction

Conflict is an inevitable part of relationships. Although conflict often is perceived as negative, conflict has the potential to positively contribute to both relationship quality and personal development (Cited by Scott, D.). Effective conflict resolution is associated with overall social competence in adolescents through the component skills of problem solving, decision making, communication, and coping (Van Slyck, Stern & Zak-Place, 1996).

Adolescence is the period of transition between childhood to adulthood. It is a period when rapid physiological changes and demands for new social roles take place. The adolescents, due to these changes often face a number of conflicts and dilemmas (Anonymous, Adolescence).

Conflicts reflect the complex and sometimes inconsistent wants values and expectations of individuals and groups. Conflicts can occur on different levels. Interpersonal conflicts occur between strangers, acquaintances, friends, parents and children. Intrapersonal conflicts occur within oneself (Cited by Wenden, A.).

When conflict is poorly managed it has a negative impact on adolescent's relationships. However, teaching adolescents the skills for resolving conflict can help significantly. By learning to manage conflict effectively adolescent's skills for getting along with others can be improved. Adolescents are much happier, will have better interpersonal relationships and intrapersonal attitudes when they know how to manage conflict well (Anonymous).

Effective conflict resolution involves managing the emotion evoked in a conflict situation using a negotiation or problem-solving process to determine a mutually acceptable solution (Katz & Lawyer, 1993).

According to the "Conflict Resolution Education" report (2003, Education World), the purposes of conflict resolution are to provide an environment in which "each learner can feel physically and psychologically free from threats and danger and can find opportunities to work and learn with others for the mutual achievement of all".

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Most conflict resolution programs teach skills relevant to negotiation and peer mediation. Raider (1995) suggests that for conflict resolution programs to be effective, three areas must be addressed: knowledge, skills, and attitude. Long-term benefits of conflict resolution training are more likely with both behavioral and attitudinal changes. A comprehensive approach to teaching conflict resolution skills includes education, training and the opportunity to practice what is learned in real world situations (Van Slyck et al., 1996).

Educators like Van Slyck & Stern, (1991) believe competence in conflict resolution skills can lead to increased social and academic achievement in the short run and a more harmonious world in the long run. Therefore, Conflict resolution programs are best used as part of a long-range comprehensive plan to improve the learning climate at a school and to teach students alternatives to violence. Conflict resolution should be included as a regular part of the school programs and curricula.

Therefore this study was taken up to try and nurture win-win conflict resolution skills in early adolescents to help them to understand and resolve conflicts effectively using the conflict resolution training module developed by the researchers.

Objectives

- To assess the conflict resolution pattern adopted by early adolescents.
- To develop appropriate conflict resolution training modules (CRTM) to impart skills for resolving conflicts using a win-win approach.
- To introduce the developed conflict resolution training modules (CRTM) for one academic year (intervention) to selected early adolescents (experimental group).
- To assess the conflict resolution patterns adopted by early adolescents after exposure to the CRTM.

Hypothesis

- Adolescents do not have the ability to resolve conflicts constructively using a win-win approach.
- Nurturing the development of conflict resolution skills in adolescents will not help them to resolve conflicts using a win-win approach.

Methodology

Phase 1: Development of Tools

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The researchers self developed two tools in English for the present study.

Tool 1: Hypothetical Conflict Situations Response Test (HCSRT) was developed to assess the adolescents' ability to identify, understand and resolve conflict. The tool comprised of five hypothetical conflict situations with both open and closed ended questions. HCSRT covered the 5 areas of conflict identified for the present study viz *conflict with parents, conflict with siblings, conflict with friends, conflict with self and conflict in school*.

The tool is divided into three components as indicated below:

The first component of this tool focused on testing the ability of the respondent to identify the type of conflict presented in the hypothetical situation. The respondents were required to read the situation carefully and identify the type of conflict that the hypothetical situations presented. Responses were choice based where the respondents were presented with five different types of conflicts and had to identify the type of conflict presented in the situation.

The second component of this tool focused on testing the ability of the respondent to understand and resolve the conflict presented in the hypothetical situation. The respondents were required to read the situation carefully, understand the conflict situation being presented and choose the most appropriate solution for the conflict from the given responses. The responses obtained for this component was classified into viz., *win-win; win-lose; lose-win and lose-lose* responses and then quantified into scores.

The third component of this tool focused on obtaining responses from the respondents when the situation was personalized. This component of the tool was designed to assess the respondent's overall ability to identify, understand and resolve conflicts. The responses obtained for this component was first classified into qualitative responses viz., *win-win; win-lose; lose-win and lose-lose* responses and then quantified into scores.

The scoring of all the three components were classified as *Poor conflict identifying, understanding and resolving skills, Satisfactory conflict identifying, understanding and resolving skills, and Good conflict identifying, understanding and resolving skills*.

Tool 2 was the **Conflict Resolution pattern inventory (CRPI)** developed to assess the adolescents' ability to resolve conflicts constructively (win win approach).

The CRPI was statement based, with open ended responses focusing on assessing the respondents' ability to resolve conflicts.

CRPI consisted of 48 open-ended statements covering 5 areas of conflict.

- Conflict with parents (12 statements)
- Conflict with siblings (7 statements)
- Conflict with friends (12 statements)
- Conflict with self (10 statements)

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➤ Conflict in school (7 statements)

The statements were jumbled to overcome random/routine/monotonous responses by the respondents. The responses obtained for these statements were designed to be classified under *win-win, win-lose; lose-win and lose-lose*.

The scoring were classified as *Lose – lose conflict resolution pattern, Lose- win/ win – lose conflict resolution pattern* and *Win – win conflict resolution pattern*.

Phase 2: Standardization of tools

Standardization of tools was carried out in the following stages;

Stage 1: Item generation and face validation

Stage 2: Scale development

Construct validity – reliability and internal consistency:

The reliability of the scale was established by applying the split-half reliability analysis. The reliability co-efficient obtained was 0.831 for CRPI, indicating that the inventory has excellent reliability. Cronbach's Alpha demonstrates the internal consistency. Internal consistency of CRPI is 0.972 indicating good internal consistency for the scale.

Phase 3: Identification of Schools.

A total of 50 schools were shortlisted for the present study from which schools were drawn for different purposes of sampling as indicated below;

PART A: SCHOOL SELECTION FOR TOOL STANDARDISATION

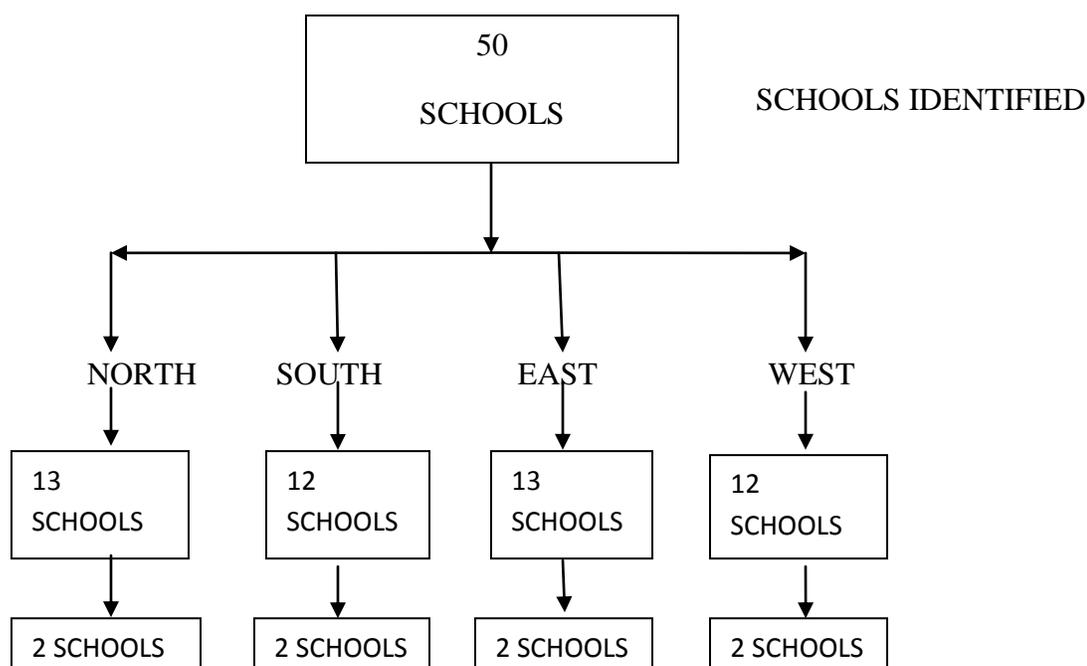
A survey of the different schools in Bangalore city, which would be open to this experimental study for one whole academic year as a part of its curriculum was carried out. From this survey, 50 schools were shortlisted using cluster sampling method from the four zones of Bangalore city. Using the lottery method 2 schools from each zone was identified for the study. The breakups of the 50 schools were as follows:

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PART B: SCHOOL SELECTION FOR RESEARCH PROGRAMME (INTERVENTION)

For selecting schools for the research programme (intervention) the researcher established certain norms. Namely,

- Schools must be offering English medium of instruction as the tool was developed in English.
- Schools must be offering the CBSE syllabus.
- Schools must be situated in an urban area
- Students must come from similar background (middle class families).
- Willingness and cooperation of the schools to participate in the study.

From the 50 schools identified in the previous phase, 4 schools conforming to the norms established for the study was identified (one school from each zone). 2 schools were shortlisted for classifying into the experimental and control schools.

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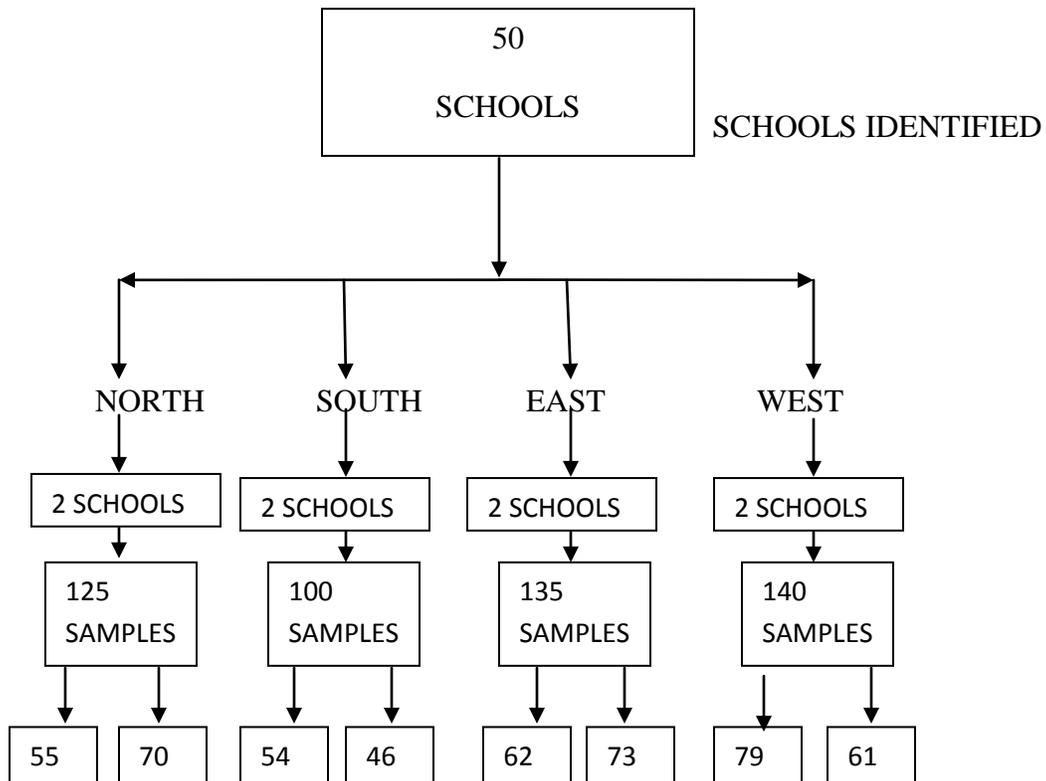
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Thus Titan School situated at Mathigiri, Hosur was identified as the experimental school and JSS Public School the control school for the research study.

Phase 4: Identification of samples

PART A: SAMPLES FOR TOOL DEVELOPMENT

For selecting samples for tool development a total of 500 respondents were identified THROUGH CLUSTER SAMPLING as indicated below:



PART B: SAMPLE FOR RESEARCH PROGRAMME

For the pre-post experimental design in the study 100 early adolescents aged 12-13 yrs studying in 7th standard from the schools selected were identified. 54 respondents were drawn from the Titan School (experimental group), and 46 respondents were drawn from JSS Public School (control group).

The researcher opined that a participative audience would yield better results than a captive audience. Therefore, before commencing data collection and intervention programme the Language in India www.languageinindia.com

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researcher held an interactive session with the participants of both the groups separately. An outline of the research programme was given to the participants and then the students were given a choice to either participate or not participate in the programme.

Phase 5: Pre-test data collection

The developed HCSRT and CRPI were administered to the experimental and control group.

Phase 6: Development of training modules

Based on inputs received from the pre-test data and discussions held with experts in the field, the researcher developed modules to nurture in adolescents the ability to identify, understand and resolve conflict. A total of 55 Modules consisting of 90 sessions was planned for the intervention programme. Modules were designed to first hone in adolescents the ability to identify and understand conflict, and this was followed by teaching appropriate resolution strategies. The modules were activity based.

Theoretical foundations considered for the module design

- Multiple intelligences theory
- Social learning or social cognitive theory
- Cognitive problem solving theory
- Resilience theory
- Theory of reasoned action
- Stages of change theory or trans-theoretical model
- Gerhard Schwarz's conflict theory

For the intervention programme the researcher developed the following modules.

Sl.No	CONTENT	NUMBER OF MODULES	NUMBER OF SESSIONS
I	ICE BREAKER		
1.	Breaking the ice	1	2
2.	Value clarification	1	2
II	INTRODUCTION (IDENTIFYING CONFLICT)		
1.	What is conflict?	1	2

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2.	Types of conflict.	4	6
II A.	UNDERSTANDING CONFLICT		
1.	Causes of conflict		
	a. Opposing viewpoints or opinions	1	1
	b. emotions	1	2
	c. selfishness	1	1
	d. miscommunication or misunderstanding	1	2
	e. assumptions	1	2
III	RESOLVING CONFLICTS CONSTRUCTIVELY		
1.	Cooperative context.	3	4
2.	Using academic controversy in the classroom	1	2
3.	a. Negotiate	2	2
	b. Mediate	2	3
	c. Arbitrate	2	2
IV	SKILLS FOR IDENTIFYING, UNDERSTANDING AND RESOLVING CONFLICTS USING APPROPRIATE NEGOTIATION STRATEGIES		
1.	Orientation	7	10
2.	Perception	4	7
3.	Emotion	3	5
4.	Communication	3	5
5.	Creative thinking	2	4
6.	Critical thinking	2	4

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V	CONFLICT RESOLUTION EDUCATION (identify, understand and resolve conflicts)		
1.	<u>Problem solving principles;</u> a. Separate the people from the problem b. Focus on interests not positions c. Invent options for mutual gain d. Use objective criteria.	1 1 1 1	1 2 2 1
2.	<u>Structured problem solving process ;</u> (a) Set the stage (b) Gather perspectives (c) Identify interests (d) Create options (e) Evaluate options (f) Generate agreement by negotiation, mediation and consensus decision making	1 1 1 1 1 1	1 2 2 1 2 2
VI	RECAPITULATION	1	4
VII	SUMMARIZE	1	2
	TOTAL	55	90

Phase 7: Intervention programme

The developed modules were introduced to the experimental group in a phased manner for a period of one academic year. Each of the given modules was meticulously planned, keeping the age range of the respondents in mind. To sustain interest throughout the programme the modules were designed to include various communication strategies like **drama, role play, puzzles, games, group discussions, drawing on personal experiences, showing video clips, music, power point presentations, flip charts and posters.** To motivate the respondents and to capture

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their attention throughout the session small rewards were handed out to the respondents during each session.

The sessions were held twice a week, each session lasting for about 2 hours approximately. In order to impact each and every individual in the experimental group, and address issues on a one on one basis, it was decided to have a small group for each interaction session. Thus the 54 students of the experimental group were further divided into two groups of 27 and 26 participants. The researcher met both the groups on the same day but at different times, ie after concluding with one group, the other group was met with almost immediately, thereby minimizing the spillover effect of the session from one group to another.

DATA COLLECTION DURING INTERVENTION

- Participants dairies
- Participants feedback form
- Observation made by the researcher during intervention
- Informal discussion with teachers on any noticeable changes as a result of the intervention.
- Feedback from parents obtained through feedback forms and informal discussion.

Phase 8: Post-test.

After the end of an academic year, the HCST and CRPI were re-administered to both the groups for post-test data collection.

Phase 9: Statistical analysis of data

Descriptive statistical analysis was carried out in the present study. Significance was assessed at 5 % level of significance. Student t test (two tailed, independent) was used to find the significance of study parameters. P values were obtained by paired proportion test.

Table 1: Baseline information of adolescent studied

Baseline information	Experimental group		Control group		P value
	No	%	No	%	
Age in years					
• 11 years	0	0.0	4	8.7	<0.001**
• 12 years	22	39.3	35	76.1	
• 13 years	28	50.0	7	15.2	

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• 14 years	4	7.1	0	0.0	
Gender					
• Male	23	41.1	23	50.0	0.459+
• Female	31	55.4	23	50.0	
Religion					
• Hindu	49	87.5	46	100.0	0.123+
• Muslim	3	5.4	0	0.0	
• Christian	2	3.6	0	0.0	
Income (Rs)					
• <5000	3	5.4	0	0.0	0.176+
• 5001-10000	2	3.6	1	2.2	
• 10001-15000	11	19.6	5	10.9	
• >15000	38	67.9	40	87.0	
Ordinal position					
• 1 st born	40	71.4	33	71.7	0.640+
• 2 nd born	12	21.4	12	26.1	
• 3 rd born	0	0.0	1	2.2	
Total	54	96.4	46	100.0	

Adolescence is the period of transition between childhood to adulthood. It is a period when rapid physiological changes and demands for new social roles take place. The adolescents, due to these changes often face a number of conflicts and dilemmas. The early years of adolescence are the period which especially sees an escalation of conflicts. Thus early adolescents between the age group of 11-14 were considered for the study.

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It can be inferred from the table that a majority of the respondents in the experimental group (50%) belong to the age group of 13 years, whereas a majority of respondents from control group (76.1%) belong to the age group of 12 years. Majority of the respondents follow the Hindu religion, have a monthly income of more than rupees 15,000 and are first born in both the experimental and control group.

Table 2: Comparison of significance of CRTM on HCSRT (Hypothetical conflict situation response test) in adolescents studied

HCST	Group	Pre	Post1	Significance	Effect size
				Pre-post1	
CONFLICT WITH PARENTS	EXPT	12.2±3.08	13.78±2.74	t= -2.754 P=0.008*	0.23(S)
	CONTROL	12.15±2.93	12.83±2.56	P= 0.174	-
	P value	.932	.077	-	
CONFLICT WITH SIBLINGS	EXPT	11.85±3.52	13.48±2.86	T= -3.387 P=0.001**	0.61(M)
	CONTROL	11.91±2.79	11.61±2.07	P= 0.426	-
	P value	.924	.000	-	
CONFLICT WITH FRIENDS	EXPT	11.94±3.59	13.89±2.42	T = -3.694 P=0.001**	0.60(M)
	CONTROL	12.54±2.47	12.46±2.7	P=0.837	-
	P value	.343	.006	-	
CONFLICT WITH SELF	EXPT	11.78±3.43	13.48±1.82	T = -3.269 P=0.002**	0.56(M)
	CONTROL	13.33±2.07	13.28±2.12	P=0.880	-

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	P value	.009	.614	-	
CONFLICT IN SCHOOL	EXPT	12.04±3	13.59±2.35	T= -3.590 P=0.001**	0.47(S)
	CONTROL	12.04±2.92	11.96±3.43	P=0.875	-
	P value	.991	.006	-	
OVERALL	EXPT	59.81±10.37	68.22±7.11	T= -6.554 P=0.001**	0.91(L)
	CONTROL	61.98±8.49	62.13±7.29	P=0.902	-
	P value	.262	.000	-	

The conflicts faced during early adolescence can be both interpersonal and intrapersonal. Frequency of conflicts varies with each relationship the adolescent is with. The study concentrates on five areas of conflict, viz conflict with parents, conflict with siblings, conflict with friends, conflict with self and conflict in school. Each area of conflict is unique and needs to be managed effectively for better interpersonal relationships and intrapersonal attitudes.

Table 2 represents the data of adolescents' ability to identify, understand and resolve conflicts measured using the Hypothetical conflict situation response test.

Adolescence can be very difficult period. The transformation from childhood to adolescence creates a disturbance felt not only by adolescents, but by their parents as well. Adolescents' and parents' contrasting desires and experiences contribute to increase in conflict resulting in the deterioration of interaction between the adolescent and the parent. Adolescents also experience a decline in the desire for companionship with their parents leading to increase in conflict and distance in relationships with their parents (Cited by Shehata, Ramadan 2010). This chasm will widen if adolescents are not taught to identify and resolve conflicts. Data from the table 2 reveals that, this assumption is right. It can be observed in the pre test data that adolescents were not able to identify and understand conflicts and therefore resolved them poorly. However, post intervention it can be observed that there has been a small effect of intervention (0.23), on the respondents' ability to identify, understand and resolve conflict with parents using a win-win

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approach, indicating that adolescents can be trained in conflict resolution skills using modules such as the one developed by the researchers for the present study.

Siblings represent a significant source of conflict for most children and adolescents (Bank and Kahn, 1982; Buhrmester and Furman, 1990; Dunn, 1985; Furman and Buhrmester, 1992; Lamb and Sutton-Smith, 1982; Montemayor and Hanson, 1985). Data from table 2 reveals that, there has been a moderate effect of intervention (0.61), on the respondents' ability to identify, understand and resolve conflict with siblings.

Adolescence is a period of important physical, social, emotional, and cognitive changes. Peer relationships become more complex and diverse, and adolescents must learn to negotiate varying relationship dynamics, including conflict with their peers. Data from table 2 reveals that, there has been a moderate effect of intervention (0.60), on the respondents' ability to identify, understand and resolve conflict with friends.

At adolescence conflict with self, affects their psyche. Changes occur simultaneously at both the body and psyche level during this stage. Each teenager is an individual with a unique personality, inherent behavior and unique existing circumstances as well as special interests, likes and dislikes. However, there are also numerous conflicting issues that everyone faces during the adolescent years. An adolescent's self identity generally focuses on simple characteristics, such as physical appearance, perception of self by peers, etc along with abstract and multifaceted ideas. Sometimes there is a conflict between the different components of self (Charming Health). Data from table 2 reveals that, there has been a moderate effect of intervention (0.56), on the respondents' ability to identify, understand and resolve conflict with self.

Academic pressures mount during high school, particularly the last two years. Data from the above table reveals that, there has been a small effect of intervention (0.47), on the respondents' ability to identify, understand and resolve conflict in school.

Results obtained in table 2 indicate that, before the respondents were exposed to the CRTM, there is no significant difference in the respondents' ability to identify, understand and resolve conflict situations of both experimental and control group. But after exposure to the CRTM for an academic year, the experimental group recorded a significant difference post intervention in their responses. When the effect size is interpreted it indicates that there has been a moderate to large effect of the intervention for each area of conflict. However, when the overall effect of the intervention is considered, the effect size records a large effect (0.91), indicating that the CRTM has had a significant influence on the respondents of the experimental group.

From the data obtained in table 2 it can be concluded that the adolescents ability to identify, understand and resolve conflicts using a win-win approach can be nurtured using modules such as the one developed by the researchers for the present study.

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Table 3: Comparison of frequency (%) of response of adolescents on the scale for CRPI

Dimensions	Group	Pre-assessment				Post-assessment			
		LL	WL/LW	WW	P value	LL	WL/LW	WW	P value
Parents	EXPT	39.83(73.75%)	1.25(2.31%)	12.33(22.83%)	0.047	18.33(33.94%)	3.33(6.16%)	31.67(58.65%)	0.181
	Control	23.58(51.26%)	2.75(5.97%)	18.67(40.58%)		20.5(44.56%)	5(10.86%)	19.41(42.19%)	
Siblings	Expt	40.86(75.66%)	1(1.85%)	6.28(11.62%)	0.036	18.86(34.92%)	1.43(2.64%)	26.86(49.74%)	0.001**
	Control	20.86(45.34%)	3.57(7.76%)	9.14(19.86%)		18(39.13%)	8.14(17.69%)	8.28(18%)	
Friends	EXPT	47.66(88.25%)	0.75(1.38%)	5.58(10.33%)	0.229	28.16(52.14%)	2.83(5.24%)	23(48.15%)	0.147
	Control	34.08(74.08%)	2(4.34%)	9.92(21.56%)		23.25(50%)	7.75(16.84%)	15(32.16%)	
Self	Expt	38.9(72.04%)	0.2(0.37%)	14.9(27.59%)	0.100	23.1(42.77%)	0.5(0.92%)	30.4(56.29%)	0.160
	Control	24.8(53.91%)	0.5(1.08%)	20.7(45%)		20.6(45%)	2.8(6.08%)	22.5(48.91%)	
School	Expt	40.85(75.64%)	0.57(1.05%)	12.57(23.27%)	0.345	20.85(38.61%)	0.85(1.57%)	32.28(57.77%)	0.032
	Control	29.57(64.26%)	2.57(5.58%)	13.85(30.11%)		24.28(52.78%)	4.85(10.54%)	16.57(36.02%)	

LL –lose- lose; WL/LW – win-lose/lose-win; WW – win-win

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The above table 3 shows the data of, adolescent's ability to resolve conflict using win-win approach before and after intervention programme.

Adolescents who are able to resolve conflict also tend to have good peer relationships and a fulfilled family life (Johnson & Johnson, 2004).

Haar (1999), Laursen & Collins (1994) and Laursen, Hartup, & Koplas (1996) point out that adolescents' use of conflict strategies changes in terms of type of relationship.

Laursen (1993) found high level of submission and disengagement, and low level of compromise in parent-adolescent conflict yet considerable compromise and little disengagements with close friend. Data presented in table 3 indicates that a small number of the respondents of experimental (22.83%) & (10.33%), and control (40.58%) & (21.56%) group use win-win conflict resolution strategy with both parents and friends.

However, after exposure to the intervention programme, majority of the respondents of experimental group (58.65%) & (48.15%) used win-win conflict resolution strategy, to solve conflicts with parents and friends. A surprising outcome of the intervention programme observed was that the use of win-win strategy for resolving conflicts recorded higher with parents than with friends. Response of control group remained almost the same (42.19%) & (32.16%). This leads to the conclusion that the CRTM has had an influence on the experimental group.

Research also has shown that if parents and adolescents learn skills to resolve conflict, parent-adolescent disputes can be prevented from escalating into severe relationship difficulties (Riesch et al., 2000).

The sibling relationship has been described as the most enduring of all familial relations, and, despite its secondary significance, it remains unique and influential (Bank&Kahn, 1997; Goetting, 1986).

Early adolescents reported less companionship and less conflict with their siblings than did younger children (Cole & Kerns, 2001), and their relationships became less intensive (Buhrmester & Furman, 1990). The data obtained in the present study contradicts the findings of Cole & Kerns, 2001. As table 3, data indicates, even before the intervention programme, the respondents reported that their conflicts with siblings was high, in both experimental and control groups. They also reported that they were not able to resolve it using a win win approach in the pre test[(11.62%) & (19.86%)]. However after exposure to the CRTM, data obtained post intervention indicate that there is a high incidence of win- win conflict resolution pattern in the experimental group (49.74%), while the control group's data remained almost the same (18%).

Adolescence represents a time during which the self-concept undergoes significant change and is a time of conflict (Erikson, 1968; Harter, 1999a,b; Marcia, 1999). It can be inferred from the table 3 that, in pre assessment the respondents of both groups were not able to resolve conflicts

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with self-using a win-win approach, (27.59%) & (45%), although the control group reported to having fewer conflicts with self.

Post assessment data reveals that (56.29%) respondents of the experimental group were able to resolve conflicts using win-win approach, whereas the control group data remained almost the same (48.91%), indicating that the CRTM had influenced the respondents of the experimental group.

Data from table 3 indicates that both the groups were facing conflicts at school to a very large extent. (75.64% and 64.24%) and were predominantly using lose-lose conflict resolution approaches to resolve these conflicts. The school environment, teachers, the way academics is dealt, student-teacher expectation, all play an important role in handling conflicts at school.

It can be observed that post intervention a majority of the respondents in the experimental group were gradually able to handle conflicts at school, using win-win approach. Comparatively 38.61% of respondents used lose-lose approach in the experimental group; while 52.78% of respondents in the control group used lose-lose approach post intervention.

Conflict during early adolescence is rampant. Nurturing adolescents' ability to resolve conflicts using win win approach, will also empower them to resolve the conflicts that they are likely to face in the later stages of their development successfully.

Table 4: Comparison of significance of CRTM on CRPI (conflict resolution pattern inventory) in adolescents studied

CRPI	Group	Pre	Post1	Significance	Effect size
				Pre-post1	
CONFLICT WITH PARENTS	EXPT	23.96±6.36	38.62±9.65	T= -10.309 P=0.001**	1.47(VL)
	CONTROL	34±12.69	32.71±8.66	P=0.574	-
	P value	<0.001**	0.006**	-	
CONFLICT WITH SIBLINGS	EXPT	10.87±3.76	15.43±5.44	T= -4.728 P=0.001**	1.18(L)
	CONTROL	15.91±7.07	12.18±6.01	P=0.007**	-

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	P value	.001**	.013*	-	
CONFLICT WITH FRIENDS	EXPT	17.3±4.47	37.08±10.63	T=-13.422 P=0.000**	0.76(M)
	CONTROL	23.39±10.05	34.83±11.2	P=0.001**	-
	P value	.000	.308	-	
CONFLICT WITH SELF	EXPT	21.11±5.78	32.7±10.01	T=-8.339 P=0.001**	0.84(L)
	CONTROL	28.22±9.46	30.93±7.9	P=0.061	-
	P value	.000	.338	-	
CONFLICT IN SCHOOL	EXPT	13.67±5.51	23.96±7.51	T=8.562 P=0.001**	0.93(L)
	CONTROL	16.22±7.12	18.56±6.22	P=0.040	-
	P value	.046	.000	-	
OVERALL	EXPT	81.74±14.92	148.98±37.37	T= -12.845 P=0.001**	1.36(VL)
	CONTROL	112.3±36.69	129.12±29.25	P=0.018	-
	P value	.000	.012	-	

Analysis of the pre post test results, of both the experimental and control groups indicate that, the intervention programme has had a significant influence on the experimental group. When the effect size is computed it is observed that conflicts with siblings, self and school record a large effect size (1.18, 0.84 & 0.93), conflict with friends records a moderate effect (0.76) and conflict with parents a very large effect (1.47). The overall effect of the intervention is also very large (1.36), indicating that the CRTM has had an influence on the respondents.

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VALIDATION OF HYPOTHESIS

It was hypothesized that;

- Adolescents do not have the ability resolve conflicts constructively (win-win approach).
- Interpretation of pre test data of both the experimental and control groups presented in tables 2, 3 and 4 indicate that adolescents do not have the ability resolve conflicts constructively (win-win approach). This leads to the acceptance of the hypothesis.
- Nurturing the development of conflict resolution skills in adolescents will not help them to resolve conflicts using a win-win approach.
- Interpretation of pre post test data of both the experimental and control groups after exposure to an year long intervention programme presented in tables 2, 3 and 4 indicate that conflict resolution skills can be nurtured in the adolescents to resolve conflicts using a win win approach. This leads to the rejection of the hypothesis and the conclusion that nurturing the development of conflict resolution skills in adolescents will help them to resolve conflicts using a win-win approach.

Conclusion

Conflict resolution skills are skills that everybody needs, including people who would never think of pulling out a gun or punching somebody. These are skills that can help every young person relate better to others thereby leading to a more productive and happy life. Teaching adolescents conflict resolutions skills can affect society as well. Democracy depends on people working well together and respecting differences and respecting people of different cultures. If we're going to have a democratic society, conflict resolution has to be a part of everyone's education.

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12 : 3 March 2012

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

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Status of English among the Kokborok and Tripura Bangla Learners in Tripura

M.Phil. Dissertation

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Language in India www.languageinindia.com

12 : 3 March 2012

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AND
TRIPURA BANGLA LEARNERS
IN
TRIPURA**

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DECLARATION

This is to certify that the M. Phil dissertation titled *STATUS OF ENGLISH AMONG THE KOKBOROK AND TRIPURA BANGLA LEARNERS IN TRIPURA* submitted for publication in Language in India www.languageinindia.com is an original work by me based on my research, that I have duly acknowledged in the said paper the work or works of others I used in writing this article, that I have duly cited all such works in the text as well as in the list of references, and that I have presented within quotes all the original sentences and phrases, etc. taken from the sources that I have consulted in writing this article. I further declare that the paper submitted for publication in Language in India www.languageinindia.com has not been previously published, is not currently submitted for review to any other journal, and will not be submitted elsewhere before a decision is made by this journal. I also declare that I will pay the formatting fee for the dissertation (specified in the Guidelines below) as and when my dissertation is accepted for publication in Language in India www.languageinindia.com.

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LIST OF ABBREVIATIONS

A	= Adjective
ADV	= Adverbial
ADVP	= Adverbial Phrase
AGR	= Agreement
AP	= Adjectival Phrase
ART	= Article
AUX	= Auxiliary
C	= Complement
ENG	= English
FT/FUT	= Future
GEN	= Genitive
INTR	= Interrogative marker
IPA	= International Phonetic Alphabet
KB	= Kokborok
LOC	= Locative
mV	= main verb
N	= Noun
NOM	= Nominative
NP	= Noun Phrase
O	= Object
P	= Predicative, also Preposition
PL	= Plural

PP	= Prepositional Phrase
PRF	= Perfective
PROG/PRG	= Progressive,
PRES.	= Present
PT	= Past
PTP	= Past Participle
S	= Subject
SB	=standard Bangla
TB	= Tripura Bangla
tV	= verb with tense
VP	= Verb Phrase
V	= Verb
YN	= Yes-No questions
1PSG	= First Person Singular
2SG	= Second Person Singular
3PS	= Third Person Singular
C	= Complementizer
CP	= Complementizer Phrase

ACKNOWLEDGEMENTS

No piece of research work can be done in isolation. This humble effort of mine is also no exception. I owe this thesis to the efforts and contributions of so many people. Without their help this would have been impossible for me. I wish I could mention all of them here.

In preparing this thesis, the person who helped me out from many difficulties is my supervisor Dr. Prasanta Chakroborty, a language enthusiast. I also take this opportunity to acknowledge the help offered by my parents and brother. I pay my reverence to my linguistic *Guru*, Dr. Shyamal Das, Reader, Department of English, Tripura University, Tripura. I am also grateful to my wife Mrs Sima Das (Debnath) for all the support I received from her. I am immensely indebted to Revered Srimat Swami Purnatmanand Mahaharaj, Secretary-cum-Principala, Ramakrishna Math and Mission, Tripura Branch for giving me the permission to pursue the course. I am equally indebted to Revered Swami Sanmatrananda Maharaj, Vice-Principal, Ramakrishna Mission Vidyalaya, Viveknagar: Tripura (W) for his valuable linguistic suggestions and insight. I am grateful to Sri Kumud Kundu Choudhury, a devout linguist with special interest in Kokborok and his son, Sri Suranjan Chowdhuri, a rising Kokborok poet of the state. Dr. Prabhash Chandra Dhar, another linguist and Kokborok-scholar of the state, for their valuable help and suggestions.

Last but not the least, I am extremely thankful to my beloved wife, Sima, who is ready to sacrifice joys and comforts for my academic ambitions. I dedicate this thesis to her.

ABSTRACT

Of late many scholars and linguists have got interested in the study of the languages of the North Eastern part of India belonging to the Indo-Aryan family of languages as well as not belonging to the Indo-Aryan family of languages. Most of these scholars have devoted themselves to spelling out the descriptive linguistic phenomenae of these languages. Exceptions are however always there. There is hardly any sustained and systematic effort for explaining the linguistic properties of these languages with the help of the insights available from the researchers in modern linguistics of course excepting few. More over most of these scholars are non-native scholars whose works are always open to suspicion in respect of capturing the subtle nuances of the language concerned.

Unlike the prevalent tendency, I have decided to look into the various syntactic properties of Kokborok and Tripura Bangla, my mother tongue that is used as a first language by the majority of the people in and outside the Indian state of Tripura, whereas Kokborok is used as a first language by nearly 1.5 million. These two languages are used abreast by the tribals and non-tribals respectively of the state. Tribals use Kokborok whereas the non-tribals use Tripura Bangla ,of course, having dialectal variations.

Given the limitations of a thesis like this, I have made a humble effort to bring out the syntactic peculiarities of the Yes-No interrogatives in Kokborok, Tripura Bangla vis-à-vis those of English. This is because without understanding the unique properties of one's first language which often interfere with the learning of a second language, one would not be in a position to successfully learn the grammatical nuances of the second language. This will lead to linguistic aberrations so characteristic of inter-lingual systems.

It is found that English, Tripura Bangla and Kokborok use two different parameters in deciding the word order within their phrases: English is HEAD FIRST

while Tripura Bangla and Kokborok are HEAD LAST. This phenomenon largely decides the word order differences in the three languages. Again, English has a rule of obligatory fronting of the Auxiliary verb having the feature [+Tense]. This is absent in Kokborok and Tripura Bangla. But Koborok and Tripura Bangla use the non-morphemic elements *de* and *ki* which do not have any fixed denotative value. these elements enforce the sense of interrogativeness. This can however be dropped. But there is also a use of rising tone which cannot be dropped. This language too like Kokborok is a HEAD LAST language and uses an apparently semantically empty item *ki* in its Yes-No interrogatives. It is intriguing how these two languages Kokborok and Tripura Bangla, one a Sino-Tibetan language and the other an Indo-Aryan, could have such close similarities. More research is necessary to study the phenomenon of typological universals as opposed to the impact of language contact.

CHAPTER I

CHAPTER I

Genealogy of Kokborok and Tripura Bangla

1. Genealogy of Tripura Bangla:

1.0 Introduction

Bengali belongs to the easternmost branch, called Aryan or Indo-Iranian, of the Indo – European family of languages. Its immediate ancestor is a form of Prakrit or Middle Indo-Aryan which had descended from Sanskrit or Old Indo- Aryan. Sanskrit is said to be has always an important influence in the evolution of Indo-Aryan through all its stages of linguistic and literary history. The very rich vocabulary of Sanskrit has always been an open, inexhaustible fund drawn upon by all Indian literary languages, Aryan and Non-Aryan. (Sen, 1992).

It is guessed that by the fifth century B.C. Indo-Aryan i.e. spoken Sanskrit had developed dialectal characteristics, and by 250B.c. its structure had gone for a great change. The structural change was such that the language now presented a phase that was different from Old Indo-Aryan, although there was yet no question of mutual unintelligibility. This new phase of Indo-Aryan is called Middle Indo-Aryan, in a broad sense Prakrit, which was found in some four regional varieties or dialects, viz. i) north-western, ii) south-western, iii) east-central, and iv) eastern (Sen, 1992). These regional dialects, themselves changing themselves changing in course of time, continued as the spoken languages of Aryan speaking India for more than a thousand years, until they underwent another sea-change of character and developed in to the New Indo- Aryan languages now spoken. Bengali is no exception.

Following Sen (ibid), the following strata of the development of Indo Aryan from its earliest form to the latest can be shown:

- a) Old Indo-Aryan: i) Spoken (unrecorded),
 ii) Literary (Vedic and classical Sanskrit), and
 iii) Mixed Sanskrit
- b) Middle Indo-Aryan evolved out of the unrecorded spoken Old Indo-Aryan and showing three stages:
- i) Primary Middle Indo-Aryan recorded in the Ashokan and other early inscriptions and Pali;
- ii) Secondary Middle Indo-Aryan or the Prakrits, represented by Maharastri, Souraseni, Paisaci, Ardhamagadhi and Magadhi; and
- iii) Tertiary Middle-Indo Aryan represented by Apabhramsa and its later phase Laukika or Apabhramsha (Avahatta).
- c) New Indo-Aryan evolved out of Apabhramsha and Laukika and represented by the modern Indo-Aryan speeches such as Assamese, Avadhi, Bengali Bhojpuri, Gujrati, Hindi, Kashmiri, Marathi, Nepali, Oriya, Punjabi, Rajasthani, Sindhi, Urdu, etc.

Since its origin from the spoken Laukika or Apabhramsha-Avahatta, the Bengali language has passed through two successive stages of development which may be called Old and Middle Bengali. It is now in its New or Modern stage. The Old Bengali stage is thought to cover the period 950-1350 A.D. The Middle Bengali stage stretched from 1350-1800 and the Modern Bengali stage has commenced from 1800.

There are four main regional dialect groups of Bengali clearly noticeable from the seventh century. These are:

- i) the dialects of West Bengal proper,
- ii) the dialects of North Bengal
- iii) the dialects of North-East Bengal the dialects of East and South-east Bengal.

The dialect TB is believed to come down from the North-East Bengal-dialect. TB dialect is spoken mainly in the capital town, Agartala and its adjacent area. The linguistic pattern of this dialect attracts the attention of linguistics like, Das (2003) and et. al. the location of Bangla from which Tripura Bangla originated, can be seen from the diagram (1b.) given below within the territory of the world's language. (Shaw. *ibid*). Bangla has many dialects, which with the passage of time have taken the present form coming in contact with many other corresponding languages. They are categorized as below Fig (1a.) following Shaw (*ibid*):

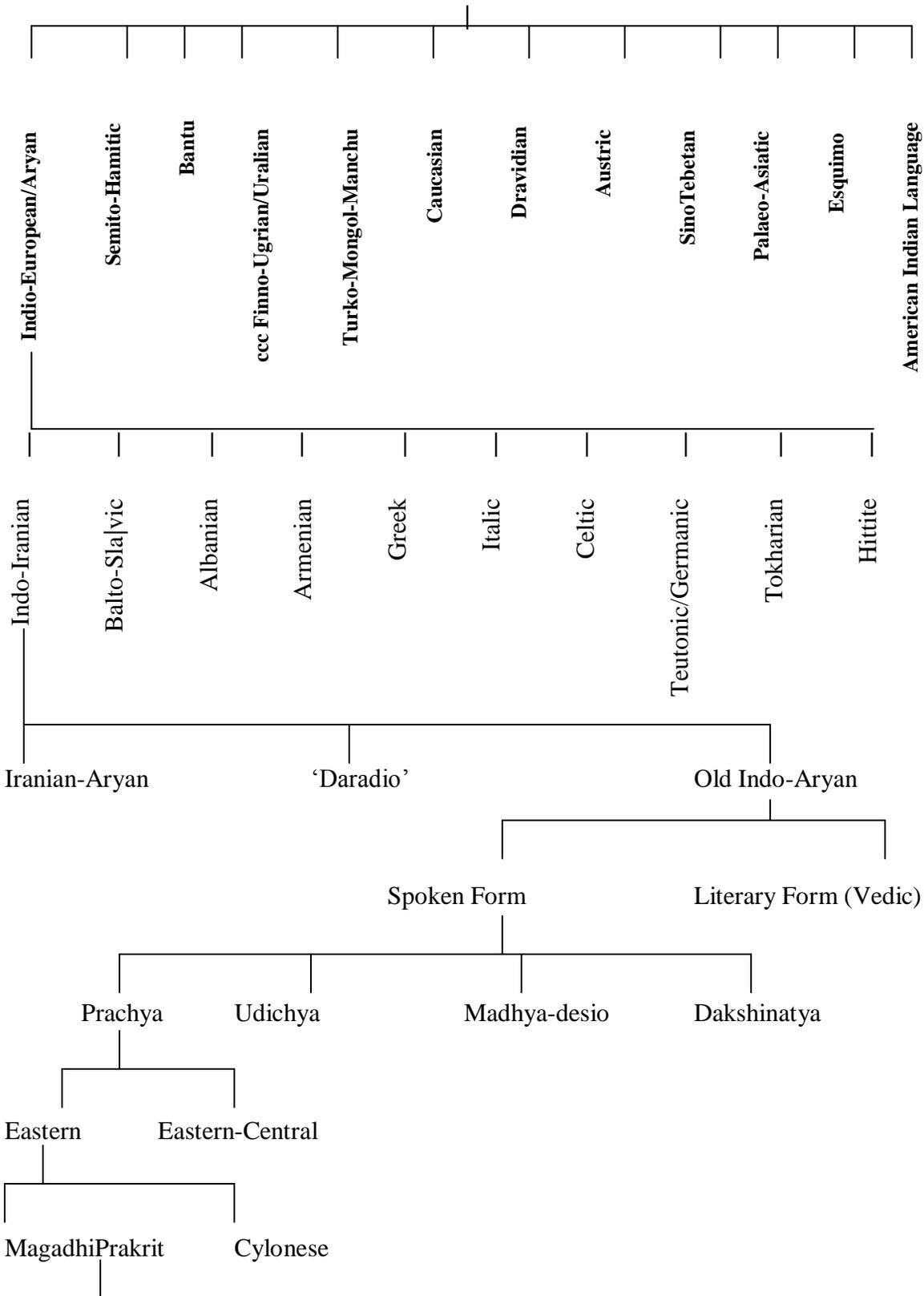
1a.

Dialects of Bangla	Location
a. Rari	Mid-West Bengal(West Rari-Birbhum, Burdwan, East Bakura. East Rari-Kolkata, 24-Pargana, Nadia, Hawrah, Hughli, North-East Midnapur, Mushirdabad.
b.Bangali	East Bengal and South East-Bengal (Dhaka, Moimonsing, Faridpur, Barishal, Khulna, Jashohar, Noakhali, Chatgram.
c.Barendri	North Bengal (Maldaha, South Dinajpur, Rajsahi, Pabna)
d. Jharkhandi	South West Border area and some areas of Bihar (Manbhum, Singbhum, Dhalbhum, South-West Bakura, South-West Mindnapur)
e.Karupi/Rajbangshi	Nothe_east Bengal (Jalpaiguri, Rungpur, Kuchbihar, North Dinajpur, Kachar, Srihatta, <i>Tripura</i>)

Figure-1

1b.

Principal Language Family of the World



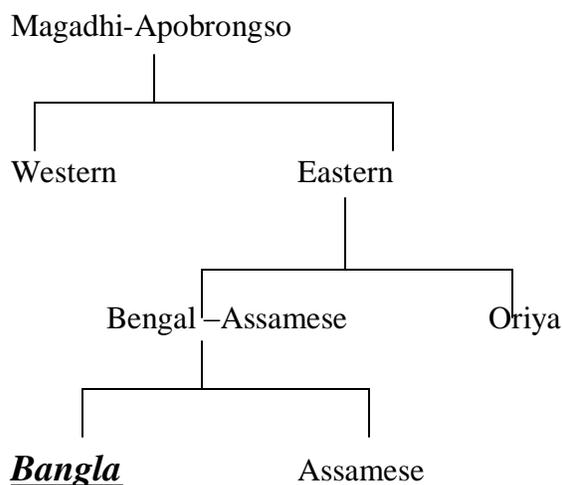


Figure-2

1.2.1 Geneology of Kokborok(KB):

“Kokborok is a language of the Bodo sub-group of the Tibeto–Burman sub-family of the Indo-Chinese Linguistic family. It is the first language of about six tribes of the eighteen specified tribes of Tripura.” (Dhar 1987). Tracing the origin of this tribal language Chowdhury (1972) states: “It has nine sister languages in greater Assam of the North-East region in India. The names of the sister languages are Bodo (modern), Garo, Dimasa (Kachari), Coch, Mech, Rabha, Hajong and Moran. All these ten languages including KB descended from Proto-Bodo parent stock and the mutual linguistic relations are very much present in those sister languages of Kokborok. Nearly one million KB speakers reside in Tripura and Bangladesh. It has eight dialects namely Puran, Tripura, Reang, Jamatia, Noatia, Murasing, Ulsoi (also called Usoi), Kalai and Rupini.” These eight dialects constitute Kokbarak (henceforth KB) which was known earlier as Tripuri or Tripura. (cf. Grierson 1967, Vol. III, part II). The genealogical tree below based on Grierson (ibid), Shafer (1955) and Dryer and Buffalo (2000) show the origin and the present location of KB. (cf. Figure 1)

KB is a very interesting language. Its linguistic features attracted a number of linguists over the years. Most of these works are mainly descriptive in character. A brief survey of the same is in order. Chattopadhyay (1972) has analyzed phonetic, morphemic and syntactic aspects of KB. Saha (1988) focuses on the origin of KB, its sound system, stylistic and grammatical aspects like parts of speech, affixation, antonyms, proverbs and dialogues etc. etc. His analysis of KB sound system addresses primarily the phonetic issues than the phonological ones. Dhar (1983) concentrates mainly on KB syntax particularly its tense system. It is Dhar (1987) where some aspects of KB phonology have been discussed in addition to its touching upon issues like KB morphology, syntax, verbs, PNG features, case, numerals and classifiers. Chakroborty (1981) presents a short analysis of the formal properties of KB i.e. its phonology, morphology, syntax and semantics. Chowdhury (2006) analyzes, among others, the development of KB from the point of historical and comparative linguistics perspectives. His main thrust is morphological similarities between KB and her cognates. In addition, there are certain pieces of work on KB lexicography. Major among them from the synchronic perspectives are Dhar (1987) and Debbarma (2001). The present study, thanks to its theoretical inclinations, stands apart from all its predecessors. The present work is primarily in the area of syntax more specifically generative syntax. The above genealogical table is based on Debnath (under preparation). At this point of discussion, it would not be out of place to have a look to the dialect area of Kokborok in Tripura given in (§1.2.2).

Tipra, Sonowal, etc), Naga (Angamai, Tangkhul, Hajang, Chang, Nocte, Kachcha, Sema, Ao, etc.) Lungchang, etc.

Figure 2.

1.2.2. Dialect areas of KB in Tripura

KB has eight dialects namely Puran/Kwcham Tripuri, Reang, Jamatia, Noatia, Murasing, Uchoi, Koloï and Rupini. They are spread all over the state of Tripura. In this section we give a brief account of their ethnic distribution in various geographical locations of Tripura.

1. Kwcham Tripuri:

The speakers of this dialect live both in hills and plain lands. During the early reign of Maharaja Birendra Kishore Manikya Bahadur Tripura, all people of Tripuri community used to use the surname Tripuri. But later on some of them started to use Debbarma, during the reign of Maharaja Bir Bikram Manikya Bahadur Debbarma. This dominant dialect, which in fact represents the language Kokborok itself, is spoken by the members of the Tripura Royal Family and their close relatives living in Agartala, the capital of Tripura. Some people of this community, living in rural areas still continue to use the surname Tripura. According to the census report of 2001, the total number of population belonging to this community is 5, 43,848, This dialect covers areas of Sadar Sub-Divisions (both North and South) of the West Tripura District. Some of this community also live in Khowai, Kamalpur, Kailasahar, Dharmanagar and Longtarai valley Sub-divisions.

2. Reang:

This dialect area covers areas of both South and North Tripura Districts. In the South the remarkable areas inhabited by the Reangs include Kasima, Kurma, Chelagang, Durgarampara, Satyarampara and Karbook etc. In the North the Reang speaking people live in the Sub-divisions of Kailasahar, Dharmanagar, Kanchanpur and the Jumpui Hills. This is the second major dialect of Kokbarak spoken by about 165103 (qua Census 2001).

3. Jamatia:

This dialect speaking people live in various areas of the Sub-Divisions of Udaipur, Amarpur and Gandachera. They number about 74949 (qua ibid).

4. Noatia:

This dialect is spoken in the areas spread over the Sub-divisions of Sonamura, Belonia, Santirbazar and Sabroom. Noatias number about 6655 (qua ibid).

5. Murasing:

People of this dialect numbering about 2,500 (as per ibid), live in the areas of Belonia, Santirbazar and Udaipur sub-divisions.

6. Kolois:

Their total population is approximately 3500 and they originally belong to the Halam community, the other being the Rupini, who speak KB. Kolois live in areas belonging to the Sub-divisions of Teliamura, Amarpur, and Longtarai Valley.

7. Uchoi:

This is for some scholars the smallest dialect of KB with the total population being about 2103 and the people speaking this dialect live in areas of the Sub-divisions of Amarpur and Kanchanpur.

8. Rupini:

This dialect is spoken in areas of Jirania Block of the Sadar Sub-division, and in areas of Telaimura, Dharmanagar, Kumarghat and Longtarai Valley Sub-divisions. The speakers of this dialect number about 2000.

1.3 Syntax

Syntax refers to the study of sentential properties of language, including its phrase structures, clause structures and various sentence forms. The study of syntax is traditionally known as 'grammar'. Right from the time of ancient Greek scholars through Bhratrihari's *Vakyapodiya* to Noam Chomsky and other generativists, sentence structure and the mechanism of meaning conveyance has occupied the centre stage in the study of language, the most miraculous gift endowed on human beings as a species.

India is vast country with innumerable language varieties (dialects included). Not much work exists today which paid focused attention to the study of this huge linguistic paradise. People interested in society-related linguistic studies get gravitated towards issues like communication in multilingual situation, bilingualism, language change, dialectology, communicative strategies, pragmatics etc. etc. In the process what remains most neglected are the formal properties and grammatical rules which only the native speakers of a language or dialect know best. There are many languages and dialects for which there is no script, for which there is no educated speaker cum scholar who can write up the formal properties of his/her language. Even if there are some, they are so minuscule in number that they feel insecure as far as their linguistic identity is concerned. More often than not, the social stigma associated with their language, caste or culture is so high that they prefer to merge into the dominant language group and consciously make efforts to forget their own language. The result is language death, so regular and so

agonizing. With the loss of language we not only lose a language, the human civilization itself gets deprived for ever from the immense treasure of folk culture, knowledge, literature and lore contained in that language. Every conscious people therefore should come forward to save a language especially if it is endangered. It is with this aim in view that the present scholar got interested to write up systematically the formal properties of KB syntax, especially with the help of the insights of modern research in grammar and syntax.

As far as KB and TB are concerned, these languages which originally belong to some subfamily of Sino-Tibetan family of language and New Indo-Aryan respectively. The KB language shares many properties – syntactic, semantic, phonological and morphological — with languages like Japanese, Mandarin Chinese, Korean etc. Interestingly, KB is located in an area which is also inhabited by various ethnic groups who speak one or the other version of the descendant languages of Indo-Aryan group of languages. For instance, in Tripura, one of the federal states of India, this language is primarily spoken. KB speakers are also available in many other Indian states and in Bangladesh. This is the one of the two official languages of Tripura, the other being Bangla. Unfortunately, despite having such a huge number of speakers (approximately 15 lacs) the KB speakers could not yet come out with a standard grammar of their own language. Most of the works on KB available today are done by non-KB scholars, most among whom again do not have the formal training to do systematic research. Only Pai (1972, 1976), Dhar (1983) could be taken as instances of systematic study of the syntax of the language. But they have their own limitations as they did not get the benefits of scientific research in language in their own time. Still, these are the two most remarkable works on KB which are however written by non-native scholars. Among the other non-

native scholars are Chatterjee (1972), Chakraborty (1981), Saha (1988a, 1988b), Acharya (1983/2001), Acharya (2000), Chakraborty (2000), Chaudhury (2007) etc.

The works of the native scholars, though not very many, certainly are worth-mentioning for their honest and sincere efforts to formally understand their language. These are mainly descriptive studies of the language based on the writers' knowledge of traditional grammar and, as regards phonology, on their personal impressions and perceptions. Debbarma (1967), Debbarma (1977), Debbarma (2001), Debbarma (2002), Debbarma (2006).

Study of all the areas of KB and TB syntax require a Herculean task and a few dozens of highly devoted and trained scholars, even for a descriptive account of the language. The present scholar's effort in this respect is a very humble one. It seeks to explore the syntactic features of the Yes/No interrogative questions in KB and TB along side other sentence pattern. And in course of doing so, the issue of tense realization, realization of AGR or AGREEMENT features, importance and rigidity vs. flexibility of word order in the language will come up. The methodological approach will be primarily descriptive and comparative. This is because, in addition to being a time tested method for cross-linguistic investigation, we have resorted to this method for examining the role of language contact in bringing about language change.

KB is spoken in areas in Tripura where Bangla is also spoken. In fact the KB and Bangla speakers frequently interact as they live together. For business, commerce, for day-to-day interactions the KB and Bangla speakers go hand in hand. Additionally, Bangla being the principal medium of instruction in the schools, which are mostly vernacular, the KB students have to learn Bangla. However, they also have to learn English, if not for using the latter as a medium of instructions, but at least as a subject. Faced with such a double challenge of coping two alien systems, they can hardly find

their way out. As a result we notice large scale drop-outs among tribal students, at every level of learning. This leads to their large scale unemployment, and over all economic and intellectual backwardness despite all official and non-official supports to the contrary.

The need of the hour therefore is to find out the reasons which primarily play roles of hindrances in the over all cognitive development of the KB students. This can best be done by first ascertaining the linguistic properties of KB at various levels like phonological, morphological and syntactic etc. which are at variance with the rules of the two target languages Bangla and English. If this can be done successfully and study materials are produced accordingly followed by requisite training pertained to the language teachers in schools, both vernacular and otherwise, it would be possible to improve the performance of the KB and TB speaking students in the academic and other fields of cognitive development.

The present thesis, though confined only to the syntax of Yes-No questions and other sentence pattern in KB and TB in comparison to English makes a humble effort in the aforesaid direction.

CHAPTER II

Chapter II

Yes-No (YN) questions in Kokborok, Tripura Bangla and English:

Their YN Structural Asymmetry

2.0 Introduction

KB belongs to Sino-Tibetan family of languages which are famous for lexical tone along with strong inflectional morphology. So is Bengali. However, one cannot but take into account the factor of language contact which goes a long way in (re)defining the linguistic properties of a system at various levels such as phonology, morphology, syntax, semantics etc. etc. In the absence of any systematic study of KB from the point of view of modern theoretical perspectives, the language remains a great source of mystery. In the present chapter which is one of the core chapters of this thesis, an attempt has been made to explore the syntactic properties of Yes-No (henceforth YN) questions of KB. Comparison with Bangla and English will help us to ascertain the KB features from the point of the impact of language contact and pedagogy. This is because the KB speaking students regularly interact in Bangla language as spoken in Tripura, while they also study English as a subject. Of late, thanks to some English medium schools, they also use English as a medium of instruction. For a better understanding of the problems of KB students in learning English and also Bangla the similarities and differences in the syntactic properties of the two languages definitely promises to be revealing. Additionally, of particular interest is the conceptualization and distribution of tense in KB and TB. The lay-out of the discussion therefore follows the traditionally accepted tense sub-groupings of English.

2.1 Present Tense

The traditional distribution of tense of the verb involves three major concepts of time PRESENT, PAST and FUTURE. Each of these major categories is chunked further into four sub-categories: INDEFINITE, PROGRESSIVE, PERFECT and PERFECT PROGRESSIVE. In KB the fourth sub-category is not attested. Hence KB has a total of nine subcategories into which the continuum of TIME has been chopped up and the concept of time has been represented accordingly in the language. Whereas in TB and SB there are twelve sub-categories representing TIME continuum. We begin our survey with the subcategories of the PRESENT.

2.1.1 Present Indefinite: Tense marker ‘V+ 0’

1.	KB:	¹ nwng	pora	de	swrwng? ²
		2SG	lesson	INTR	learn
		NP	NP	INTR	VP
		S	O		mVt ³
		‘Do you learn (the) lesson?’			
	TB:	tumi	ki	pora	sikha
		2SG	lesson	INTR	learn
		NP	INTR	NP	VP
		S		O	mVt

¹ KB data is collected from Ajita Tripura, Krishna nagar: Agartala, Tripura.

² In certain variations an existential verb ‘tong’ is used both for the Progressive and Indefinite forms. For better clarity we refrain from using the additional verb in the Indefinite forms.

³ mVt stands for main verb which also carries finite tense. The need for such representation of tense will be clearer from the subsequent sections.

	ENG:	Do	you	learn	the	lesson?
		AUX	NP [2SG]	VP	NP [ART N]	
		AUX	S	V	O	
2.	KB:	⁴ boh	pora	de	swrwng?	
		3SG	lesson	INTR	learn	
		NP	NP	INTR	VP	
		S	O		mVt	
		'Does (s)he learn (the) lesson?'				
	TB:	se	ki	pora	sekhe	
		3SG	INTR	lesson	learn	
		NP	INTR	NP	VP	
		S		O	mVt	
	ENG:	Does	(s)he	learn	the	lesson?
		AXU	NP[3SG]	VP	NP[ART N]	
		AUX	S	V	O	
3.	KB:	boh-rok	pora	de	swrwng-lai?	
		3PL	lesson	INTR	learn -PL	
		NP	NP	INTR	VP	

⁴ Following the orthographic conventions of English, of late KB-speakers using roman script for writing their language, use capital letter for the initial sound of the sentence-initial word. This we have not used here lest the capital letter is misinterpreted for some other sound in the absence of IPA, which should have been used ideally.

S O mVt

‘(Do) they learn (the) lesson?’

TB: tara ki pora sikhe
 3PL INTR lesson learn -PL
 NP NP INTR VP
 S O mVt

ENG: Do they learn the lesson?
 AUX NP [3PL] VP NP [ART N]
 AUX S V O

4. KB: nwnng kaham de tong?
 2SG well INTR exist
 NP AP INTR VP
 S P V

‘Are you well?’

TB: tumi ki bhalo acho
 2SG INTR well exist
 NP INTR AP VP
 S P V

ENG: Are you well?
 VP NP [2SG] AP
 V S P

5.	KB:	noh-rok	hug-o	de	thang-lai?
		3PL	jum-LOC	INTR	go-PL
		NP	PP	INTR	VP
		S	C		mVt

‘(Do) you go to (the) jum?’

TB:	tumra	ki	jum-e	jao
	3PL	INTR	jum-LOC	go-PL
	NP	INTR	PP	VP
	S		C	mVt

‘(Do) you go to (the) jum?’

ENG:	Do	you	go	to the Jum?
	AXU	NP[2SG]	VP	PP [NP[ART N]]
	AUX	S	V	C

2.2 Issues at stake

Certain interesting things come up from the comparative data sentences of KB and TB and English (1-5) such as role of ‘de’, ‘ki’ word order, use of auxiliary, and the mechanism for representing Tense in the three languages. Let us discuss them one by one.

2.2.1 de and its role in YN questions

‘de’ is an interrogative marker which the native speakers perceive as an independent word though without any fixed meaning and which enjoys mobility within

the sentence within certain restrictions. This we designate as INTR i.e. INTEROGATIVE MARKER. Another interesting feature is that it is used only in YN interrogative questions. It is very often accompanied by a rising tone which invariably characterizes an interrogative sentence in KB. But *de* can also be dropped optionally. Irrespective of the presence or absence of *de* in KB sentences, the sense of interrogativeness is carried by the presence of the rising tone. The role of *de* therefore can be compared to TB (cf.1-5) and Standard Bangla (henceforth SB) ‘*ki*’ (6) which is optionally used for example in

6. SB *apni ki ekhon jaben?*
 OR *apni ekhon jaben ki?*
 OR *apni ekhon ki jaben?*
 ‘(Will) you go now?’

Both *de* in KB and *ki* in TB and SB do not have any fixed meaning in YN questions; hence they are optionally droppable.

7. SB: *apni ekhon jaben?*
 TB: *apni akhan jaiben?*
 ‘(Will) you go now?’

In any case, the presence of a rising tone is a must. We refrain from investigating the issue of the interrelationship between *de*, *ki* and rising tone further in this thesis.

2.2.2 *de* (KB), *ki* (TB), AUX and Word order

If *de* and *ki* are absent in English, the latter has a syntactic unit called AUX i.e. Auxiliary which has no role in KB and TB. As a result, the basic constituents of YN

interrogative sentences having transitive, non-transitive and copular structures stand as in (8) respectively.

8a. Transitive:	KB:	S O INTR V
	TB:	S INTR O V ~ S O INTR V ~ S O V INTR
	English:	AUX S V O (cf. 1-3)
8b. Intransitive:	KB:	S C INTR V
	TB:	S C INTR V ~ S INTR C V ~ S C V INTR
	English:	AUX S V C (cf.5)
8c. Copular:	KB:	SP INTRV
	TB:	SP INTRV ~S INTR P V~ SP V INTR
	English:	VSP (cf. 4)

Such a distribution of the two items, AUX in English and INTR in KB and TB, has interesting implications for the word order sequence in the three languages. The basic word order pattern for KB, like TB, SB, is SOV while for English it is SVO. From the typological point of view KB ,TB and SB is a HEAD LAST language while English is a HEAD FIRST language. So the structure of VP in English is VP → [V[NP]] and in KB and TB is VP → [[NP]V]. To illustrate this distinction based on typological parameter further, one could look into the constituent structures of various phrases in the three languages English, KB and TB as shown in (9) below. The head of the phrase is underlined.

9a. English:	PP → [P[NP]]	<u>till</u> night	
	NP → [N[PP]]	<u>the</u> book of stories	
	VP → [V[NP]]	<u>ate</u> rice	
	AP → [A[VP]]	<u>nice</u> to see	
9b. KB:	PP → [[NP] P]	hor <u>jora</u>	‘till night’
	NP → [[PP]N]	kothoma-ni <u>bijap</u>	‘book of stories’
	VP → [[NP]V]	mai <u>chakha</u>	‘ate rice’
	AP → [[NP]A]	naina-ni ⁵ <u>naithok</u>	‘nice to see’
9c. TB	PP → [[NP] P]	raat <u>porjonto</u>	‘till night’
	NP → [[PP]N]	golper <u>boi</u>	‘book of stories’
	VP → [[NP]V]	bhat <u>khelo</u>	‘ate rice’
	AP → [[NP]A]	dekhte <u>sundor</u>	‘nice to see’

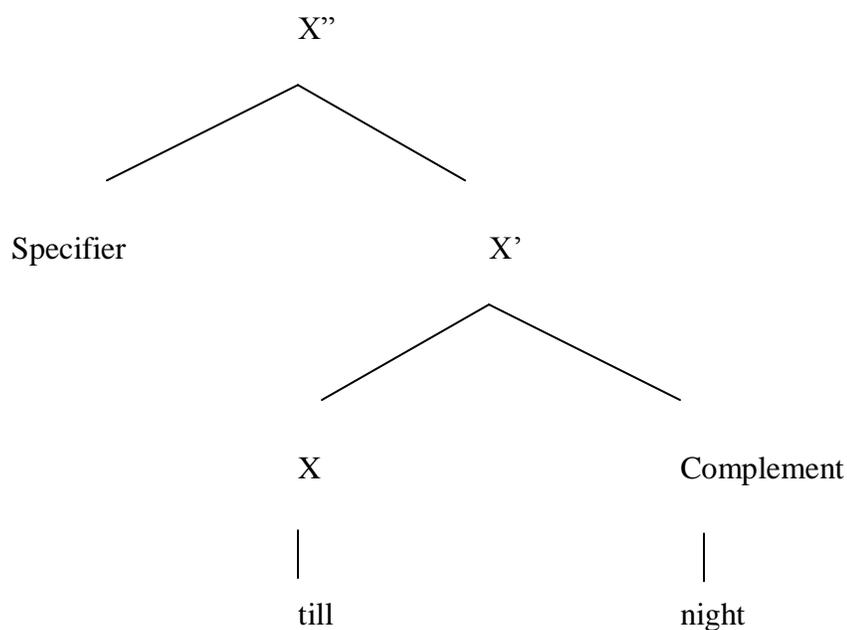
It is obvious from (9) that in English the head of the phrase comes at the beginning i.e. the left most position of the phrase. But in KB and TB the head of the respective phrases come at the last or the right most position of the phrase. This parametric distinction between English on the one hand and KB & TB on the other plays a crucial role in determining the word order variation noted in these languages.

For a greater clarification in terms of distribution of the phrases and their internal make up it would not be out of place here to utilize the mechanism of X-bar syntax

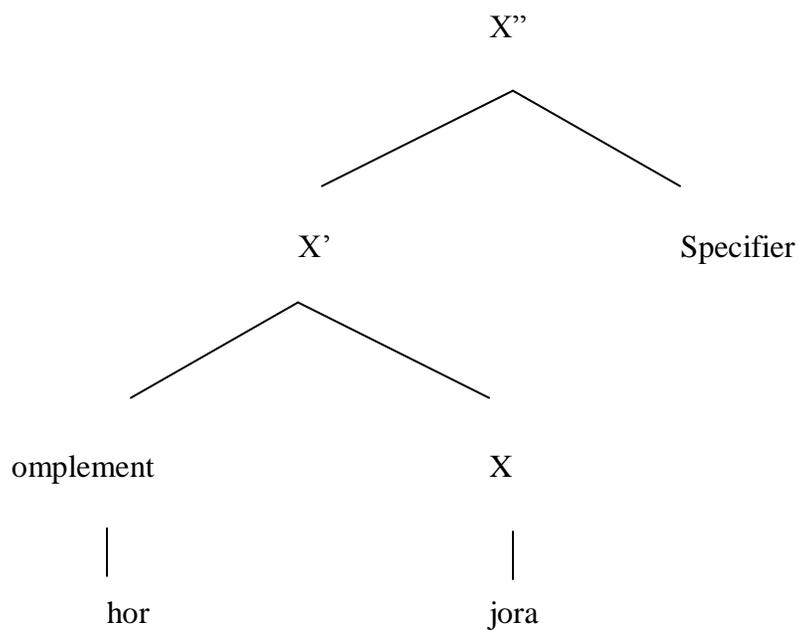
⁵ In KB the head of the Adjectival Phrase (AP) governs the complement in the GENETIVE which forces the verbal base to convert to N. So literally, English ‘to see’ the non-finite form of the verb gets converted to ‘of seeing’ i.e naina-ni (seeing of). Bangla however differs from KB in this respect and resembles English: dekhte ‘to see’.

expounded in Chomsky (1981a, 1981b, 1986a, 1986b), Stowell (1981), Huang (1982), and Hawkins (1982) etc.

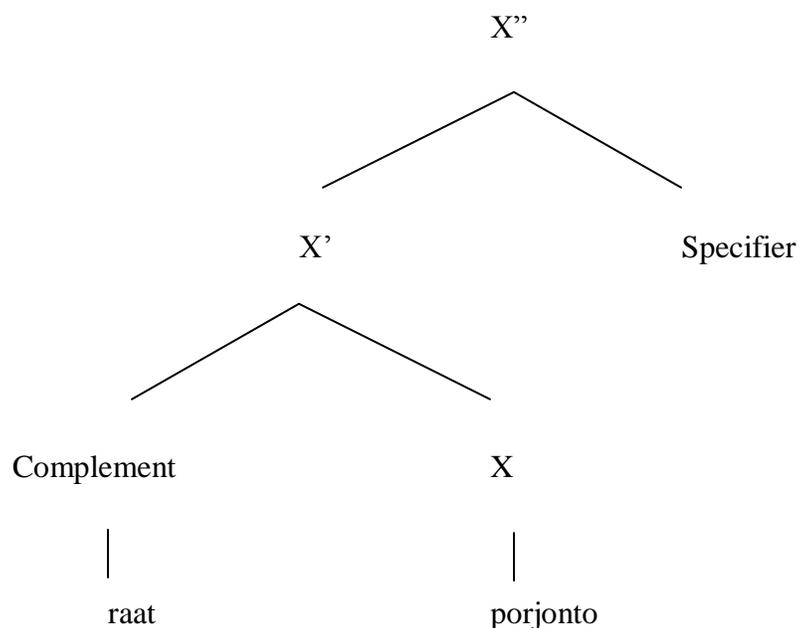
10a. **English:** PP where P = X



10b. **Kokbork and Tripura Bangla:** PP where P = X



10c. **TB**: PP where P = X



2.2.3 Tense and Word-order

Coming back to the issue of distribution of AUX in English, this language imposes a mandatory subject-verb inversion in question sentences and the verb in this case is the one which carries the Tense. So we have interrogative structures like VSP \leftarrow SVP, the latter being the unmarked word order for basic declarative sentences: ‘You are well.’ \rightarrow ‘Are you well?’ This means that finiteness of the Tense also has a significant role to play in deciding the word order in interrogative sentences in English. This inference is amply substantiated in English structures with complex VPs. A complex VP in this language generally includes one or more than one Auxiliaries. Of these multiple Auxiliaries the one with the feature [+Tense] is moved to the initial position of the sentence in YN questions.

11. Declarative

- a. He will come tomorrow.
- b. They will be coming tomorrow.

Interrogative

- Will he come tomorrow?
- Will they be coming tomorrow?

- c. John will have been playing chess tomorrow. Will John have been playing chess tomorrow?

In English non-copular structures where the main verb cannot be moved (for reasons not to be discussed here), a dummy verb popularly known as Auxiliary verb or AUX with the feature [+Tense] is moved to the initial position of sentence to form the interrogative. No such obligatory movement is required for KB, TB or SB: for example in the English sentences in (1-3) and (4) the AUX from the verb ‘Do’ is moved to the sentence initial position. Random movement of items resulting in radical scrambling is restricted in English. Movement driven by various transformational rules is a highly regular and rule-governed process in the language. Otherwise, being primarily an analytical language, English normally requires a rigid word order to derive meaning.

By contrast movement in KB and TB is not so restricted and the language displays Case and AGR features both through overt morphology and post-positions and in this respects KB shows greater affinity, once again, to Bangla., than to English.

12. **KB** nwnɡ ang bai rwnɡ-nog-o thang-nai.
 you I with education-house-to go-will
 NP PP[[NP]P] PP [[NP]P] VP
 S ADVP ADVP V
 ‘You will go to school with me.’

13. **SB/TB:** tumi amar Songe skul-e jabe
 you my with school-to/at go-will
 NP PP[[NP]P] PP[[NP]P] VP
 S ADVP ADVP V
 ‘You will go to school with me.’

The two sentences in (12) and (13) agree in all respects: in word order as well as in using both morphological and structural ‘case assigners’⁶ in the form of P or Post-positions within the PP. As the English translation shows for both the cases English uses PPs with internal structures of [P[NP]]: ‘to school’ and ‘with me’.

An interesting difference however emerges in the three languages in respect of the case type of the NP governed by the P. Let us look at the following three instances of PPs without overt morphology (let us call them structural PPs) one each from the three languages under survey. Semantic values of these PPs are same.

14. **English:**

with me

P I, DAT

[P [NP]]

KB:

ang bai ‘with me’

I, NOM P

[[NP] P]

Bangla (TB and SB):

amar Songe ‘with me’

I, GEN P

[[NP] P]

For the PP-internal NP the three languages use different cases: English uses the DATIVE Case; KB uses NOMINATIVE Case; while Bangla uses GENETIVE Case. The reason

⁶ The idea of ‘case assigner’ is based on Chomsky (1981).

for this difference is open to further investigation and is kept out of the purview of the present thesis.

In (12-14) both ‘ang bai’ & ‘amar Songe’, ‘amar loge’ and ‘rwng-nog-o’ & ‘skul-e’ are prepositional phrases if translated into English. But in case of ‘ang bai’ & ‘amar Songe’ the structure of the PP is clearly spelt out as in an analytical language like English: ‘with me’/‘I with’ PP [[NP] P]. But in ‘rwng-nog-o’ of which the base is a compound NP ‘rwng-nog’, the LOCATIVE morpheme –o is suffixed to show its relationship with other words. Same is the fact with the Bangla PP ‘skul-e’ where the LOCATIVE marker is -e.

Again, the inflectional morphemes –nai in KB ‘thang-nai’ and –be in Bangla ‘jabe’ and in TB ‘jaib-e’ also substantiate the agglutinative nature of KB morphology. This dual status of KB, TB and SB in between structural and morphological representation of Case and AGR features promises to be another interesting area of study.

As for Auxiliaries once again, neither KB nor Bangla seems to use any such elements in forming their interrogatives. These helping verbs however acquire crucial syntactic value in a language like English as they both carry and determine the Tense property of the action. Their movement is accordingly very restricted and predictable, since their [+Tense] feature assigns case to the adjacent NPs which normally occupy the subject position. The main verb lacking both Tense and AGR features, remain in its place or *in situ* as far as the Subject NP is concerned. In a transitive construction these main verbs inherently possess an objective case which they must assign to the Object NP. Hence is the reason for the non-movement of the main verbs in English. So, Auxiliary movement is also a significant determiner for the ‘free’ or ‘restricted’ movement of words within a sentence. We shall hear more about these properties of ‘split VPs’ in the subsequent sections.

2.2.4 Verb Morphology and Agreement (AGR)

The next important issue in this comparative discussion is the nature of Tense representation mechanism in KB and English. KB has three major Tenses: Present, Past and Future, unlike English where there is no Future Tense i.e. the sense of futurity in English is represented with the help of auxiliaries, modal, and future-specific words like tomorrow, next year, afterwards etc. etc. For illustrations, look at the sentences ‘He will come tomorrow’, or ‘He is coming next month’. In these two sentences there is no FUTURE suffix added on the verb as in come+PAST = came, or come+PRESENT ‘come/s’ etc.

KB usually marks the tense features on the main verb provided the latter alone constitute the whole of verbal items in the VP: swrwng ‘learn+PRESENT = swrwng’ (no overt phonetic marker of the tense suffix, which we hence call zero morpheme or 0); swrwng-kha ‘learn+PAST’ where the PAST tense is overtly marked by the suffix –kha; and swrwng-nai ‘learn+FUTURE’ where the FUTURE tense is distinctly marked on the verb in the form of -nai. In this respect of using overt morphology for marking tense on the body of the verb KB resembles Bangla, a language with which the KB speakers have greater proximity and social interactions, than with English. Bangla unlike KB and English marks the PERSON features also on the verb along with Tense. This is illustrated in the following examples from Bangla.

15. Prsent Tense

- a. ami Sikhi → Sikh+i+ SG: V + PRES. (0) +1P (i) + SG (0) ‘I learn’
- b. tumi Sekho → Sikh+o+SG: V + PRES. (0) + 2P (o) + SG (0) ‘You learn’
- c. Se Sekhe → Sikh+e+SG: V + PRES. (0) + 3P (e) + SG (0) ‘He learns’

16. Past Tense

- a. amra Sikhlam → Sikh+l+am+ PL: V+PAST+1P+ PL⁷ (0) 'We learnt'
 b. tomra Sikhle → Sikh+l+e+PL: V+PAST+2P+PL (0) 'You learnt'
 c. tara Sikhlo → Sikh+l+o+PL: V+PAST+3P+PL (0) 'They learnt'

17. Future Tense

- a. ami/amra → Sikh+b+o+SG/PL: V+FUTURE+1P+SG/PL 'I/we shall learn'
 b. tumi/tomra → Sikh+b+e+SG/PL: V+FUTURE+2P+SG/PL 'You/you shall learn'
 c. Se/tahara → Sikh+b+e+SG/PL: V+FUTURE+3P+SG/PL 'He/they shall learn'

In TB and SB verbal morphology no GENDER or NUMBER marker is used. Only TENSE and PERSON markers are used. KB verbal forms also use no GENDER marker, but it differs from Bangla in encoding NUMBER features in the verb forms. Both KB and Bangla use TENSE markers on the verb. So the comparative picture that emerges between the three languages can be stated as below.

18.

English: V+TENSE + (PERSON only for 3PSG):

KB: V+ TENSE + NUMBER

TB: V+ TENSE + PERSON

Examples:

18a. **English:** I/You/He (SG/PL) learnt

18b. **KB:** ang/nwng/boh (1,2,3 SG) swrwng-kha (V+SG NUM(0)+TENSE)

'I/You/(S)he learnt'

⁷ It is not yet clear why in Bangla verbal morphology the PERSON marker changes along with TENSE.

chwng/nohrog/bohrog swrwng-lai-kha (V+PL-NUM+TENSE) 'we/you/they learnt'

18c. **TB/SCB:**

ami Sikhlam (V+TENSE+ FIRST PERSON) 'I learnt';
 tumi Sikhile (V+TENSE+SECOND PERSON) 'you learnt';
 Se Sikhlo (V+TENSE+ THIRD PERSON) 'he/she learnt'
 amra Sikhlam (V+TENSE+FIRST PERSON) 'we learnt'

tomra Sikhle (V+TENSE+SECOND PERSON) 'you learnt';
 Se Sikhlo (V+TENSE+ THIRD PERSON) 'they learnt'

So the summary is that of the AGR or Agreement features between the verb and the subject NP, English uses only one on the verb i.e. TENSE; KB uses two TENSE and NUMBER; and TB and SB also use two TENSE and PERSON. The process of simplifying the complex AGR morphology has reached various stages of degree in the three languages.

CHAPTER III

Chapter III

Constructions of Progressive Tense in Kokborok and Tripura Bangla

3.0 Introduction

The picture of word order and verb morphology in KB and TB YN questions as discussed in the previous chapter, starts getting complicated when we move on to examine the representation of complex time concepts in the language. In this respect we shall discuss the various progressive forms in the language vis-à-vis English and Bangla-Standard and Tripura Bangla.

3.1 Present Progressive: Tense marker ‘mV-wi tV-0’ (KB) and ‘mV-aas-e tV-0’

(TB)

In the progressive tense KB splits up the VP between the main verb and an additional verb ‘tong’ which independently means ‘to exist’? This verb which we call ‘tensed verb’ or ‘tV’, as opposed to the main verb or ‘mV’, functions like an AUX and also carries the finite tense. However, the progressive suffixal morpheme –wi is attached to the main verb. In addition to tense, the tV also carries the distinctive markers of NUMBER: 0 for SINGULAR and –lai for PLURAL. de continues to play its role as INTR and the word order of the sentence remains the same as it is in case of indefinite tense. More or less the same phenomena can be found in case of TB where ki plays the role of INTER as de in KB. In TB also the progressive tense splits up between the main verb and an additional verb-suffix ‘tesi’ (aas-i), ‘teso’ (aas-o) and ‘tese’ (aas-e), (according to PERSON) which independently mean ‘to exist’. The following examples illustrate this.

19. KB: nwnɡ pora de swrwng-wi tong?

2SG lesson INTR learn-PRG exist

NP NP INTR VP

S O mV tV

TB: tumi ki pora sikh-taso (aas-o)⁸

2SG INTR lesson learn-PRG exist

NP INTR NP VP

S O mV tV

‘Are you learning the lesson?’

ENG: Are you learning the lesson?

AUX NP[2SG] VP[V-PRG] NP[ART N]

AUX S V O

20. KB: bo pora swrwng-wi de tong?

3SG lesson learn-PRG INTR exist-SG

NP NP VP INTR V

S O mV tV

TB: se ki pora sikh-tase (aas-e)

3SG INTR lesson learn-PRG exist-SG

NP INTR NP VP V

S O mV tV

‘(Is) s/he learning (the) lesson?’

ENG: Is s/he learning the lesson

AUX NP[3SG] VP[V-PRG] NP[ART N]

AUX S V O

⁸ The short and modern simplified form is ‘sikso/sikhcho’.

21. **KB:** boh-rok pora swrwng-wi de tong-lai?
 3PL lesson learn-PRG INTR exist-PL
 NP NP VP INTR V
 S O mV tV

TB: tara ki pora sikhi- tese (aas-e)
 3PL INTR lesson learn-PRG exist
 NP INTR NP VP V
 S O mV tV

‘(Are) they learning (the) lesson?’

ENG: Are they learning the lesson ?
 AUX NP[3-PL] VP[V-PRG] NP [ART N]
 AUX S V O

3.2 Past Continuous: Tense Marker ‘mV-wi tV-mani’

The picture remains the same even for past progressive forms with the exception that the sense of pastness is encoded on the body of the tV in the form of the suffixal form –mani and ‘ass-i’, ‘aas-o’, ‘aas-e’ in KB and TB respectively. The order of suffixation between the PERSON and NUMBER morphemes, follows the pattern: tV+0+mani for SINGULAR, and tV+lai+main for PLURAL. But in TB, SINGULAR AND PLURAL markers are unified into theV1 and V2. These KB and TB facts are exemplified in the following interrogative sentences.

22. **KB:** nwnng pora swrwng-wi tong-mani de?
 2SG lesson learn-PRG exist-PT INTR
 NP NP VP V INTR
 S O mV tV

- TB:** tara ki pora sikh- chilo
 2SG INTR lesson learn-PRG exist-PT
 NP INTR NP VP V
 S O mV tV
 ‘Were you learning (the) lesson?’
- ENG:** Were you learning the lesson?
 AUX-PT NP[2SG] VP[V-PRG] NP[ART N]
 AUX S mV O
23. **KB:** boh pora swrwng-wi tong-mani de?
 3SG lesson learn-PRG exist-PT INTR
 NP NP VP V INTR
 S O mV tV
- TB:** Se ki pora sikh- chilo
 3SG INTR lesson learn-PRG exist-PT
 NP INTR NP VP V
 S O mV tV
 ‘Was s/he learning the lesson?’
- ENG:** Was s/he learning the lesson?
 AUX-PT NP[3SG] VP[V-PRG] NP [ART N]
 AUX S mV O
24. **KB:** boh-rok pora swrwng-wi tong-lai-mani de?
 3-PL lesson learn-PRG exist-PL-PT INTR
 NP NP VP V INTR
 S O mV tV

- TB:** tara ki pora sikh chilo
 3-PL INTR lesson learn-PRG exist-PT
 NP INTR NP VP V
 S O mV tV
 ‘Were they learning the lesson?’
- ENG:** Were they learning the lesson?
 AUX-PT NP[3PL] VP [V-PRG] NP [ART N]
 AUX S mV O
25. **KB:** noh-rok ri sw-wi tong-lai-mani de?
 2-PL cloth wash-PRG exist-PL-PT INTR
 NP NP VP V INTR
 S O mV tV
- TB:** apni ki kapor dhuite -chilen(aas-len)
 2-PL INTR cloth wash-PRG exist-PT
 NP INTR NP VP V
 S O mV tV
 ‘Were you washing cloth?’
- ENG:** Were you washing cloths?
 AUX-PT NP[2PL] VP[V-PRG] NP[N]
 AUX S mV O

3.3 Future Progressive: Tense Marker: ‘V-wi tong-nai’

In future progressive tense, as usual, the sense of progressiveness is doubly realized by the progressive suffix attached to the mV and the presence of the existential verb i.e. tV tong. But the sense of FUTURE is encoded by the morpheme attached to the tV that also implies the finiteness of the TENSE. The following set of KB and TB data juxtaposed with their English counterparts bears this out.

26. **KB:** nwnɡ pora swrwng-wi tong-nai de?
 2SG lesson learn-PRG exist-FT INTR
 NP NP VP V
 S O mV tV

TB: tumi ki pora sikhte thakbe
 2SG INTR lesson learn-PRG exist-FT
 NP NP VP V
 S O mV tV

‘(Will) you be learning the lesson?’

ENG: Will you be learning the lesson?
 AUX NP VP [AUX V-PRG] NP[ART N]
 AUX S V O

27. **KB:** boh pora swrwng-wi tong-nai de?
 3SG lesson learn-PRG exist-FT INTR
 NP NP VP V
 S O mV tV

TB: se ki pora sikhte thakbe
 3SG INTR lesson learn-PRG exist-FT
 NP INTE NP VP V
 S O mV tV
 '(Will) he be learning the lesson?'

ENG: Will s/he be learning the lesson?
 AUX NP VP[AUX V-PRG] NP [ART N}
 AUX S V O

28. **KB:** boh-rog pora swrwng-wi tong-lai-nai de?
 3-PL lesson learn-PRG exist-PL-FT INTR
 NP NP VP V
 S O mV tV

TB: tara ki pora sikhte thakbe
 3-PL INTR lesson learn-PRG exist-FT
 NP NP VP V
 S O mV tV
 '(Will) they be learning (the) lesson?'

ENG: Will they be learning the lesson?
 AUX NP VP[AUX V-PRG] NP [ART N}
 AUX S V O

29. **KB:** noh-rog sa pung samung tang-wi tong-lai-nai de?
 3-PL day whole work do-PRG exist-PL-FT INTR
 NP [NP A] NP VP V
 S ADVP O mV tV

TB: apnara ki sardine puro kajta karte- thakben
 3-PL INTR day whole work do-PRG exist-PL-FT
 NP NP [NP A] VP V
 S ADVP O mV tV

‘(Will) you be doing the work the whole day?’

ENG: Will you be doing the work whole day?
 AUX NP VP [AUX V-PRG] NP ADVP
 AUX S V O

3.4 Issues of interest

While examining the various types of complex VPs of KB and TB in relation to their TENSE (PRESENT, PAST and FUTURE) and ASPECT (in this case PROGRESSIVE) the following observations are in order.

Like English KB and TB also split up the verbal elements and assigns them distinct duties. For example, English uses what is called a helping verb or Auxiliary verb or AUX as in the element on the left of the mV+ing in ‘is/are mV+ing’ for the present progressive, ‘was/were mV+ing’ for the past progressive and ‘will/shall be mV+ing’ for the future progressive. Among these in ‘will/shall be mV+ing’ we notice the involvement of an additional element i.e. a modal (will/shall) before the ‘be’ verb to convey in

particular the sense of the FUTURE. KB and TB resemble in splitting up the VP into two verbs as shown below:

30. **KB: SINGULAR**

- | | A-V1 | B-V2 | |
|----|-------|---------|-----------------|
| a) | mV-wi | tV-0 | (PRESENT PROG.) |
| b) | mV-wi | tV-mani | (PAST PROG.) |
| c) | mV-wi | tV-nai | (FUTURE PROG.) |

31. **PLURAL**

- | | A-V1 | B-V2 | |
|----|-------|-------------|-----------------|
| a) | mV-wi | tV-lai | (PRESENT PROG.) |
| b) | mV-wi | tV-lai-mani | (PAST PROG.) |
| c) | mV-wi | tV-lai-nai | (FUTURE PROG.) |

where tV= tong.

TB: A-V1 B-V2

- a) mV-te tV-aas-e (PRES. PROG.) e.g. zaite aase □ zaitase 'is/are going'
- b) mV-te tV-aas-l-o (PAST PROG.) e.g. zaite aaslo □ zaitaslo 'was/were going'
- c) mV-te tV-thak-b-o (FUT. PROG.) e.g. zaite thakbo □ zaite thakbo 'will be going'

A clear pattern emerges from the study of the verbal forms. All the verb forms both for singular and plural in column A contain the main verb (semantically) suffixed by a fixed morpheme –wi signifying the PROGRESSIVE-ness of the action. The second column contains the existential verb -tong which is also fixed. For signifying the SINGULAR-ness there is no verbal suffix attached to this second element of the VP. A fixed PLURAL

morpheme –lai is used however to indicate the distinction from singular forms. As for ASPECT markers KB uses no overt morpheme to indicate the PRESENT PROGRESSIVE. For PAST PROGRESSIVE however there is a fixed suffix namely –mani while the same for FUTURE PROGRESSIVE is –nai.

The next theoretical issue that crops up is ‘Can this second verbal form bearing the AGR features (TENSE and NUMBER) be considered as at par with the putative AUX in English?’ Before jumping into a conclusion let us make a survey of the state of affairs in the verbal morphology of TB, the next door neighbour of KB.

32. 3P.SINGULAR/PLURAL

A-V1 B-V2

- a) mV-te tV-aas-e (PRES. PROG.) e.g. zaita aase □ zaitase ‘is/are going’
- b) mV-te tV-aas-l-o (PAST PROG.) e.g. zaita aaslo □ zaitaslo ‘was/were going’
- c) mV-te tV-thak-b-o (FUT. PROG.) e.g. zaita thakbo □ zaita thakbo ‘will be going’

As we have noticed already, TB marks TENSE and PERSON on the verb through overt morphology while KB marks TENSE and NUMBER. Since the distinction between the PERSON- and NUMBER-signifying morphemes are of no theoretical consequence at this point of discussion, we avoid giving a detailed account of the TB PERSON morphemes glued to the verbal base. It suffices us to look at only one PERSON marker i.e. the unmarked 3P, whose singular and plural forms are identical as the language ignores number distinctions.

In the examples in (32) the main verb mV is zai ‘go’; with this verbal root the infinitive morpheme –te is added lending the meaning to the mV ‘to go’. The second verbal root, surprisingly enough, is an existential verb (as it is in KB) ‘aas’. This second form takes the TENSE and PERSON markers in the same order i.e.

V+TENSE+PERSON. So for present tense third person we have aase, for past tense aaslo, and for the future thakbo. This verbal root ‘thak’ is semantically equivalent of aas, though historically comes from a different root. Subsequently sandhi collates the two verbal elements into one rendering zaitase ‘is/are going’, zaita aaslo □ zaitaslo ‘was/were going’. No sandhi is possible in ‘zaita thakbo’.

Let us now look into the semantics of these verbal formations. Answering this question will bring us back to the mystery behind the existential verb being used in KB, TB and also English. The semantic value of the TB VP ‘zaitase’ □ ‘zaita aase’ can be delved into like the following: aase means something exists; and zaita means ‘something is in the condition of going’. So the phrase ‘zaita aase’ refers to ‘something exists in the state of going’. Now let us consider the semantics of KB VP ‘thang-wi tong’. The KB phrase is an exact transliteration of the TB phrase. The verb root thang means ‘to go’; the morpheme –wi stands for the sense of progressiveness i.e. something in the condition of going; the existential verb tong means ‘exists’. So the total signification of the KB phrase is ‘something exists in the condition of going’. The English counterpart of the KB and TB phrases ‘is going’ also refers to the same semantic implication i.e. something exists (is < be; cf. SKT bhū ‘to be’) in the condition of ‘going’.

Going by the above discussion, it seems alluring to conclude that the second verbal element is KB VPs i.e. tV is doing the function of an auxiliary or AUX. But the matter requires further investigation since in TB and in SB in general there is a class of verbs which are called ‘compound verbs’ such as

33. Compound verb	literal translation	meaning in use
theke za	‘staying go’	stay back
eshe za	coming go	come back
eshe poR	coming fall	come

more za	dying go	die
phele de	throwing give	throw away
jete de	to go give	allow to go
haste za	to laugh go	to laugh
dekhe phel	seeing throw	to see
jete thak	to go keep	keep going
jete aache	to go has/is	keep going

Formally these compound verbs of TB and SB resemble the KB VPs, semantically there are lots of differences between the two. There is a fixed existential verb ‘tong’ that carries the TENSE as well. Again the suffix –wi attached to the mV gives a fixed sense of PROGRESSIVE-ness. It would not be sensible and factual to call these verbs ‘compound verbs’. The notion of an existential verb referring to the condition of the Subject NP sounds much more logical and viable.

To sum up, the split VPs found in KB are not like the compound verbs attested in Bangla; nor can the tV be justifiably called an AUX. This is a phenomenon unique to KB. Undoubtedly it will bring up a new interesting field of linguistic discourse

CHAPTER IV

Chapter IV

Kokborok and Tripura Bangla Syntax of the Perfectives

4.0 Introduction

Before probing into the main stream of analysis it can be said that The Perfectives in KB and TB like Progressives have some have some unique properties. This uniqueness is primarily confined with in the VP. Hence the general word order that we have noticed for the Indefinite and Progressive structures in KB remains unaffected. The INTR de in KB continue to behave with its mobile property around the VP.

4.1 Perfect Tense

As a point of departure let us look at the following set of KB and TB sentences along with their English counterparts.

4.1.1 Present Perfect: Tense Marker ‘mV tV(paih)-kha’ and ‘mV tV (aas)-chi/o/e

34.	KB:	nwnɡ	pora	swrwng-wi	paih-kha	de?
		2SG	lesson	learn-PRG	finish-PRF	INTR
		NP	NP	VP	V	INTR
		S	O	mV	tV	

‘(Have) you learnt (the) lesson?’

	TB:	tumi	ki	pora	sikh-echo	
		2SG	INTR	lesson	learn-PRG	finish-PRF
		NP	INTR	NP	VP	V
		S		O	mV	tV

‘(Have) you learnt (the) lesson?’

- ENG: Have you learnt the lesson?
 AUX NP[2SG] VP[V-PRF] NP[ART N]
 AUX S V O
35. KB: boh pora swrwng-wi paih-kha de?
 3SG lesson learn-PRG finish-PRF INTR
 NP NP VP V INTR
 S O mV tV
- TB: se ki pora sikhe-che
 3SG INTR lesson learn-PRG finish-PRF
 NP INTR NP VP V
 S O mV tV
- ‘(Has) s/he learnt (the) lesson?’
- ENG: Has he learnt the lesson?
 AUX NP[3SG] VP [V-PRF] NP [ART N]
 AUX S V O
36. KB: boh-rok pora swrwng-wi paih-lai-kha de?
 3-PL lesson learn-PRG finish-PL-PRF INTR
 NP NP VP V INTR
 S O mV tV
- ‘(Have) they learnt (the) lesson?’
- TB: ora ki pora sikhe-che
 3-PL INTR lesson learn-PRG finish-PRF
 NP INTR NP VP V
 S O mV tV

‘(Have) they learnt (the) lesson?’

ENG:	Have	they	learnt	the lesson?
	AUX	NP[3PL]	VP [V-PRF]	NP [ART N]
	AUX	S	V	O
37. KB:	noh-rok	mai	chah-wi	paih-lai-kha de?
	2-PL	rice	eat-PRG	finish-PL-PRF INTR
	NP	NP	VP	V INTR
	S	O	mV	tV
TB:	tumra	ki	bhat	khaye-cho
	2-PL	INTR	rice	eat-PRG-finish-PRF
	NP	INTR	NP	VP V
	S		O	mV tV

‘(Have) you eaten rice?’

ENG:	Have	you	eaten	rice?
	AUX	NP[2PL]	VP[V-PRF]	NP[ART N]
	AUX	S	V	O

As we notice above the VP for the Present Perfect tense in KB and TB is constituted of an mV i.e. the main verb followed by the tensed-verb or tV which is a fixed one. This verb is suffixed by –kha the putative past marker. In case of TB, it is noticed that like KB, TB also follows the same phenomena. In case of plural form the plural marker –lai is suffixed between tV and the ‘past’ tense marker –kha. In Tb there is no plural marker. It is only restricted by PERSON only.

The matter to be noted is that the mV is used with a suffix –wi which denotes PROGRESSIVENESS (cf. Chapter III). The fixed tV paih which has an allomorphic variant in –bai, meaning ‘finish’ with the feature [+Tense] in –kha denotes the

completion of a work. But this sense of completion is contradicted by the PROGRESSIVE suffix –wi attached to the mV. The question then arises ‘How do the KB speakers conceptualize the Present Perfect-ness of the verb?’ Semantically the complex VP for the Present Perfect tense in KB is: ‘MAIN VERB+PROG. TENSED VERB +PAST’!

Employing the insights of gerundives in English having the form ‘V+ing = NP’ one can easily interpret the mV+PROG part in KB as an OBJECT NP for the tV paih meaning ‘finish’ which is also an transitive verb. Since we have already established that KB is a HEAD LAST language, the KB Present Perfect VP can be reinterpreted as [[NP]V]. Translated into English, a KB declarative sentence say, ‘boh-rok pora swrwng-wi paih-lai-kha’ reads like ‘they have finished learning the lesson’. However alluring this interpretation might sound this is also erroneous. This is obviated if we remove the NP pora or the lesson from the sentence.

38. a. KB: *boh-rok swrwng-wi paih-lai-kha
 b. TB: * ora pora che-sikhe.
 c. ENG: *They have finished learning.

If ‘learning’ is interpreted as an NP then the sentence would have been grammatically acceptable since the LF requirement of the transitive verb ‘finish’ would have been fulfilled by ‘learning’ the gerundive NP. But this is not the case. The sentence (38b) can be easily redeemed if an NP is supplied after ‘learning’. That means the verbal root of ‘learning’ i.e. ‘learn’ by the principle of C-selection must have an NP at the LF as well as PF as its Object complement. In other words the word ‘learning’ continues to function as a verb only, not as a noun. In terms of Case theory of GB, there will be fatal error to treat

learning as a noun because in that case the NP ‘lesson’ will not get any Case and an NP minus Case is never parsed. The same argument holds for KB.

Summary of the discussion therefore is that the semantic interpretation of the KB in comparison with TB and ENG, VP in the Present Perfect form needs to be interpreted semantically as ‘an action which has been continuing for some in the recent past, has come to an end’. This interpretation however is far from definitive.

4.1.2 Past Perfect: Tense Marker: ‘V paih-jak’

In the Past Perfect form the PROG. suffix –wi is dropped and the mV appears in bare form i.e. without any overt inflectional morpheme. Additionally with the tV a suffix –jak is added. The PLURAL marker –lai continues to hold its position immediately after the tV paih and before –jak. These facts of KB are illustrated by the following set of data.

39.	KB:	nwnɡ	pora	swrwng	paih-jak	de
		2SG	lesson	learn	finish-PRF	INTR
		NP	NP	VP	V	
		S	O	V		
		‘Had you learnt the lesson?’				
	TB:	tumi	ki	pora	sikhe-chile	
		2SG	INTR	lesson	learn-finish-PRF	
		NP		NP	VP	V
		S		O	V	
	ENG:	Had	you	learnt	the	lesson
		AUX-PT-PRF	NP[2SG]	VP[V-PTP]	NP [ART N]	
		AUX	S	mV	O	

40. KB: boh pora swrwng paih-jak de?
 3SG lesson learn finish-PRF INTR
 NP NP VP V
 S O V
- TB: se ki pora sikhe-chilo
 3SG INTR lesson learn finish-PRF
 NP NP VP V
 S O V
 ‘Had s/he learnt the lesson?’
- ENG: Had he/she learnt the lesson?
 AUX-PT-PRF NP[3SG] VP[V-PTP] NP [ART N]
 AUX S mV O
41. KB: boh-rok pora swrwng paih-lai-jak de?
 3-PL lesson learn finish-PL-PRF INTR
 NP NP VP V
 S O V
- TB: tara ki porata sikhe-chilo
 3-PL INTR lesson learn finish-PL-PRF
 NP NP VP V
 S O V
 ‘Had they learnt the lesson?’
- ENG: Had they learnt the lesson?
 AUX-PT-PRF NP[3PL] VP[V-PTP] NP [ART N]
 AUX S mV O

42. KB: nwnng mai chah paih-jak de?
 2SG rice eat finish-PRF INTR
 NP NP VP V
 S O V
 TB: tumi ki bhat kheyeye-chile
 2SG INTR rice eat finish-PRF
 NP NP VP V
 S O V

‘Had you eaten rice?’

ENG: Had you eaten rice?
 AUX-PT-PRF NP[2SG] VP[V-PTP] NP [N]
 AUX S mV O

43.

KB: nwma phai-ma-ni swkang nwnng thui paih-jak de?
 your mother come-N-Gen before you sleep finish-PRF INTR
 NP PP[[NP-GEN] P] NP VP V
 S ADV S mV tV

‘Had you slept before your mother came?’

ENG: Had you slept before your mother came?
 AUX-PT-PRF NP[2SG] VP[V-PTP] ADVP NP [GEN N]
 AUX S V S V

4.1.3 Future Perfect: Tense Marker: ‘V-bia/paih tong-nai’

In this form of the YN interrogatives, once again the moot point turns out to be the internal make of the VP. An interesting development takes place here? The mV is affixed (or compounded?) by the verb paih (/bai) and thus brings in a shade of meaning of ‘finish’ or having finished a work etc. More surprises awaits us however. The existential verb ‘tong’ is introduced again as the tV and it is suffixed with the putative FUTURE marker -nai. They can appear on either of the sides of the VP. As for PLURAL marker –lai for all persons continues to hold its position in between the tV root and the suffixal morpheme –nai. The following sentences attest these facts of KB.

41. KB: nwnɡ pora swrwng-bai tong-nai de?
 2SG lesson learn-end-PRF exist-FT INTR
 NP NP VP V
 S O mV tV

‘(Will) you have learnt the lesson?’

ENG: Will you have learnt the lesson?
 AUX NP[2SG] VP[AUX V-PTP] NP[ART N]
 AUX S V O

42. KB: boh pora swrwng-bai tong-nai de?
 3SG lesson learn-end-PRF exist-FT INTR
 NP NP VP V INTR
 S O mV tV

‘(Will) s/he have learnt (the) lesson?’

ENG: Will s/he have learnt the lesson?
 AUX NP[3SG] VP[AUX V-PTP] NP[ART N]
 AUX S V O

43. KB: boh-rog pora swrwng-bai tong-nai de?
 3-PL lesson learn-end-PRF exist-FT INTR
 NP NP VP V INTR
 S O mV tV

‘(Will) they have learnt (the) lesson?’

ENG: Will they have learnt the lesson?
 AUX NP[3PL] VP[AUX V-PTP] NP[ART N]
 AUX S V O

44.

- KB: nwnng jora-ni bising nog-o thang-bai tong-nai de?
 2SG time-GEN in home-LOC go-end-PRF exist-FT INTR
 NP [NP P]PP [NP P]PP VP V
 S ADV C mV tV

‘(Will) you have reached (at) home in time?’

ENG: Will you have reached home in time?
 AUX NP[2SG] VP[AUX V PTP] NP PP[P N]
 AUX S V C ADV

45.

- KB: noh-rog sanja-ni swkang samung tang-bai tong-lai-nai
 de?
 2-PL sunset-(GEN) before work do-end-PRF exist-FT INTR
 NP [NP P]PP NP VP V INTR

same species human beings certainly share some common features in their conceptualization and interpretation of the reality. Let us have a closer look at the VPs of KB for various forms of Perfectives and compare them with those of English and TB and SB.

47. Present Perfect

Language	Form of VP	Illustration	Gloss
1. KB	mV-wi tV(paih)-kha	swrwng-wi paih-kha	Learn-ing finish-Past
2. English	AUX-T mV-PTP	has learnt	has learn+PTP
3. TB/SB	mV-NONF exist-3P	Sikhia-ache >Sikheche	After learning exists

48. Past Perfect

Language	Form of VP	Illustration	Gloss
1. KB	V paih-jak	swrwng paih-jak	learn finished
2. English	AUX-PT-PRF VP[V-PTP]	Had learnt	
3. TB/SB	Same as Past Indefinite		

49. Future Perfect

Language	Form of VP	Illustration	Gloss
1. KB	V-bia/paih tong-nai	swrwng-bai tong-nai	Learn-finish exist will
2. English	AUX VP[AUX V-PTP]	will have learnt	
3. TB/SB	mV-NONF exist FT 3P	Sikhia thakbe > Sikhe thakbe	After learning will exist

Though semantic analysis is out of the purview of the present study, it is obvious from the study of the VPs of the three languages for the three forms of the Perfect Tense and their corresponding gloss, that all the three languages use multiple verbal items to express the complexity of the concept of time. In English the use of modals like shall/will followed by the AUX followed by the mV in Past Participle or PTP form is the standard

for the future perfect. KB also uses three verbs ‘swrwing’, ‘bai’ and ‘tong’ followed by the Future marking suffix –nai. Thus although it is not yet certain whether the tV in KB should be given the status of an AUX, we notice definite similarity in the concept formation and linguistic representation of this chunk of temporal entity in the two languages. TB/SB in this respect uses only two verbs Sikh-ia thak-b-e. The suffix –ia means ‘having done/finished’ and can be considered as semantic equivalent of paih in KB. The TB/SB verb thak means ‘to stay’ or ‘to exist’; and thus is the semantic equivalent of ‘tong’ in KB. So with two suffixes one each for the mV and the tV, Bangla captures the idea of Future Perfectness. Both English and KB uses three verbs (considering ‘paih’ as a verb here) and one suffix -- with the mV in English and with tV in KB.

Similarly, for the Past Perfect KB uses ‘mV tV-jak’ where the main verb is used in the bare form while the tV is suffixed with –jak. The picture in English is slightly different: English uses AUX+Tense and mV+PTP i.e. two verbs and two suffixes. TB/SB makes no representational distinction between Past Indefinite and Past Perfect, although conceptually, difference is clearly discernible to any native speaker.

The most democratic distribution in terms of the number of verbal items and their suffixal items across the three languages under study is noticed in the case of Present Perfect. Here KB uses mV-wi tV-kha. That is, two verbs and two suffixes. So does English: have+tense and mV + PTP. In case of TB/SB the mV carries the NON-FINITE suffix –ia and the existential verb aach+3P.

In the following chapter (Chapter VI) we jump in to the analysis of the syntactical structural differences amongst KB, TB and ENG with respect to wh- questions,. It will

help to find out the way to formulate in parsing the wh –structure of KB and TB in to
ENG.

CHAPTER --V

Chapter V

Pedagogical Implications

5.0 Introduction

In this concluding section we shall see how the findings of our research can help us in teaching English as a second language better. But before that let us have a brief look at the scenario of language learning practices and methods which dominated the area for the last one hundred years at least.

5.1 Issues of interest

The issue of an effective method of teaching a second or foreign language is still a burning one. People have been doing research in this area for more than one hundred years now. As a result we have seen the emergence of many theories of language teaching and learning. These include the age old Grammar Translation Method, Audio-Lingual Method, Situational Language Teaching, Communicative Language Teaching, Total Physical Response, the Silent Way, Community Language Learning, the Natural Approach, Suggestopedia etc. All theories leak, goes the saying. So no theory is foolproof. Every theory while implemented comes up with certain limitations. These limitations are subsequently sought to be remedied. And this gives birth to a new theory. Of course behind every such theory there is an approach at work and that approach in its turn is born of certain central premises about the nature and operational mode of human language. So the people admiring the Grammar Translation method looked upon language primarily as a matter of reading and writing. Being the oldest, its primary objective was to equip the learners with the essential information about the grammatical rules of the target language and give them sufficient training in translating from the first language to the second language and vice versa. They addressed only two of the four skills of language learning i.e. Reading and Writing. This is because their primary goal

was to enable the learners to read and understand the classical literatures of ancient Greece and Rome. The other two methods namely Listening and Speaking were never regarded as relevant for language learning. With the arrival of the Audio-Lingual method based on the Structuralist premises, all the four skills came into focus. But this method failed as it neglected the role of mind in language learning. For this school of applied linguists language learning is primarily a process of habit formation based on stimulus-response theory. As a reaction to this method of second language teaching came the mentalist approach called the Communicative Language Teaching. This method gives primacy to communicational proficiency, grammar rules are treated as secondary and error-correction was hardly ever resorted to, if at all. This is because according to this school, hugely influenced by the generativist school of linguists, believe that all human babies are inherently equipped with a Language Acquisition Device or LAD. This device is activated when linguistic inputs start coming in resulting in the child's learning of the language/s to which it is exposed in its early and formative years. Grammar rules follow automatically, as the learner goes on forming its own 'growing grammar' and gets it corrected and refined through checking and cross-checking with the elders who are the model of native speakers for the child.

But even this method failed to prove itself successful across the board in all situations and all places. As of now no method could prove itself cent percent effective in all times and places. Hence a combinatorial approach according to necessity is the in thing in language pedagogy across the world today. Along with fluency of communication learning the rules of grammar and regular practice (drills) are also emphasized on.

In India, in fact this combinatorial approach is found to be most effective because of the immensely diverse nature of the learners in a highly populated multi linguistic

situation. From my own experience as a practicing teacher of English, I also believe that along with communication, learning grammar rules of the target language is of equal importance. Without this no language learning can achieve its desired goal. For doing so, a crucial step would be to make the learners aware of the differences in grammatical forms and devices in the two languages. The rules of the native language automatically intervene with the rules of the second language. This is because whenever necessary the learners tend to subconsciously supply the linguistic forms and rules of their first language to the second language. This is particularly true of second language learners. This cross-linguistic application of rules is what we popularly term as ‘errors’ and penalize the learners for such aberrations. A serious study would reveal that these errors are not idiosyncratic or random. On the contrary they are highly systematic reflecting the interlingual grammar of the learners.

5.2 Similarities and Dissimilarities between KB and TB and English

The KB and TB speaking students in Tripura are today confronted with multiple challenges. They have to learn both SB and English, both as second languages. While for the former they get many ‘teachers’ around them in the form of the Bangla speakers around them, for the latter there is hardly any atmosphere conducive to language learning outside the classroom. But what does a poor teacher do alone in the class where the number of learners far out number the ideal ratio of 1:20 i.e. one teacher for twenty learners at a time. More over both the KB and TB learners come from varied linguistic backgrounds each having its own first language grammar in their mind.

Still, taking up the issue of teaching English only to the KB and TB students, the teacher would do well to equip herself/himself with the rules of both KB and TB and English. Unfortunately, no such standard grammar book exists for KB and TB written

with a pedagogical intention. The ones available deal mainly with grammar structures to be memorized. They do not reveal the underlying rules behind such systems which can be compared and contrasted with the rules of the target language i.e. English.

As we have seen in chapters II and III, in forming the YN interrogative sentences KB and TB and English adopt different strategies and this results in varied word orders in the three languages. Let us enumerate some of them here.

In English Imperatives need obligatory fronting of the Tensed verb i.e. to the left of the subject NP and at the beginning of the sentence. In case of copular verbs which also bear the Tense, the main verb itself is fronted. In non-copular constructions a dummy verb called AUX in the form of be/do/have is created and is endowed with Tense and AGR features. This verb is then fronted to the initial position of the sentence. This renders the English YN constructions as AUX S (V) O/P illustrated below.

51. Are you well?

Do you know me?

Have you done the work?

When there are multiple auxiliaries the one with the Tense and AGR features is fronted.

52. Will you be writing the letter?

Will he have reached home by this time?

In KB and TB there is no need for any such fronting. No helping verb is needed for the indefinite form (cf 53 below). The helping verb tV which also carries the Tense and AGR features can remain in situ i.e. within the VP. Significantly, the tV never can come even before the mV – a phenomenon we interpreted as because of the strong parametric choice made by KB and TB for being a HEAD LAST language. The putative question item *de* in KB which is equivalent to TB *ki* appears either before or after the VP.

- 53.: KB: nwnɡ pora de swrwng?
 you lesson learn
- TB: tumi ki pora sikho?
 you lesson learn
- ‘Do you learn the lesson?’
54. KB: nwnɡ kaham de tong?
 You fine are
- TB: tumi ki bhalo acho?
 You fine are
- ‘Are you fine’
55. KB: boh pora swrwng-kha de?
 He lesson learnt
- TB: se ki pora sikhe-chilo
 He lesson learnt
- ‘Did he learn the lesson?’
56. KB: nwnɡ pora swrwng-nai de?
 You lesson learn will
- TB: tumi ki pora sikh-be?
 You lesson learn will
- ‘Will you learn the lesson?’

As we see in (53-56) no additional verb is used for the indefinite forms. This is true even for copular constructions like (54). So the points of difference between KB and TB and English infinitive structures for YN interrogatives can be summed up as in (57) below, re-presented from (8) above.

57a. Transitive:	Kokborok:	S O INTR V
	Tripura Bangla:	S INTR O V
	English:	AUX S V O (cf. 1-3)
57b. Intransitive:	Kokborok:	S C INTR V
	Tripura Bangla:	S INTR C V
	English:	AUX S V C (cf.5)
57c. Copular:	Kokborok:	SP INTRV
	Tripura Bangla:	SINTRP V
	English:	VSP (cf. 4)

KB and TB however also use a helping verb in the form of what we termed tV. But that of necessity remains within the VP and occurs immediately after the mV which is [--Tense] and [--AGR]. Verbs like *paih-kha* (KB), *sikhe-cho* (TB) (58), *paih-jak*, *sikhe-chile* (TB) (59), *tong-nai*, *sikhe-thakbe* (TB) (60), *tong-mani. sikhe-thakbe*(TB) (61), *tong* (62) and *tong-nai* (63) are all examples of tV in KB and TB.

58.	KB	nwng	pora	swrwng-wi	paih-kha	de?
		2SG	lesson	learn-PRG	finish-PRF	INTR
		NP	NP	VP	V	INTR
		S	O	mV	tV	
	TB:	tumi	ki	porata	sikhe-cho	
		2SG	INTR	lesson	learn-PRG	finish-PRF

- | | | | | | | | | | | |
|-----|-----|---|--|--------|--|---------------|--|---------------|--|------------|
| | | NP | | INTR | | NP | | VP | | V |
| | | S | | | | O | | mV | | tV |
| | | ‘(Have) you learnt (the) lesson?’ | | | | | | | | |
| 59. | KB: | nwng | | pora | | swrwng | | paih-jak | | de |
| | | 2SG | | lesson | | learn | | finish-PRF | | INTR |
| | | NP | | NP | | VP | | V | | |
| | | S | | O | | V | | | | |
| | TB: | tumi | | ki | | porata | | sikhe-chile | | |
| | | 2SG | | INTR | | lesson | | learn | | finish-PRF |
| | | NP | | | | NP | | VP | | V |
| | | S | | | | O | | V | | |
| | | ‘Had you learnt the lesson?’ | | | | | | | | |
| 60. | KB: | boh | | pora | | swrwng-bai | | tong-nai | | de? |
| | | 3SG | | lesson | | learn-end-PRF | | exist-FT | | INTR |
| | | NP | | NP | | VP | | V | | INTR |
| | | S | | O | | mV | | tV | | |
| | TB: | tumi | | ki | | porata | | sikhe-thakbe | | |
| | | 3SG | | INTR | | lesson | | learn-end-PRF | | exist-FT |
| | | NP | | INTR | | NP | | VP | | V |
| | | S | | | | O | | mV | | tV |
| | | ‘(Will) s/he have learnt (the) lesson?’ | | | | | | | | |

61. KB: Nwng pora swrwng-wi tong-mani de?
 2SG lesson learn-PRG exist-PT INTR
 NP NP VP V INTR
 S O mV tV
 TB: tumi ki porata sikh- chile
 2SG INTR lesson learn-PRG exist-PT
 NP INTR NP VP V
 S O mV tV
 ‘Were you learning (the) lesson?’
62. KB: nwng pora de swrwng-wi tong?
 2SG lesson INTR learn-PRG exist
 NP NP INTR VP
 S O mV tV
 TB: tumi ki porata sikh- teso
 2SG INTR lesson learn-PRG exist
 NP INTR NP VP
 S O mV tV
 ‘Are you learning the lesson?’
- 63 KB: nwng pora swrwng-wi tong-nai de?
 2SG lesson learn-PRG exist-FT INTR
 NP NP VP V
 S O mV tV
 TB: tumi ki porata sikhte- thakbe
 2SG INTR lesson learn-PRG exist-FT

NP		NP		VP		V
S		O		mV		tV
‘(Will) you be learning the lesson?’						

The dissimilarity between KB and TB and English in respect of the formation of the VP for YN interrogatives can be summarized as below.

64.	a.	Kokborok:	S	O	mV	tV
	b.	Tripura Bangla:	S	O	mV	tV
	c.	English:	tV	S	mV	O

For the sake of uniformity of representation and greater clarity we involve the other functional categories like S O and represent AUX in English as tV. This word order distinction between English and KB and TB is the crucial piece of information that everybody involved in the business of teaching of English to the KB students must be familiar with. The dissimilarities between the three languages are galore especially at the phonological and morphological levels. But at the syntactic level these do not concern us here directly.

One phonological similarity however is too obvious to ignore. In all the languages we have considered in this thesis use of a rising tone in the YN interrogatives is common. While for English no extra item is used other than the AUX and word order reshuffling, in KB and TB/SB, word order is not affected much. But instead we see an additional element being used *de* in KB and *ki* in TB/SB these do not have any direct denotative semantic value. But these apparently meaningless words lend an extra force to the interrogative sense of the sentences. That it can be dropped also, is perhaps because of this property of morphological emptiness of it. In no case the rising tone can be dropped or substituted. This aspect of sentential tone remains a mystery and awaits future

research. This is particularly because languages belonging to Sino-Tibetan family are notorious for having lexical tone. Though Tb doesnot belong to the same is thought be having the same.

5.3 Implications for teaching English

Influence of mother tongue on the acquisition process of second language has for long been a major topic of research in applied linguistics. It has been established by researchers that in spite of all possible efforts made by the second language learners at the most only 5% of them can acquire native like competence in the target language. For the rest, learning of the language remains incomplete with varying degrees of approximation towards the target language. Linguists give various names to this incomplete state of second language learning such as ‘transitional competence’ (Pit Corder 1967) ‘approximative system’ (Nemser 1971), ‘interlanguage’ (Salinker 1972) etc. Although mother tongue influence is not the sole ingredient in constituting the so called ‘affective filter’ that hinders the acquisition of native like perfection in the target language, it is certainly a major factor to reckon with. Mother tongue pull manifests itself in many forms and can affect any module of linguistic system: phonological, morphological, syntactic and even discorsal.

In the present dissertation we have confined ourselves to finding the similarities and dissimilarities between KB and TB and English (and occasionally SB) in respect of a) word order differences, b) realization of tense and c) the mechanism for capturing interrogativeness in YN questions. While English uses AUX verb or modals fronted to the sentence initial position, KB and TB avoid both. On the contrary KB and TB use a non-morphemic unit *de* and *ki* respectively to capture the sense of interrogativeness. In

addition, in non-indefinite structures the internal make up of the VP is augmented by incorporating either an existential verb (for present tense), a 'completion' verb meaning 'end or finish' along with appropriate morphological items. Though a humble piece of effort as such this work can go a long way in throwing some light on how the KB and TB students can be helped better in acquiring this aspect of the English language and will hopefully cease to commit any so called 'error'. This can be a useful piece of information also for the teachers, researchers and above all the material producers.

5.4 Conclusion

To wind up, let us briefly recapitulate the major findings so far.

- a. KB and TB and English belong to three totally different families of languages: no-Tibetan, Indo Aryan and Indo-European respectively. The KB and TB students learning English find various problems in coping up with the latter.
- b. It is a truism in second language research that the first language grammar plays a significant role, mostly as a hindrance, in cases where the two systems i.e. the first language and second language, are radically at variance with each other.
- c. Through this comparative study it has been established that KB and TB are HEAD LAST languages while English is a HEAD FIRST language.
- d. This parametric variation is largely responsible for the word order differences noted in the three languages.
- e. The morphological property of VP determines the phenomena of Tense and AGR representation in KB, TB and ENG respectively..
- f. In English AUX is mandatory in non-copular structure of such interrogatives. KB and TB fulfil this demand of the interrogative formation by introducing a non-morphemic element *de* and *ki* respectively, in addition to rising tone.

g. The formation of the VPs gets complicated in accordance with the need to represent the complex concepts of the time continuum of the languages under discussion.

h. Use of an additional verbal item renders the KB and TB VP look like [(O) mV tV], where mV stands for main verb, and tV for the Tense Verb.

g. No verbal movement is necessary in KB and TB, unlike English. Only *de* and *ki* move around the VP without affecting the semantic value of the sentence concerned.

CHAPTER-VI

Chapter VI

Wh-questions in Kokborok and Tripura Bangla

6.0 Introduction

At the end of the previous chapter i.e. in section (5.5) we have summarized the major characteristics of the YN questions in KB and compared them with the word order phenomenon in English. But for a comprehensive picture of the interrogative structures in KB one must also look at the other type question formation. In the present chapter therefore we look at the other major type of interrogative sentences namely Wh-questions in KB and compare them with those of English. In the process, we expect to get some insights into the word order phenomenon in the two languages which promises to be extremely useful for the purpose of teaching English as a second language to the KB-speaking students of Tripura. To begin with we discuss the major characteristics of wh-word formation in English.

6.1 Wh-Questions in English

Wh- is the short form for what the traditional grammarians call interrogative pronouns i.e. who, when, whom, whose, why, which, where, what, and how. But even *Wh-*questions in English share certain properties with the YN ones. Let us therefore briefly remind ourselves some of the canonical properties of YN questions. YN questions are generally intended to elicit the reply *yes* or *no*. The word order in YN questions differs from that in declaratives. In declaratives the subject comes before the verb, but in YN question the auxiliary verb, (which normally functions as an operator) when the main verb is not carrying the AGR features like Person, Tense, Number and Gender etc., is placed before the subject.

65a. Robin will marry Jill.

65b. Will Robin marry Jill?

In (65a) the declarative sentence contains an auxiliary in the form of *will* which is placed after the subject NP *Robin* while in (65b) this order is reversed. This change is traditionally known as **subject-operator inversion**. Operator is generally the first or the only auxiliary. If the question does not have an auxiliary, nor is it a copular construction with a be-type verb, *do* is inserted as a dummy auxiliary. For instance, the YN question in (66a) corresponds to the declarative in (66b).

66a. Catherine likes Robin.

66b. Does Catherine like Robin?

Does in (66b) has the appropriate inflection i.e. 3rd PERSON SINGULAR PRESENT TENSE which corresponds to the inflection of the verb *likes* in (66a). *Does* in (66b) ensures that the question begins with the sequence verb followed by subject.

⁹*Wh*-questions expect a reply that supplies the information that the *wh*-word indicates. They are called *wh*-questions since such interrogative sentences begin with a *wh*-word. ‘*how*’ does not phonetically begin with *wh*- yet it is also included among the *wh*-questions. The *wh*-word may be a pronoun (67a-c), an adverb (68a-g), or a determiner (69a-b) that introduces noun phrase.

67a. *Who* is this man?

67b. *What* do you mean by this?

67c. *Whom* do you want to meet?

68a. *Why* is he here?

68b. *Where* did you stay last night?

⁹ For the discussion in this respect I have followed mainly Greenbaum (1996).

68c. *When* will your brother arrive at the station?

68d. *How* did it all begin?

68e. *How* deep is the water here?

68f. *How* many people were there in the meeting?

68g. *How* much money do you need?

69a. *Which* song will you sing first?

69b. *Whose* house do you stay in?

In English, the *wh*-word is generally begins the question. However, if the *wh*-word or the phrase it is part of, is the complement of a preposition, in formal style the preposition moves the front together with the complement (cf. 70).

70a. I can go to any extent to help you.

70b. *To what extent* can I go to help you?

70c. *What extent can I go to to help you?

The two sentences in (70a) and (70b) correspond – the former being the declarative sentence and the latter being its comparable *wh*-interrogative. In the latter the *wh*-word *what* belongs to the prepositional phrase *to what extent* and hence when the interrogative form is being formed the *wh*-item needs to be fronted; but being the complement of a preposition the entire prepositional phrase or PP is fronted. The grammaticality of such a movement operation is justified by the ungrammaticality of (70c) where the head of the PP *to* remains *in situ* i.e. in the position where it originates. All said, one must remember a caveat: in less formal style, the preposition can remain *in situ* with a pause in between the two prepositions *to* and *to* (cf. 71)

71. What extent can I go to, to help you?

We have noticed that subject-operator inversion takes place in YN questions. The same rule of inversion also applies to *wh*-questions. For example let us note the following sentence.

72a. What do you think?

72b. ?You think what?

72c You think something.

The declarative sentence in (72c) contains an object *something* to the transitive verb *think*. In (72b) we see the object which is being questioned by the speaker is replaced by the *wh*-word *what*. The grammaticality of (72b) though debatable does not concern us here as we are trying only to trace the route of transformation lying behind (72a). In (72a) grammaticality is ensured by two operations: a) the *wh*-word moves from its place deep inside the sentence to the beginning; b) a dummy operator *do* moves to the left of the subject *you* through subject-operator inversion.

An interesting thing happens when the *wh*-expression is the subject of the sentence. In that case there is apparently no movement of the *wh*-item. But this view of the traditional grammarians has been challenged by the generativists who argue that movement definitely takes place: the *wh*-item moves further to the left but since the latter crosses no other item, the left-to-left movement remains invisible in the linear order of the constituents i.e. the normal declarative subject-verb order is retained (cf. 73).

73a. A: Who is coming by the next flight?

73b. B: The president [is coming by the next flight].

Speaker A asks the question with the intention to know the agent (subject) of the act of coming (73a). Speaker B answers (73b) by replacing the *wh*-word *who* with *the president* which is the subject of the declarative sentence corresponding to the interrogative form in

(73a). However, in the informal style which is usually spoken, the normal subject-verb order is sometimes retained even when the *wh*-expression is not the subject as in (74-75).

74. You saw which movie?

75. You did what this morning?

This type of non-application of the rule of *wh*-movement to the beginning of the interrogative sentence is very intriguing for us especially when we notice that in KB and TB avoiding such movement i.e. retaining the *wh*-word *in situ* is the norm. We shall have more discussion about this *invisible movement* before long.

The third important thing to note about *wh*-expressions in English is that a single interrogative sentence sometimes can contain more than one *wh*-item, if the question seeks to elicit more than one piece of information. For example, consider the following:

76. Who copies whom?

6.1.1 Wh-movement in English in generative syntax: a brief sketch

In generative syntax particularly Chomsky (1981) onwards all English declarative sentences are assumed to be at the most a complementizer or Comp or C phrase or CP. This is because any declarative sentence in English can be made a subordinate clause by introducing a C like that, if, as, since, whether etc. etc. (cf. 77a-d)

77a. He is honest.

77b. I know that he is honest.

77c. John knows that I know that he is honest.

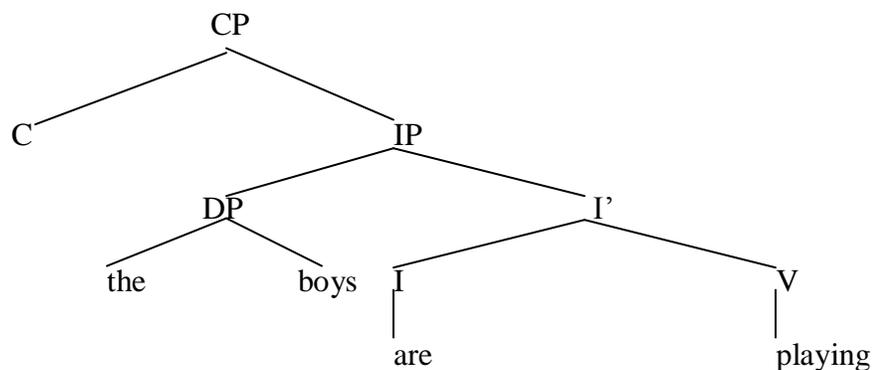
77d. Mary believes that John knows that I know that he is honest.

Another major premise of the Transformational Generative grammar or TG is that for all transformations the simple declarative form is the basic: transformation is effected by only one single rule Move α . Understandably, YN and *Wh*-questions also being derived in nature emerges through some item being moved from their place of origination in the

underlying i.e. declarative form. The job of the grammar therefore is to explain where does the moved items go and land. We use the tool of phrase marker or tree diagram to show the origination, movement and landing site of the relevant items. We begin with subject-operator inversion involved in a YN question¹⁰.

78. The boys are playing.

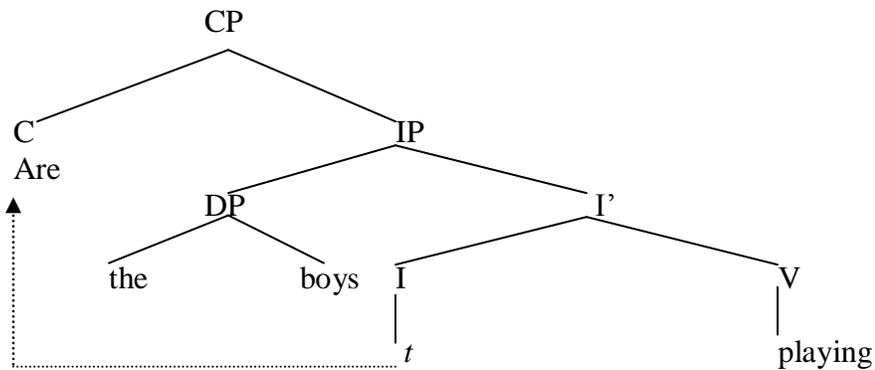
79.



The origination of the constituents of the sentence (78) are shown in the phrase marker in (79) where CP= COMP Phrase, C= COMP, IP = INFLEXION or INFL Phrase, I= INFL, I'= I single bar (i.e. the intermediate category between the zero category I and the maximal phrasal category IP, DP= Determiner Phrase, and V= Verb. To transform this simple declarative sentence into its corresponding YN question what is needed is to move the AUX or operator to the left of the Subject NP 'the boys' and the empty docking site to accommodate the moving item i.e. α is the head position of C. The arrow marked dotted line shows the movement route.

¹⁰ The analysis and discussion in this section is based on Radford et al (1999).

80.



This type of inversion operation involves movement of a word from the head position in one phrase into the head position in another phrase (in this case, from the head INFL position of IP into the head C position of CP). Hence such type of inversion movements is called head movement. What is interesting to note is that the moved item leaves behind a trace *t* of itself so that no other item can occupy this vacated place without violating the grammaticality of the construction. Hence the underlying picture of the sequence of words after movement looks like (81).

81. Are the boys *t* playing?

Let us now turn to *wh*-question type of transformations. So far it has been implicitly assumed the CP comprises a head C constituent and an IP complement. The C position is filled by a complementizer in some structures and by a preposed auxiliary in others. A vital question crops up at this point: where are the pre-auxiliaries like *wh*-items positioned in a structure like (80). One such structure is given in (82).

82. What games *can* you play?

In (82) the verb *play* is a transitive one hence must have an object. This intermediate form is as in (82a).

82a. *Can you play what games?

Reversing the process of auxiliary movement we get the form that approximates the original declarative form.

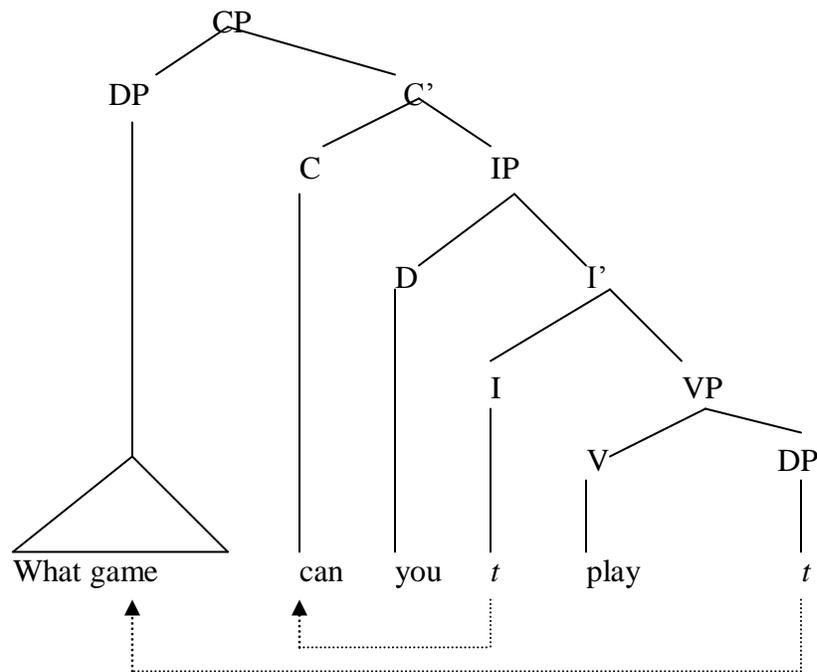
82b. ?You can play what games?

(82b) is unacceptable because in a declarative sentence there can be no *wh*-item functioning as an interrogative marker. Replacing *what* with a non-*wh*-word like *some* gives us a completely grammatical structure of declarative type.

(82c) You can play some games.

Now tracing back the process we notice that the mapping from the declarative form in (82c) to the interrogative form in (82) involves two movements: a) the auxiliary movement and b) *wh*-movement, the latter being also known as operator movement. That the former is known operator movement has already taken note of earlier. We demonstrate the two movements in the following diagram in (83).

83.



What being a determiner of some kind *what games* is a DP. This DP which originates as a complement of the V in the VP deep inside the sentence, is obligatorily moved in the interrogative form of the sentence and the landing site of the DP in the Specifier or Spec position within the CP. This movement is called Operator Movement *wh*-word being an

operator. In the other movement where the AUX *can* moves the Head position of IP i.e. I to the Head position of CP i.e. C is known as Head Movement.

A theory internal question arises at this point: how do we know that the *t* position of the moved item actually remains intact even after movement takes place. Two pieces of evidence are very common in the literature for justifying this theoretical stand. Let us look at the two following sentences:

84a. What game can you play *t*?

84b. *What game can you play cricket?

The first sentence is correct because the *t* position vacated by the DP ‘what game’ is not filled in subsequently by any item. In other words, the native speakers of English know that the *t*-position is there and should be kept intact. The second piece of evidence in support of *traces* is provided by the practice of *have* contraction in English. This is also known as have-cliticization. The form *have* of the perfect auxiliary has the clitic variant ‘ve and can cliticize to an immediately preceding word which ends in a vowel or diphthong. Significantly however cliticization is not possible in sentences such as (85).

85a. Which students would you *say have* won the match?

85b. *Which students would you say’ve won the match?

(85a) is acceptable as no cliticization takes place as opposed to (85b) where *have* cliticizes to *say*. This is because the DP *which students* actually originates as the subject of the embedded clause in informal use as shown in (86).

86.? You would say which students have won the match.

The DP phrase containing the *wh-item* cannot remain in-situ in an interrogative sentence and hence has to move out to the initial position leaving behind the trace *t* to look after its vacated position. The native speakers’ knowledge of this underlying presence of *t* prevents the cliticization of *have* in (85b).

To sum up, we can say that in English there are two types of interrogative constructions: YN and *Wh*- questions. In both the cases some items are moved to the sentence initial position. In the YN question it is the AUX or be verb with tense. In this case the movement employed is called Head Movement (cf. 79-80). In *Wh*-questions the AUX and *wh*-item both are moved. While the AUX is moved to the Head position C of CP, the *wh*-item is moved to the Spec position of CP. Speaking differently, we can define a *wh*-question formally as that a clause is interpreted as a question in English if it has an interrogative specifier i.e a *wh*-item in the Spec position of CP.

6.1.2 Movement in double *wh*-constructions

As already noted earlier, in English a single interrogative sentence sometimes can contain more than one *wh*-item, if the question seeks to elicit more than one piece of information.

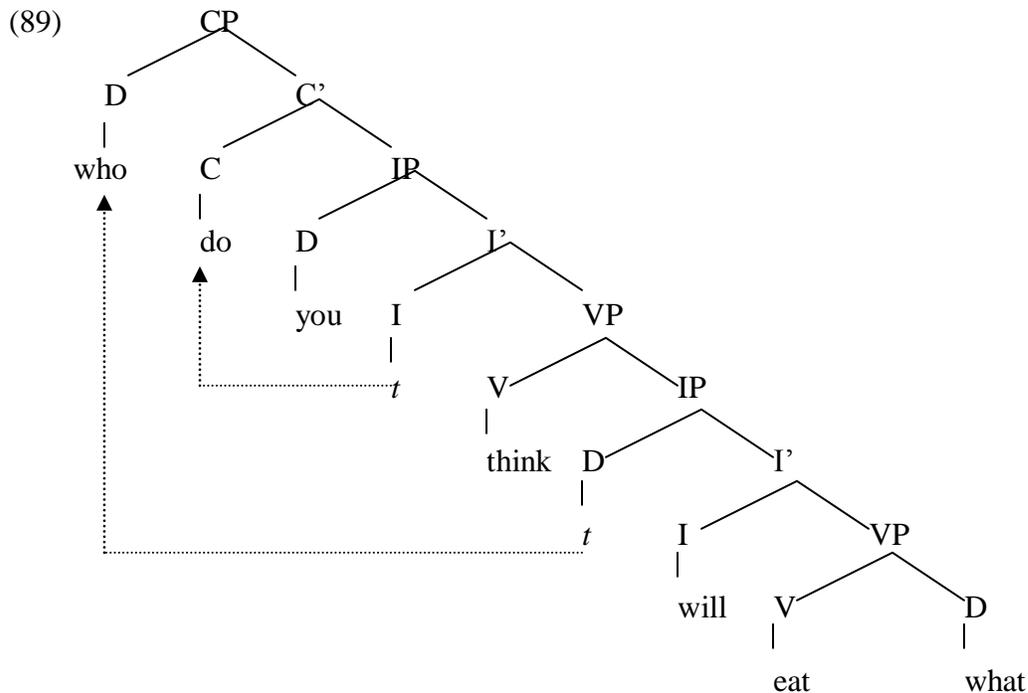
For example, consider the following:

87. **Who** do you think will eat *what*?

A construction like this will render itself ungrammatical if both the *wh*-items are moved to the initial position of the sentence (cf. 88).

88. **What who* do you think eat?

To find an answer to this let us begin with a phrase marker for (87) containing the relevant movements.



In (89) it is obvious that there is only one place D (i.e. Spec) position of CP into which a wh-item can be moved. The question remains why *who* has been selected over *what*? To answer this, the generativists have incorporated into their premise an economy principle stated in (90).

90. Economy Principle (EP)

Minimize grammatical structure and movement operations.

(i.e. posit as little structures as possible, and move as few constituents as possible the shortest distance possible.) (Radford et al 1999: 330)

Understandably, (89) agrees with the EP which is ideal in any scientific research as it requires us to always seek the simplest and most elegant theory which is consistent with the data we need to explain. An English wh-question requires only one wh-item in the Spec position of CP. Preposing two would be superfluous and contrary to EP. Again moving *what* to the said Spec position will involve a longer journey for *what* compared to

the one needed for *who*. Thus we can account for why it is *who* and not *what* that moves to the Spec-CP position in (89).

6.2 Wh-questions in KB and TB

The picture of *wh*-question formation in KB and TB is certainly not so complicated. But it has its own characteristic features. Let us have a look at the relevant KB and TB data. There are at least ten *wh*-interrogatives in KB where as in TB there are nine. They are divided into three groups: a) interrogative pronouns, b) interrogative adverbs and c) interrogative determiners. Although it sometimes becomes impossible to find an exact replica of this classification for English *wh*-words in KB and TB, because of certain cases of overlapping, we have tried to follow the classification as much as possible. In course of our survey certain interesting differences emerge not only in word order but also in the complement structures of certain categories. We shall point out these at appropriate junctures.

6.2.1 Wh-questions with interrogative pronouns: *sabo*, *tamo*, *sabono*

6.2.1.1 *Sabo* (KB) and *ke* (TB) ‘who’

91. KB: S P [WH] (V)

Nwng *sabo?*

2SG-NOM WH-NOM

NP NP

S P¹¹

You who

TB: S P [WH] (V)

Tumi *ke?*

¹¹ P is the abbreviated form for PREDICATIVE which is found in copular constructions, unless otherwise specified. The latter situation may arise when P stands for Preposition/Post position in a PP.

2SG-NOM WH-NOM

NP NP

S P¹²

You who

‘Who are you?’

ENG: S[WH] V P

Who are you?

WH-NOM mVt (be) 2SG-NOM

NP VP NP

S[WH] V P

92. KB: S[WH] O V

sabo a-no chuba-nai

WH-NOM 1SG-DAT help-FT

NP NP-DAT mVt¹³

who me help-will

S O V

TB: S[WH] O V

ke amake sahajya-karbe

WH-NOM 1SG-DAT help-FT

NP NP-DAT mVt¹⁴

who me help-will

S O V

¹² P is the abbreviated form for PREDICATIVE which is found in copular constructions, unless otherwise specified. The latter situation may arise when P stands for Preposition/Post position in a PP.

¹³ mVt stands for the main verb which also carries tense.

¹⁴ mVt stands for the main verb which also carries tense.

‘Who will help me?’

ENG: S[WH] V O

Who will help me?

WH-NOM VP [AUX-FT mV] 1SG-DAT

[WH] S V O

93. KB: S [WH] O O V

sabo No-no o bijap rw-kha?

WH-NOM 2SG-DAT [DET book-AC] give-PT

NP NP NP mVt

S IO¹⁵ DO V

who You this book gave

KB: S [WH] O O V

ke tumake ei baita di-e-chilo?

WH-NOM 2SG-DAT [DET book-AC] give-PT

NP NP NP mVt

S IO¹⁶ DO V

who You this book gave

‘Who gave you this book?’

ENG: S[WH] V O O

Who gave you this book?

WH-NOM V-PT 2SG-DAT DET book

NP VP NP NP

S[WH] V IO DO

¹⁵ IO = Indirect Object, DO = Direct Object.

¹⁶ IO = Indirect Object, DO = Direct Object.

94. **KB: (ADV) S[WH]V**

A-ni	logi	sabo	thang-nai?
1SG-GEN	P	WH-NOM	go-FT
[[NP]	PP]	NP	mVt
ADV		S	V
me	with	who	go-will

TB: (ADV) S[WH]V

amar	sange	ke	ja-be?
1SG-GEN	P	WH-NOM	go-FT
[[NP]	PP]	NP	mVt
ADV		S	V
me	with	who	go-will

‘Who will go with me?’

ENG: S[WH] V (ADV)

Who	will	go	with	me?
WH-NOM	[AUX-FT	mV]	P	1SG-OBLQ ¹⁷
NP	VP		PP	
S		V		ADV

95. **KB: O S[WH] V**

‘Rajmala’	bijap	sabo	swi-kha?
[Rajmala	3SG-AC]	WH-NOM	write-PT
NP		NP	mVt
O		S	V
Rajmala	book	who	wrote

¹⁷ OBLQ = Oblique Case, which is the default case for the PP-internal Object NP in English.

TB: O S[WH] V

‘Rajmala’	baiti	ke	li-khe-chilen?
[Rajmala	3SG-AC]	WH-NOM	write-PT
NP		NP	mVt
O		S	V
Rajmala	book	who	wrote

‘Who wrote the book ‘Rajmala’?’

ENG: S[WH] V O

Who wrote the		book ‘Rajmala’?
WH-NOM	mVt	[DET book Rajmala-AC]
NP	V	NP
S	V	O

A four fold comparison helps us understand the distinctions better. The comparison on the one hand is between the KB-I or KB interrogative sentences with KB-D or KB declarative type of sentences; and on the other hand between their English counter parts. We present the summary of the sabo ‘who’ type *wh*-interrogatives in the two languages in (96-97) below.

96a. KB-I

S P [WH] (V)
 S [WH] O V
 S [WH] O O V
 (ADV) S [WH] V
 O S [WH] V

96b. KB-D

S P (V)
 S O V
 S O O V
 (ADV) S V
 S O V

97a. TB-I

S P [WH] (V)
 S [WH] O V
 S [WH] O O V
 (ADV) S [WH] V

97b. TB-D

S P (V)
 S O V
 S O O V
 (ADV) S V

O S [WH] V

S O V

98a. ENG-I

S [WH] V P

S [WH] V O

S [WH] V O O

S [WH] V (ADV)

S [WH] V O

98b. ENG-D

S V P

S V O

S V O O

S V (ADV)

S V O

In KB and TB the *wh*-word can remain in situ or its place of origination. This is unlike English where the *wh*-word obligatorily moves to the initial position of the sentence. Another interesting feature of KB and TB syntax of both *wh*-words and declarative sentences is that in the third person singular/plural in present tense the be-verb can be dropped. This phenomenon of phonetically unrealized be-verb in KB and TB is also shared by SCB. For example, consider the following:

99a. KB Interrogative

nini	para	boro
your	village	where

‘Where is your village?’

99b. Declarative

ani	para	oro
my	village	here

‘My village is here.’

100a. TB Interrogative

tomar	gram	koi
your	village	where

‘Where is your village?’

100b. TB Declarative

amar gram eikhane
my village here

‘My house is here.’

101a. SCB Interrogative

tomar gram kothay
your village where

‘Where is your village?’

101b. Declarative

amar gram ekhane
my house here

‘My house is here.’

When it is mandatory for the English version of these sentences to have an overt be-verb ‘is’ in the three others i.e. KB, TB and SCB, the be-verb can remain covert. That the verb form is underlyingly there in such copular constructions can be proved by the surfacing of the be-verb form in other tense forms. (cf. 101).

102a. **KB:** Ani para oro *tongmani*

102b. **TB:** amar bari eikhane *asilo*

102c. **SCB:** amar baDi ekhane *chilo*

For all these sentences in (101) the English version is ‘My village was here.’

6.2.1.2 Tamo (KB) and ki (TB) ‘what’**103. KB: S P[WH] (V)**

Nini	mung	tamo?
2SG-GEN	NP-NOM	WH-NOM
[DET	N]	NP

NP		NP
S		P
Your name		what

TB: S P[WH] (V)

tumar	nam	ki?
2SG-GEN	NP-NOM	WH-NOM
[DET	N]	NP
NP		NP
S		P
Your	name	what

‘What is your name?’

ENG: S[WH] V P

What	is	your	name?
WH-NOM	be-3SG-PRES	[DET-GEN	N]
NP	V	NP	
S[WH]	V	P	

104. KB: S O [WH] V AUX

Nwng	tamo	kh lai-wi	tong?
2SG	WH-AC	do-PROG	exist V
NP	NP	[mV	tV]
S	O	V	AUX
You	what	do-ing	exist

TB: S O [WH] V AUX

tumi	ki	kar-ta-	cho
------	----	---------	-----

2SG	WH-AC	do-PROG	exist V
NP	NP	[mV	tV]
S	O	V	AUX
You	what	do-ing	exist

‘What are you doing?’

ENG: O[WH] AUX S V

What	are	you	doing?
WH-AC	be-3SG-PRES	2SG-NOM	do-PROG
NP	tV	NP	mV
O	AUX	S	V

In English the presence of an AUX+T is obligatory in most of the wh-constructions except when information is sought about the subject of the sentence. The AUX in English when present bears the Agreement or AGR features while the main verb either appears in bare form or participial form: *will go, have gone* or *is going* etc. In KB and TB a similar phenomenon is observed not only in interrogative but also in declarative sentences. This is noted in particular in progressive tense constructions. To be specific, the verbal form is split up between mV+PROG and an existential verb which bears AGR feature which we designate as tV or verb with tense. The existential verb lends a sense of continuousness to the expression. In (103) above we notice an illustration of this in *khlai-wi tong* translated as *do-PROG exist V* meaning ‘are/is doing’. One feels tempted to invite a comparison with Bangla compound verbs like *kaj korche* → ‘work doing’ = doing. But the latter is obviously not a case of split up VP. The KB and TB phenomenon resembles the English type AUX+T mV construction. Notice in KB also the main verb takes the participial

suffix *-wi* equivalent to English *-ing*. In TB the similar for is *taso*. More research is needed in the morphological, syntactic and semantic aspects of such constructions.

105. KB: S O WH[O] V AUX

Nwng	a-no	tamo	sa-wi	tong?
2SG	1SG-AC	WH-AC	tell-PROG	exist
NP	NP-AC	NP-AC	[mV	tV]
S	O	O	V	AUX

TB: S O WH [O] V AUX

tumi	amare	ki	koi-t-	acho?
2SG	1SG-AC	WH-AC	tell-PROG	exist
NP	NP-AC	NP-AC	[mV	tV]
S	O	O	V	AUX

‘What are you telling me?’

ENG: [WH] O AUX S V O

What	are	you	telling	me?
WH-AC	be-3SG-PRES	2SG-NOM	tell-PROG	1SG-AC
NP	tV	NP	mV	NP
DO	AUX	S	V	IO

Once again we summarize the contrastive picture prevailing in KB,TB and English through a six fold comparison.

106a. KB-I

S WH[P] (V)
S WH[O] (V)
S O WH[O] V

106b. KB-D

S P (V)
S O (V)
S O O V

107a. TB-I

S WH[P] (V)
S WH[O] (V)

107b. TB-D

S P (V)
S O (V)

S O WH[O] V

S O O V

108a. ENG-I

S[WH] V P

O[WH] AUX S V

O[WH] AUX S V O

108b. ENG-D

S V P

S AUX V O

S AUX V O O

6.2.1.3 Sabono (KB) and kare (TB) 'Whom'**109. KB: S WH[O] V**

Nwng sabo-no suri?

2SG WH-AC worship

NP NP-AC mVt

S O V

You whom worship

TB: S WH[O] V

tumi kare puja-karo?

2SG WH-AC worship

NP NP-AC mVt

S O V

You whom worship

'Whom do you worship?'

ENG: O[WH] AUX S V

Whom do you worship?

WH-AC AUX PRES-INDF 2SG mV

NP-AC AUX NP mV

O V S V

110. KB: S WH[O] V INF (V)

Nwng	sabo-no	nai-na-ni	muchung ^{18?}
2SG[NOM]	WH-AC	see-INF	desirous
NP	NP-AC	V-INF-GEN	AP
S	O	V-INF-GEN	A
You	whom	of seeing	desirous

TB: S WH [O] V INF (V)

tumi	kare	dekh-te-	ichhuk ^{19?}
2SG[NOM]	WH-AC	see-INF	desirous
NP	NP-AC	V-INF-GEN	AP
S	O	V-INF-GEN	A
You	whom	of seeing	desirous

Who are you desirous of seeing?

ENG: O[WH] V S A PP

Who	are	you	desirous	of seeing?
WH-AC	AUX PRES-INDF	2SG/PL	A	P N
NP	VP	NP	AP	PP
O	V	S	A	PP

The SOV structure of KB and TB simple declaratives sentences obtains even in wh- constructions. The only difference is that the wh-word can take appropriate morphemes to signify is case feature. So sabo-no = who to = ‘whom’ i.e. who-AC[usative]. But in TB this rather marked in comparison with KB. That movement of wh-items is redundant in KB, is perhaps because KB is still predominantly a synthetic language where post positions are yet to take over en mass the role of syntactic relations between words. Case

¹⁸ The semantics of muchung is a problematic one. This word can be used also as a verb as in muchung-kha. This is however not our concern in the present thesis.

¹⁹ The semantics of dekh-te-ichhuk is a problematic one. This word can be used also as a verb as in muchung-kha. This is however not our concern in the present thesis.

markers (read suffixes) signify the inflections. The following summary in abstract forms of functional categories substantiates our observations.

111a. KB-I

S WH[O] V
S WH[O] V-INF (V)

111b. KB-D

S O V
S O V-INF A (V)

112a. TB-I

S WH[O] V
S WH[O] V-INF (V)

112b. TB-D

S O V
S O V-INF A (V)

113. ENG-I

O[WH] AUX S V
O[WH] V S A PP

113b. ENG-D

S V O
S V A PP O

6.2.2 Wh-questions with Interrogative Adverbs: tangwi/tamoni bagwi, boro, buphuru, bahai, bswk (KB) and kere, konano,

6.2.2.1 Tangwi/ Tamoni Bagwi ‘Why’

114. KB: S WH[ADV] ADV V

Nwng	tangwi	oro	phai?
2SG-NOM	WH[ADV]	LOC-ADV	come
NP	WH[ADV]	ADV	VP
S	WH[ADV]	ADV	V
You	why	here	come

‘Why do you come here?’

TB: S WH[ADV] ADV V

tumi	kere	eikhano	aiso?
2SG-NOM	WH[ADV]	LOC-ADV	come
NP	WH[ADV]	ADV	VP
S	WH[ADV]	ADV	V
You	why	here	come

‘Why do you come here?’

ENG: WH[ADV] AUX S V ADV

Why	do	you	come	here?
WH[ADV]	AUX	2SG	V	LOC-ADV
WH[ADV]	tV	NP	mV	ADV
WH[ADV]	AUX	S	V	ADV

Though not directly related to our purpose of the comparative study of the syntax of wh-interrogatives in KB, TB and English, it would not be out of place here a note morphological practice in KB and TB. In these language a very productive process of morphemic reduction takes place by subtracting the latter part of the first NP and the first part of the second NP in an other wise genitive phrase of type NP's NP. So *nini bwsa* → *nwsa* 'your children', *ani pha* → *aph* 'my father'. Similarly *tangwi* originates from *tamo-ni bagwi* [what-GEN for] → *tangwi*. Similar phenomena can be observed in TB also: *konkhane* → *konano*. Synchronically sometimes both the contracted and non-contracted forms are used as free variations.

115. KB: WH[ADV] S ADV V-NEG

Tangwi	nwng	tini	phaili-ya?
WH[ADV]	2SG-NOM	TEMP-ADV	V-PT-NEG
WH[ADV]	NP	ADV	VP-NEG
WH[ADV]	S	ADV	V-NEG
Why	you	today	came-not
'Why did not you come today?'			

TB: WH[ADV] S ADV V-NEG

kere	tumi	ajga	aiso-na?
WH[ADV]	2SG-NOM	TEMP-ADV	V-PT-NEG
WH[ADV]	NP	ADV	VP-NEG

WH[ADV]	S	ADV	V-NEG
Why	you	today	came-not

‘Why did not you come today?’

ENG: WH[ADV] AUX NEG S V ADV

Why	did	not	you	come	today?
WH[ADV]	AUX	NEG	2SG-NOM	V	ADV
WH[ADV]	AUX	NEG	NP	mV	ADV
WH[ADV]	Vt		S	V	ADV
WH[ADV]	AUX	NEG	S	V	ADV

Why did not you come today?’

116. **KB: WH[ADV] S A[PRED]-NEG(V)**

Tangwi	nini	kha	ham-ya?
WH[ADV]	2SG-GEN	3SG-NOM	A-NEG
WH[ADV]	[DET	N]	A-NEG
WH[ADV]	NP		A-NEG
WH[ADV]	S		A-NEG
Why	your	mind	well not

TB: WH[ADV] S A[PRED]-NEG(V)

kere	tumar	mon	bhalo-na?
WH[ADV]	2SG-GEN	3SG-NOM	A-NEG
WH[ADV]	[DET	N]	A-NEG
WH[ADV]	NP		A-NEG
WH[ADV]	S		A-NEG

‘Why your mind is not well?’ = Why are you upset?

ENG: WH[ADV] NP V NEG A

Why	your	mind	is	not	well
WH[ADV]	2SG-GEN	3SG-NOM	be-3SG-PRES	NEG	A
WH[ADV]	[DET	N]	mVt	NEG	A
WH[ADV]	NP		V	NEG	A

117. **KB: S WH[ADV] V-NEG**

Nwng	tangwi	kok-sa-ya?
2SG-NOM	WH[ADV]	word-speak-NEG
NP	WH[ADV]	V-NEG
S	WH[ADV]	V-NEG

You why speak-not

‘Why do not you speak?’

TB: S WH[ADV] V-NEG

tumi	kere	katha-kao-na?
2SG-NOM	WH[ADV]	word-speak-NEG
NP	WH[ADV]	V-NEG
S	WH[ADV]	V-NEG

You why speak-not

‘Why do not you speak?’

ENG: WH[ADV] AUX NEG S V

Why	do	not	you	speak?
WH[ADV]	AUX	NEG	2SG	V
WH[ADV]	tV	NEG	S	V
WH[ADV]	AUX	NEG	S	V

Ya and *na* are a negative markers in KB and TB that can be treated at par with a clitic because of its ability to get attached to more than one category of word. In (115) and (117) it is cliticizes to a verb while in (113) it does so to an adjective.

118. **KB: S WH[ADV] O V AUX**

Nwng	tangwi	ano	kebeng-wi	tong?
2SG-NOM	WH[ADV]	1SG-AC	mV-PROG	AUX
NP	WH[ADV]	AN-AC	mV	tV
S	WH[ADV]	O	V	AUX
You	why	me	disturb-ing	exist
‘Why are you disturbing me?’				

TB: S WH[ADV] O V AUX

tumi	kere	amare	birokto-kart	aso?
2SG-NOM	WH[ADV]	1SG-AC	mV-PROG	AUX
NP	WH[ADV]	AN-AC	mV	tV
S	WH[ADV]	O	V	AUX
You	why	me	disturb-ing	exist
‘Why are you disturbing me?’				

ENG: WH[ADV] AUX S V O

Why	are	you	disturbing	me?
WH[ADV]	be-2SG-PRES	2SG-NOM	mV-PROG	1SG-AC
WH[ADV]	AUX	NP-NOM	mV	NP-AC
WH[ADV]	tV	NP	mV	NP
WH[ADV]	AUX	S	V	O

119a. KB-I

S WH[ADV] ADV V
 WH[ADV] S ADV V-NEG
 WH[ADV] S A[PRED]-NEG(V)
 S WH[ADV] V
 S WH[ADV] O V AUX

119b. KB-D

S ADV V
 S ADV V-NEG
 S P[A]-NEG(V)
 S V-NEG
 S O V AUX

120a. TB-I

S WH[ADV] ADV V
 WH[ADV] S ADV V-NEG
 WH[ADV] S A[PRED]-NEG(V)
 S WH[ADV] V
 S WH[ADV] O V AUX

120b. TB-D

S ADV V
 S ADV V-NEG
 S P[A]-NEG(V)
 S V-NEG
 S O V AUX

121a. ENG-I

WH[ADV] AUX S V ADV
 WH[ADV] AUX NEG S V ADV
 WH[ADV] NP V NEG A
 WH[ADV] AUX NEG S V
 WH[ADV] AUX S V O

121b. ENG-D

S V ADV
 S AUX NEG V ADV
 NP V NEG A
 AUX NEG S V
 S AUX V O

6.2.2.2 Boro (KB) and konano/konkhano ‘where’**122. KB: S P[WH] (V)**

Nini	kami	boro?	
2SG-GEN	NP-NOM	WH[ADV]	
[DET	N]	WH[ADV]	
NP		WH[ADV]	
S		P	(V)

Your village where

‘Where is your village?’

TB: KB: S P[WH] (V)

tumar	gram	konano/konkhano?
2SG-GEN	NP-NOM	WH[ADV]
[DET	N]	WH[ADV]
NP		WH[ADV]

S P (V)

Your village where

‘Where is your village?’

ENG: WH[ADV] V S

Where is your village?

WH[ADV] be-3SG-PRES 2SG-GEN NP

WH[ADV] mV [DET N]

WH[ADV] V NP

WH[ADV] V S

123. KB: S WH[ADV] V

Nwng boro thang-nai?

2SG-NOM WH[ADV] mV-FT

NP WH[ADV] V

S WH[ADV] V

You where go-FT

‘Where will you go?’

TB: S WH[ADV] V

tumi konano/konkhano jai-ba?

2SG-NOM WH[ADV] mV-FT

NP WH[ADV] V

S WH[ADV] V

You where go-FT

‘Where will you go?’

ENG: WH[ADV] AUX S V

Where	will	you	go?
WH[ADV]	AUX-FT	2SG	mV
WH[ADV]	tV	NP	V
WH[ADV]	AUX	S	V

124. KB: S WH[ADV] (V)

Ani	swikong	boro?
1SG-GEN	N	WH[ADV]
[DET	N]	WH[ADV]
NP		WH[ADV]
S		WH[ADV] (V)

My pen where?

‘Where is my pen?’

TB: S WH[ADV] (V)

amar	kolom	konano/konkhano?
1SG-GEN	N	WH[ADV]
[DET	N]	WH[ADV]
NP		WH[ADV]
S		WH[ADV] (V)

My pen where?

‘Where is my pen?’

ENG: WH[ADV] V S

Where	is	my	pen?
WH[ADV]	be-3SG-PRES	1SG-GEN	N
WH[ADV]	mV	[DET	N]

WH[ADV] V NP

WH[ADV] V S

To sum up, the following are the contrastive facts characterizing the three languages.

125a. KB-I	125b. KB-D
S P[WH] (V)	S P (V)
S WH[ADV] V	S ADV V
S WH[ADV] (V)	S P (V)

126a. TB-I	126b. KB-D
S P[WH] (V)	S P (V)
S WH[ADV] V	S ADV V
S WH[ADV] (V)	S P (V)

127a. ENG-I	127b. ENG-D
WH[ADV] V S	S V ADV
WH[ADV] AUX S V	S AUX V ADV
WH[ADV] V S	S V ADV

6.2.2.3 Buphuru (KB) and konsomo/kobe (TB) ‘when’

128. KB: S WH[ADV] V

Nwng buphuru phai-nai?

2SG-NOM WH[ADV] V-FT

NP WH[ADV] mV

S WH[ADV] V

You when come-FT

‘When will you come?’

TB: tumi konsomo ai-ba?

2SG-NOM WH[ADV] V-FT

NP WH[ADV] mV

S WH[ADV] V

You when come-FT

‘When will you come?’

ENG: WH[ADV] AUX S V

When will you come?

WH[ADV] AUX-FT 2SG-NOM mV

WH[ADV] tV NP V

WH[ADV] AUX S V

129. KB: S WH[ADV] ADV V

Bo buphuru tangnok-ni kiphil-nai?

3SG-NOM WH[ADV] NP-P V-FT

NP WH[ADV] PP V

S WH[ADV] ADV V

S/he when office-from return

‘When will s/he return from office?’

TB: S WH[ADV] ADV V

he konsomo office-te ai-bo?

3SG-NOM WH[ADV] NP-P V-FT

NP WH[ADV] PP V

S WH[ADV] ADV V

S/he when office-from return

‘When will s/he return from office?’

ENG: WH[ADV] AUX S V ADV

When will s/he return from office?

WH[ADV] AUX-FT NP-NOM mV P NP

WH[ADV] tV NP mV PP

WH[ADV] AUX S V ADV

130. KB: WH[ADV] S V

Buphuru ani jora kaham sokphai-nai?

WH[ADV] 1SG-GEN 3SG-NOM A V-FT

WH[ADV] [DET N A] V

WH[ADV] NP VP

WH[ADV] S V

When my time good become-FT

‘When will my good time (be)come?’

TB: WH[ADV] S V

Kobe amar bhala somoy ai-bo?

WH[ADV] 1SG-GEN A3SG-NOM V-FT

WH[ADV] [DET A] N V

WH[ADV] NP VP

WH[ADV] S V

When my good time become-FT

‘When will my good time (be)come?’

ENG: WH[ADV] AUX S V

When will my good time come?

WH[ADV] AUX-FT 1SG-GEN A 3SG-NOM mV

WH[ADV] tV [DET A N] V

WH[ADV] AUX NP V

WH[ADV] AUX S V

131. KB: S WH[ADV] ADV V

Chwng buphuru taisa malai-lai-nai?

1PL-NOM	WH[ADV]	ADV	V-PL-FT
NP	WH[ADV]	ADV	mVt
S	WH[ADV]	ADV	V
We	when	again	meet shall

‘When shall we meet again?’

TB: S WH[ADV] ADV V

amra	kobe	abar	deha-korum?
1PL-NOM	WH[ADV]	ADV	V-PL-FT
NP	WH[ADV]	ADV	mVt
S	WH[ADV]	ADV	V
We	when	again	meet shall

‘When shall we meet again?’

ENG: WH[ADV] AUX S V ADV

When	shall	we	meet	again?
WH[ADV]	AUX-FT	1PL-NOM	mV	ADV
WH[ADV]	tV	NP	mV	ADV
WH[ADV]	AUX	S	V	ADV

We summarize the facts in relation to the distribution of buphuru ‘when’ in KB, TB and English in (128-131).

132a. KB-I	132b. KB-D
S WH[ADV] V	S V
S WH[ADV] ADV V	S ADV ADV V
WH[ADV] S V	S (ADV) V
S WH[ADV] ADV V	S (ADV) ADV V
133a. KB-I	133b. KB-D
S WH[ADV] V	S V
S WH[ADV] ADV V	S ADV ADV V
WH[ADV] S V	S (ADV) V

	S WH[ADV] ADV V	S (ADV) ADV V
134a. ENG-I	WH[ADV] AUX S V	134b. ENG-D
	WH[ADV] AUX S V ADV	S AUX V ADV
	WH[ADV] AUX S V	S AUX V ADV[PP] ADV
	WH[ADV] AUX S V ADV	S AUX V ADV
		S AUX V ADV ADV

6.2.2.4 Bahai (KB) and kemne (TB) ‘how’

135. KB: S WH[ADV] V(V)

Nwng	bahai	tong?
2SG	WH[ADV]	exist (V)
NP	WH[ADV]	mVt
S	WH[ADV]	V
You	how	exist

‘How are you?’

TB: tumi	kemon	aso?
2SG	WH[ADV]	exist (V)
NP	WH[ADV]	mVt
S	WH[ADV]	V
You	how	exist

‘How are you?’

ENG: WH[ADV] V S

How	are	you?
WH[ADV]	be-2SG-PRES	2SG
WH[ADV]	tV	NP
WH[ADV]	V	S

130. KB: S WH[ADV] V

Bo	bahai	khai	thang-nai?
----	-------	------	------------

3SG-NOM WH do go-FT
 NP WH[ADVP V] V
 S WH[ADV V]
 He [how do] go-will

‘How will he go?’

ENG: WH[ADV] AUX S V

How will he go?
 WH[ADV] AUX-FT 3SG-NOM mV
 WH[ADV] tV NP V
 WH[ADV] AUX S V

136. KB: S ADV WH[ADV] V

Ang saichung bahai khai tong-nai?
 1SG ADV [WH-ADV V] exist-FT
 NP ADVP [ADVP do] mVt
 S ADV [ADV V]
 I alone [how do] stay will

‘How will I stay alone?’

B: S ADV WH[ADV] V

ami ekla kem-ne thakum?
 1SG ADV [WH-ADV-V] exist-FT
 NP ADVP [ADVP-do] mVt
 S ADV [ADV-V]
 I alone [how-do] stay will

‘How will I stay alone?’

ENG: WH[ADV] AUX S V ADV

How will I stay alone?

WH[ADV] AUX 1SG mV ADV

WH[ADV] tV NP V ADV

WH[ADV] AUX S V ADV

137. KB: S WH[ADV] V

Nini amjokmung bahai wng-wi tong?

2SG-GEN examination WH[ADV] be-PROG exist (V)

[DET N] WH[ADV] mV-PROG tV

NP WH[ADV] [V V]

S WH[ADV] V

Your examination how be-PROG exist(V)

‘How is your exam going on?’

TB: S WH[ADV] V

tumar parikha kemon sol-ta- (a)se ?

2SG-GEN examination WH[ADV] be-PROG exist (V)

[DET N] WH[ADV] mV-PROG tV

NP WH[ADV] [V V]

S WH[ADV] V

Your examination how be-PROG exist(V)

‘How is your exam going on?’

ENG: WH[ADV] AUX S V

How is your exam going on?

WH[ADV] tV 2SG-GEN N mV

WH[ADV]	AUX	[DET	N]	mV
WH[ADV]	AUX	NP		V
WH[ADV]	AUX	S		V
138a.	KB-I		138b.	KB-D
	S WH[ADV] V(V)			S ADV V(V)
	S WH[ADV] V			S ADV V
	S ADV WH[ADV] V			S ADV (ADV) V
	S WH[ADV] V			S ADV V
139a.	KB-I		139b.	KB-D
	S WH[ADV] V(V)			S ADV V(V)
	S WH[ADV] V			S ADV V
	S ADV WH[ADV] V			S ADV (ADV) V
	S WH[ADV] V			S ADV V
140a.	ENG-I		140b.	ENG-D
	WH[ADV] V S			S V ADV [P]
	WH[ADV] AUX S V			S AUX V ADV[PP]
	WH[ADV] AUX S V ADV			S AUX V ADV (ADV)
	WH[ADV] AUX S V			S AUX V ADV

6.2.2.5 Bswk (KB) and koto (TB) ‘how much/ how many’²⁰

141. KB: S WH[ADV] (V)

Nini	bwsa	khorok	bswk?
2SG-GEN	child	[+HUM]	WH[ADV]
NP			WH[ADV]
S			WH[ADV]
Your	child-PL		how many

‘How-many are your children?’

TB: S WH[ADV] (V)

²⁰ It is very difficult to ascertain the exact grammatical category of *bwsk* in KB. The word is translated by many scholars as ‘how many’ or ‘how much’. Going by the English form the word *how many* is a combination of an ADV+ADJ forming an ADVP (English being a head –first language). KB word *bwsk* is constituted of one word and behaves more like an Adjective than an Adverb. More over the literal translation of the sentence like *Nini bwsa khorok bswk?* ‘Your children (are) how many’ indicates the structure being a copular one where the post/preverbal adjectival phrase is interpreted as Predicative. For this reasons while in interrogative sentence we interpret as a WH[ADV] and in declarative structure its corresponding non-interrogative items are treated as P[redicative].

tumar	sontan	koto	-jon?
2SG-GEN	child	WH[ADV]	[+HUM]

NP	WH[ADV]
----	---------

S	WH[ADV]
---	---------

Your	child-PL	how	many
------	----------	-----	------

‘How-many are your children?’

ENG: WH[ADV] V S

How many	are	your	children?
----------	-----	------	-----------

WH[ADV]	be-3PL-PRES	2SG-GEN	child-PL
---------	-------------	---------	----------

WH[ADV]	mVt	[DET	N-NOM]
---------	-----	------	--------

WH[ADV]	V	NP
---------	---	----

WH[ADV]	V	S
---------	---	---

In KB and TB lexicon for various referents there are designated morphemes –either a word or a clitic – which are mandatorily used. In (135) *khoroK* in *bwsa khoroK* is one such example which indicates an item with the feature [+HUMAN]. The TB item *jon* which is always used in constructions referring to human beings like *koto jon* ‘how many people’, *onek jon* ‘many people’, *ek jon* ‘one person’ etc. presents an analogous morpho-syntactic formation.

142. KB: ADV S WH[ADV] (V)

Nini	rwng-nog	o	swrwng-nai	bwswk?
------	----------	---	------------	--------

2SG-GEN	education-house	LOC-SUF	learners	how many
---------	-----------------	---------	----------	----------

[DET	N	P]	NP	WH[ADV]
------	---	----	----	---------

PP	NP	WH[ADV]
----	----	---------

ADV	S	WH[ADV]
-----	---	---------

Your	education-house	at	learner	how many
------	-----------------	----	---------	----------

‘How many children are (there) in your school?’

TB: ADV S WH[ADV] (V)

Nini	iskul	o	koy-jon	satro?
2SG-GEN	education-house		LOC-SUF	how many learners
[DET	N		P]	WH[ADV] NP
	PP			WH[ADV] NP
	ADV			WH[ADV] S
Your	education-house	at	how many	learner
'How many children are (there) in your school?'				

ENG: WH[ADV] S V ADV ADV

How many children	are	there	in	your school?
[WH[ADV] ADJ N]	be-3PL	ADV-LOC	P-LOC	[DET N]
NP	V	ADV	PP	
WH[ADV]	S	V	ADV	ADV

143. KB: S ADV WH[ADV]

Nini	kami	Aguli-ni	simi	bswk	hachal?
[2SG-GEN	N]	[Agartala-GEN	P]	WH[ADV]	A
NP		PP		WH[ADV]	A
S		ADV		WH[ADV]	A
Your	village	Agartala	from	how	distant
'How far is your village from Agartala?'					

KB: S ADV WH[ADV]

tumar	gram	agartala	teikka	kot	dur?
[2SG-GEN	N]	[Agartala-GEN	P]	WH[ADV]	A
NP		PP		WH[ADV]	A
S		ADV		WH[ADV]	A

Your village Agartala from how distant

‘How far is your village from Agartala?’

ENG: WH[ADV] V S ADV

How far is your village from Agartala

WH[ADV] A be-3SG-PRES [2SG-GEN N] [P N]

[WH[ADV] A] tVm DET N PP

WH[ADV] V NP-NOM PP

WH[ADV] V S ADV

144. KB: ADV WH[S] V

Kuthumlaimung-o khorok bswk manjak-kha?

N-LOC [+HUM] WH[A/ADV] tVm-PT

PP men-PL WH[A/ADV] V-PT

ADV NP WH[A/ADV] V

ADV S WH[ADV] V

Meeting-at [+HUM] how many attended

‘How many people attended (at) the meeting?’

TB: ADV WH[S] V

meeting-o koy-jon ai-chilo?

N-LOC WH[A/ADV] [+HUM] tVm-PT

PP WH[A/ADV]men-PL V-PT

ADV WH[A/ADV]NP V

ADV WH[ADV]S V

Meeting-at [+HUM]how many attended

‘How many people attended (at) the meeting?’

ENG: WH[ADV] S V O

How many people attend-ed the meeting?

WH[ADV] [A N] V-PT [DET N]

WH[ADV] NP-NOM V NP-LOC/AC

WH[ADV] NP V NP

WH[ADV] S V O

The comparative picture of the use of bswk ‘how much/how many are shown in (141-145)

146a. KB-I

S WH[ADV] (V)
ADV S WH[ADV] (V)
S ADV WH[ADV]
ADV WH[S] V

146b. KB-D

S ADV (V)
ADV S ADV (V)
S ADV ADV
ADV S V

. 147a. TB-I

S WH[ADV] (V)
ADV S WH[ADV] (V)
S ADV WH[ADV]
ADVWH[ADV]SV

147b. TB-D

S ADV (V)
ADV S ADV (V)
S ADV ADV
SAD V ADV] V

148a. ENG-I

WH[ADV] V S
WH[ADV] S V ADV ADV
WH[ADV] V S ADV
WH[ADV] S V O

148 b. ENG-D

S V ADV
ADV V S ADV
S V ADV ADV
S V O

6.2.3 Wh-questions with determiners in KB**6.2.3.1 bobo (KB) and konda (TB) ‘which’****149. KB: S WH[P] (V)**

Nini bijap bobo?

2SG-GEN book-NOM DEM-PRO (V)

[NP NP] NP

S P

Your book which

‘Which is your book?’

TB: S WH[P] (V)

tumar	boi	konda?	
2SG-GEN	book-NOM	DEM-PRO	(V)
[NP	NP]	NP	
S		P	
Your	book	which	

‘Which is your book?’

ENG: WH[S] V P

Which	is	your	book?
WH-NOM	be-3SG-PRES	[DET-GEN	N]
WH[NP]	tV	NP	
WH[S]	V	P	

150. KB: S WH[P] (V)

Risha-ni	nok	bobo?
2SG-GEN	house-NOM	DEM-PRO
[NP	NP]	NP
NP	NP	
SP		(V)

Risha’s house which

‘Which is Risha’s house?’

TB: S WH[P] (V)

Risha-r	bari	konda?
2SG-GEN	house-NOM	DEM-PRO

[NP NP] NP
 NP NP
 SP (V)
 Risha's house which

‘Which is Risha’s house?’

ENG: WH[S] V P

Which is Risha's house?
 WH-NOM be-3SG-PRES [NP-GEN N]
 NP tV NP
 WH[S] V P

151. KB: S WH[P] (V)

Nwsa²¹ bobo?
 2SG-GEN child-NOM DEM-PRO
 [NP NP] NP
 NP NP
 S P
 Your child which

‘Which is your child?’

TB: S WH[P] (V)

Tumar baicha konda?
 2SG-GEN child-NOM DEM-PRO
 [NP NP] NP
 NP NP
 S P

²¹ In KB morphophonemics a peculiar blending is noted where parts of the underlying monomorphemic words are combined together followed by application of the permissible phonological rules including syllabification. So Nini Ama → nwma ‘your mother’, Nini bwsa → nwsa ‘your child’, Nini kiching → nikching ‘your friend’

Your child which

‘Which is your child?’

ENG: WH[S] V P

Which is your child?

WH-NOM be-3SG-PRES [DET-GEN N]

NP tV NP

S V P

152. KB: S WH[P] (V)

Nikiching bobo?

2SG-GEN friend-NOM DEM-PRO

[NP NP] NP

S P

Your friend which

‘Which is your friend?’

TB: S WH[P] (V)

Tumar badu konda?

2SG-GEN friend-NOM DEM-PRO

[NP NP] NP

S P

Your friend which

‘Which is your friend?’

ENG: WH[S] V P

Which is your friend?

WH[NP] be-3SG-PRES [DET-GEN N]

NP tV NP

WH[S] V P

153a. KB-I

S WH[P] (V)

S WH[P] (V)

S WH[P] (V)

S WH[P] (V)

153b. KB-D

S P (V)

S P (V)

S P (V)

S P (V)

154a. TB-I

S WH[P] (V)

S WH[P] (V)

S WH[P] (V)

S WH[P] (V)

154b. TB-D

S P (V)

S P (V)

S P (V)

S P (V)

155a. ENG-I

WH[S] V P

WH[S] V P

WH[S] V P

WH[S] V P

155b. ENG-D

S V P

S V P

S V P

S V P

6.2.3.2 saboni (KB) and kar (TB) ‘whose’

156. KB: S WH[P] (V)

O malkhung sabo-ni?

[DET N] WH[PRON]-GEN

NP DET

S WH[P] (V)

This vehicle whose

‘Whose vehicle is this?’

KB: S WH[P] (V)

ei gari-da kar?

[DET N] WH[PRON]-GEN

NP DET

S WH[P] (V)

This vehicle whose

‘Whose vehicle is this?’

ENG: WH[S] V P

Whose	vehicle	is	this?
WH[PRON]-GEN	N	be-3SG-PRES	PRON
[DET	N]	tVm	NP
NP		V	NP
WH[S]		V	P

157. KB: S WH[P] (V)

O	nok	saboni?	
[DET	N]	WH[PRON]-GEN	
NP		DET	
S		WH[P]	(V)
This house		whose	

‘Whose is this house?’

TB: S WH[P] (V)

ei	bari-da	kar?	
[DET	N]	WH[PRON]-GEN	
NP		DET	
S		WH[P]	(V)
This house		whose	

‘Whose is this house?’

ENG: WH[S] V P

Whose	house	is	this
WH[PRON]-GEN	N-NOM	be-3SG-PRES	PRON

[DET	N]	tVm	NP
NP		V	NP
WH[S]		V	P

158. KB: S WH[ADV] V

Nwng	sabo-ni	nog-o	thang-nai
2SG-NOM	WH[PRON]-GEN	house-LOC	go-FT
NP	[DET	N] P	mVt
S	PP[ADV]		V
S	WH[ADV]		V
You	whose	house	go will

‘Whose house will you go?’

KB: S WH[ADV] V

tumi	kar	barit	jai-ba
2SG-NOM	WH[PRON]-GEN	house-LOC	go-FT
NP	[DET	N] P	mVt
S	PP[ADV]		V
S	WH[ADV]		V
You	whose	house	go will

‘Whose house will you go?’

ENG: WH[ADV] AUX S V

Whose	house	will	you	go?
WH[PRON]-GEN	N	AUX	2SG-NOM	V
[DET	N]	tV	NP	go
NP		AUX	NP	V

[WH[DET] NP-LOC] AUX S V

WH[ADV] AUX S V

159a. KB-I

S WH[P] (V)
S WH[P] (V)
S WH[ADV] V

159b. KB-D

S POSS-PPON (V)
S POSS-PPON (V)
S ADV V

160a. TB-I

S WH[P] (V)
S WH[P] (V)
S WH[ADV] V

160b. TB-D

S POSS-PPON (V)
S POSS-PPON (V)
S ADV V

161b. ENG-I

WH[S] V P
WH[S] V P
WH[ADV] AUX S V

161b. ENG-D

S V P
S V P
S AUX V ADV

6.3 Conclusions

In this chapter we have examined the syntax of interrogatives of wh-questions in KB, TB and English. This has given us in the main a comprehensive picture of the word order differences in these three languages. In the following chapter we will note the major differences in respect of YN questions and their implications for English language pedagogy in Tripura particularly concerning a more effective teaching of English to the KB and TB speaking students at various levels. To recap the main points we reproduce the major points here.

162.

- a. Kokborok, Tripura Bangla and English belong to three totally different families of languages: Sino-Tibetan, Indo-Aryan and Indo-European respectively. The KB and TB students learning English find various problems in coping with the latter.
- b. It is a truism in second language research that the first language grammar plays a significant role, mostly as a hindrance, in cases where the two systems i.e. the first language and second language, are radically at variance with each other.

- c. Through this comparative study it has been established that KB and TB are HEAD LAST languages while English is a HEAD FIRST language.
- d. This parametric variation is largely responsible for the word order differences noted in the two languages making the KB and TB learners find it very difficult in learning English.
- e. The morphological property of VP determines the phenomena of Tense and AGR representation in the languages under discussion.
- f. In English AUX is mandatory in non-copular structure of such interrogatives. KB and TB fulfill→ this demand of the interrogative formation by introducing a non-morphemic element *de* and *ki*, in addition to rising tone in YN type questions.
- g. The formation of the VPs gets complicated in accordance with the need to represent the complex concepts of the time continuum of the three languages.
- h. Use of an additional verbal item renders the KB and TB VP look like [(O) mV tV], where mV stands for main verb, and tV for the Tensed Verb.
- g. No verbal movement is necessary in KB and TB, unlike English. Only *de* and *ki* moves around the VP without affecting the semantic value of the sentence concerned.

There is no use of *de* and *ki* in wh-questions in KB and TB respectively. The rising tone however continues to play its role as an accompaniment of interrogative constructions. The major aspect of interest in wh-questions is the involvement of no movement of any item in KB and TB compared to English. The wh-item remains in situ and the overall word order sequence is the same as in declarative sentences. Mandatory absence of be-verb in the present tense in copular constructions is another significant aspect of distinctions between KB, TB and English interrogatives and declaratives. We have given sufficient number example sentences and pointed out the relevant issues for theory and

language teaching. The entire picture of differences between KB, TB and English in respect of their respective interrogative formations and also in respect of formation of declaratives is given in the table in (163). The picture is almost a complete one with the facts ranging over ten wh-items of KB and TB. Keeping the points of differences mentioned in the table will definitely help everybody concerned to approach the issue of English language teaching to the KB and TB speaking students (tribals and non-tribals) of Tripura in a more systematic, scientific and fruitful manner. This is because the teacher can now trace the systematicity of the errors committed by the learners and will be able to explain the mistakes in terms of the word order disparity between the three systems.

163.

Wh-item	KB-I	KB-D	TB-I	TB-D	ENG-I	ENG-D
1. Sabo 'who'	SP[WH](V)	S P (V)	SP[WH](V)	S P (V)	S[WH] V P	S V P
	S[WH]OV	S O V	S[WH]OV	S O V	S[WH] V O	S V O
	S[WH] O O V	S O O V	S[WH] O O V	S O O V	S[WH] V O O	S V O O
	(ADV)S[WH] V	(ADV) S V	(ADV) S[WH] V	(ADV) S V	S[WH] V (ADV)	S V (ADV)
	O S[WH] V	S O V	O S[WH] V	S O V	S[WH] V O	S V O
2. Tamo 'what'	S WH[PRD] (V)	S P (V)	S WH[PRD] (V)	S P (V)	S[WH] V P	S V P
	SWH[O]V	S O (V)	SWH[O]V	S O (V)	O[WH] AUX S V	S AUX V O
	SOWH[O]V	S O O V	SOWH[O]V	S O O V	O[WH] AUX S V O	S AUX V O O
3. Sabono 'whom'	S WH[O] V	S O V	S WH[O] V	S O V	O[WH] AUX S V	S V O
	SWH[O]V-F(V)	SOVINFA(V)	SWH[O]V-INF(V)	S O VINFA (V)	O[WH] V S A PP	S V A PP O
4. Tangwi 'why'	SWH[ADV] ADVV	S WH[ADV] ADV V	SWH[ADV] ADVV	S WH[ADV] ADV V	WH[ADV] AUX S V ADV	S V ADV
	WH[ADV]S ADV V-NEG	SADV-EG	WH[ADV]S ADV V-NEG	SADV-EG	WH[ADV] AUX NEG S V ADV	S AUX NEG V ADV
	[PRED]-NEG(V)	SP[A]-EG(V)	WH[ADV] NP V NEG A	NP V NEG A	WH[ADV] NP V NEG A	
	S WH[ADV] V	S V-NEG	WH[ADV] AUX NEG S V	AUX NEG S V	WH[ADV] AUX NEG S V	
	SWH[ADV]OV AUX	S O V AUX	SWH[ADV]OV AUX	S O V AUX	WH[ADV] AUX S V O	S AUX V O
5. Boro 'where'	S P[WH] (V)	S P (V)	S P[WH] (V)	S P (V)	WH[ADV] V S	S V ADV
	S WH[ADV] V	S ADV V	S WH[ADV] V	S ADV V	WH[ADV] AUX S V	S AUX V ADV
	SWH[ADV] (V)	S P (V)	S WH[ADV] (V)	S P (V)	WH[ADV] V S	S V ADV

6. Buphuru 'when'	S WH[ADV] V	S V	S WH[ADV] V	S V	WH[ADV]AUXS V	S AUX V ADV
	S WH[ADV] ADV V	S (ADV) V	S WH[ADV] ADV V	S (ADV) V	WH[ADV] AUX S V ADV	S AUX V ADV[PP] ADV
	WH[ADV] S V	S (ADV) V	WH[ADV] S V	S (ADV) V	WH[ADV] AUX S V	S AUX V ADV
	S WH[ADV] ADV V	S (ADV) ADV V	S WH[ADV] ADV V	S (ADV) ADV V	WH[ADV] AUX S V ADV	S AUX V ADV ADV
7. Bahai 'how'	S WH[ADV] V(V)	S ADV V(V)	S WH[ADV] V(V)	S ADV V(V)	WH[ADV] V S	S V ADV [P]
	S WH[ADV] V	S ADV V	S WH[ADV] V	S ADV V	WH[ADV] AUX S V	S AUX V ADV[PP]
	S ADV WH[ADV] V	S ADV (ADV) V	S ADV WH[ADV] V	S ADV (ADV) V	WH[ADV] AUX S V ADV	S AUX V ADV (ADV)
	S WH[ADV] V	S ADV V	S WH[ADV] V	S ADV V	WH[ADV] AUX S V	S AUX V ADV
8. Bwswk' how many/ how much	S WH[ADV] (V)	S ADV (V)	S WH[ADV] (V)	S ADV (V)	WH[ADV] V S	S V ADV
	ADV S WH[ADV] (V)	ADV S ADV (V)	ADV S WH[ADV] (V)	ADV S ADV (V)	WH[ADV] S V ADV ADV	ADV V S ADV
	S ADV WH[ADV]	S ADV ADV	S ADV WH[ADV]	S ADV ADV	WH[ADV] V S ADV	S V ADV ADV
	ADV WH[S] V	ADV S V	ADV WH[S] V	ADV S V	WH[ADV] S V O	S V O
9. Bobo 'which'	S WH[P] (V)	S P (V)	S WH[P] (V)	S P (V)	WH[S] V P	S V P
	S WH[P] (V)	S P (V)	S WH[P] (V)	S P (V)	WH[S] V P	S V P
	S WH[P] (V)	S P (V)	S WH[P] (V)	S P (V)	WH[S] V P	S V P
	S WH[P] (V)	S P (V)	S WH[P] (V)	S P (V)	WH[S] V P	S V P
10. Saboni 'whose'	S WH[P] (V)	S WH[P] (V)	S WH[P] (V)	S WH[P] (V)	WH[S] V P	S V P
	S WH[P] (V)	S POSS- PPON (V)	S WH[P] (V)	S POSS-PPON (V)	WH[S] V P	S V P
	S WH[ADV] V	S ADV V	S WH[ADV] V	S ADV V	WH[ADV] AUX S V	S AUX V ADV

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 3 March 2012

ISSN 1930-2940

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Contesting Andocentric Conceptions - For Freedom from Fixed Identities

Suman Lata, Ph.D. and Trisha Sharma, M.Phil.

Multiplicity of Meanings for *Feminism*

Feminism is not a unitary concept. It cannot be described as an integrated movement or a single coherent trajectory of thought. In recognition of its multiplicity the word *feminism* has been replaced with *feminisms* in contemporary literary theory. Any attempt to provide a baseline definition of the common basis of feminisms may start with the assertion that feminisms concern themselves with women's inferior position in society and with discrimination encountered by women because of their sex. Furthermore, one could argue that all feminists call for changes in the social, economic, political or cultural order, to reduce and eventually overcome this discrimination against women.

The Equality/Difference Debate

There is however, one central question that emerges from the feminist debates, and that is the question of the meaning of equality for feminism and more precisely the opposition between

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equality and *difference*. Sexual difference has been a constitutive factor in our society for as long as we can remember, feminists struggling to redefine women's place in society must come up against the problem of how to theorize this difference and how to deal with its consequences in practice. The equality/difference debate reckons with the question that whether women should struggle to be equal to men or whether they should valorize their differences from men. And if women want to valorize their differences then are these natural, biological differences or differences that are the result of particular social and economic conditions? The words equality and difference are themselves contested terms and with a multitude of meanings. Nevertheless, one major consequence of the assumed difference between women and men is the stereotypical conceptions of masculinity and femininity. For many feminists the route to women's emancipation goes through the deconstruction of the discourse of femininity. This paper is an attempt to explore the construct of femininity, to emphasize its delimiting nature and elucidate the various positions taken by feminists pertaining to the concept of femininity.

Biological Difference, Sex and Gender

For centuries biological difference between men and women has been the starting point and justification for the creation of different social roles for women and men. Not only was women's biological capacity for childbirth and their lesser physical strength seen as determining their social role in the home, occupying themselves with domestic chores and bringing up children, but it was also claimed that these biological differences made them unfit to participate in the public sphere. Women were judged to be less rational than men, more ruled by emotion and thus incapable for political decision making, for example. Faced with such justification to exclude women from areas of socio-political significance, many feminists begin to question the association of biological difference with distribution of distinctive social roles to men and women. They began to weigh the veracity of supposedly inherent masculine and feminine traits. Such attempts led to the differentiation in feminist theory between biological *sex* and social *gender*. In her book *Sex, Gender and Society*, Ann Oakley vividly defines this difference:

Sex is a word that refers to the biological difference between male and female: the visible difference in genitalia, the related difference in procreative function.

Gender, however, is a matter of culture: it refers to the social classification into *masculine* and *feminine*.

(Oakley 16)

Historical Creations of Differences

Feminists argued that whereas biological sex was a naturally occurring difference, the roles and modes of behaviour associated with being a woman were historical creations of patriarchal societies. Simone De Beauvoir's distinction between *sex* and *gender* is the precursor of the distinction between biological *sex* and social *gender* in feminist theory.

Toril Moi makes a corresponding distinction between *female* and *feminine*. She describes the former as a matter of *nature* and the latter as a product of *nurture* (209). In *The Second Sex*, Simone De Beauvoir's famous pronouncement that *one is not born a woman, one becomes one* encapsulates the argument that woman's inferior position is not a natural or biological fact but one that is created by society. One may be born as a *female* but it is civilization that creates *woman*. Society decides what is *feminine* and prescribes how women should act and behave. The social roles and modes of behaviour assigned to women have been the cause of their oppression and have kept them in an inferior position to that of men. Women's apparently lesser physical strength, and the assumption of their being closer to nature in their physiology and psyche has been used in determining their social role in the home and their exclusion from sites of power in the public sphere.

On the other hand, men have been perceived as closer to culture and therefore, more suited for public roles and political association. One constant of this difference has been that women have been given an inferior or secondary status in societies because of assumed sexual difference. As Sherry Ortner argues: "The secondary status of women in society is one of the true universals, a pan-cultural fact."

The Role of Patriarchal Oppression

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Patriarchal oppression imposes certain social standards of femininity on all biological women in order to prove that these standards for femininity are natural. Consequently, a woman who does not conform to the chosen standards is critiqued as un-feminine and abnormal. As Judith Butler puts it:

When a member of the muted group dares to raise her voice, refuses to confirm to andocentric modes of behaviour ... she is termed as deviant ... and excluded from the (patriarchal) symbolic order.

(qtd. in Culler 102)

Essence of Femaleness?

To make women believe that there is such a thing as essence of femaleness, called femininity, serves the interests of patriarchy. By the compulsory repetition of gendered patterns of behaviour women are made to believe the authenticity of the discourse of femininity and are thereby, interpolated as subjects who hegemonically contribute in their own exploitation.

Phallogocentric Societies

Femininity is the construct of phallogocentric societies. It can be defined as the stereotypical perception of woman from the male point of view. Woman has primarily been viewed as a physical being. Hence, the prescribed coda of feminine virtues such as subservience, coyness, patience, tolerance, modesty, etc is such that it would prepare women for enacting the imposed functions of nurturers and sex objects, simultaneously making them unfit to play the roles men have reserved for themselves.

The discourses of femininity and masculinity are built upon a system of binary oppositions. Since all andocentric cultures assume the superiority of men over women, in oppositions such as active/passive, subject/object, the second term has been traditionally associated with women. The Bulgarian feminist Helene Cixous rejects these binary oppositions as death-dealing” (115) for she pertinently observes that in such dualistic equations “woman is either passive or she does not exist.”(118)

Redefining the Traits of New Women

For these reasons some feminists have advocated redefining the traits of the new women, from her own point of view and thus imbue the notion of femininity with positivity and power, hitherto reserved for men. Most feminist theorists, however refuse to define femininity and for valid reasons.

Alternative Theory

The first and foremost being the fact that women world-over do not have a unitary identity. Difference in parameters such as race, ethnicity, class, education, age, etc., accounts for the heterogeneity of women's identity on this planet. So, an alternative theory of female values would be reductive and would simply play the patriarchal game.

Secondly, when we decide to re-vision femininity we inadvertently retain the binary mould which is never neutral, rather, hinges on hierarchies. It is for this reason that Cixous emphasizes the necessity of doing away with the patriarchal metaphysics of binaries. Against any binary scheme of thought, she sets multiple heterogeneous difference of *difference*. Whether it is Cixous's proposition of abandoning the binary scheme or the stand of other feminists like Kristeva who refuse to define femininity at all, all feminists find the discourse of femininity constrictive and advocate dismantling it in the practical world as well, outside the domain of theory.

Freedom from Normative and Fixed Identities

A complete freedom from normative and fixed identities will come about gradually and with difficulty. Nevertheless, the many attempts by feminists to dismantle the delimiting discourse of femininity have had a liberating effect on women's lives world over. Men are also amongst its beneficiaries. In the 1850s a working woman was either unheard of or an exception. Men brought home the bacon and women were mastering the art of cooking it and nurturing children.

Thanks to liberalization and feminism, women have jumped out of their closets and into the field. They have proved themselves not merely as good as but even better than men in previously male dominated professions. There has been an incredible growth of educated women with

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access to equal opportunities. The traditional idea of man's work or woman's work is slowly fading away.

Change in the Mindset of Men

There has also been a considerable change in the mindset of men in most societies. Men help their working wives in keeping the home and raising children. Some men in the West are exploring the possibility of being *house husbands*, *home engineers* or *stay at home dads*. In this recent phenomenon of role-swapping women become the bread-winners while men by choice or temperamental preference decide to manage the household. Men are also fast stepping out of the mould of masculinity. They feel free to express themselves. Personal care and grooming is not limited to women anymore. Terms like manicure, waxing, haircolouring, etc which would half a century ago be categorized as women's affairs have become gender-neutral activities today.

Culturally Constructed Identity

Feminist theorists and psychologists have made us aware that sexual identity is not an inborn biological essence but an unstable subject position, socially and culturally constructed. There has been a movement in the modern world from "the orderly surface of strict distinctions and laid down structures" to "the realm of floating signifiers" and differences (Jacques Lacan, qtd in Barry 129). We seem to be swiftly heading towards a world-order where gender roles will be "malleable and changeable, not inevitable and unchangeable" (Sigmund Freud, qtd in Barry 131), where identities will not be imposed and both men and women will feel free to exercise choices.

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