Contents

Code-switching between Bangla and English in the Advertisements in *Facebook*

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Abstract

Code-switching has become almost an inevitable occurrence during linguistic communications among the bilingual speakers. Most notably, the imposing push of social media has made the individual make strong and easy collaboration with the global communities which has offered ample scopes of being bilingual and using more than one language and thus occurring code-switching in both verbal and written communications. The present study critically deals with the occurrence of code-switching between Bangla and English in the advertisements in *Facebook*. Also, it shows comprehensive details of code-switching, its types, causes and functions. The study reveals that there is massive incidence of switching between Bangla and English languages in the appealing texts of advertisements available in *Facebook*.

Keywords: Bilingualism, code-switching, *Facebook*, advertisements, code.

1. Preliminaries

The arena of our everyday life is about to be subjugated by the overwhelming power of post-modernism which is characterized with heterogeneity and multiplicity. It has affected almost every stratum of our life. The gush of post-modernism has tailored our choice of language too. We cannot, now a days, rely on one single language only while communicating with others, may it be while speaking or writing. This is a technology-based society where the thrust of social media has also accelerated the individual's scopes for using more than one language. Language is the inevitable phenomenon of human life that is the only medium of complete expression of an individual's inherent thoughts, wishes and imagination. Apart from dialects or local variations, usually we grow up with the attachment of a single language. But where there is the context of bilingual reality, or even multilingual, the speaker is influenced by the contents of second or third language. In this situation, as Annamalai (1989, p. 48) observes, "constituents of one language can be found with the constituents of another language in a number of linguistic phenomena, namely lexical borrowing, transferring, interference, calquing, diffusion, reflexification, codeswitching and codemixing, etc.(Cited in Redouane 2005, p. 1921)." Occasionally, in the speech of a bilingual speaker there occurs the use of the linguistic contents of some other language concurrently. The speaker switches his language into another and thus occurs language-switching or code-switching. This means "the alternation and mixing of

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different languages in the same episode of speech production" (Kharkhurina and Weib2014, p. 01) that happens to the bilingual speaker "both consciously and unconsciously" (Bishop2006).

2. Background of the Study of Code-switching

Code-switching was at the beginning misunderstood and was "erroneously attributed to illiteracy and poor linguistic competence" (Montes-Alcala2012, p. 68). Code-switching was 'scarcely noticed' (Gardner-Chloros 2009, p. 9) by the scholars. Research on code-switching was not notable and 'slow to start' (Milroy and Muysken, 1995; cited in Gardner-Chloros2009, p. 9). Though code-switching was considered as a "sub-standard use of language" by the most of the scholars in the 1940s and 1950s, however, later in the 1980s, it became "a normal, natural product of bilingual and multilingual language use" to the linguists (Yaseen and Hoon 2017, p. 1). Hans Vogt in an article written in 1954 (Auer1998, cited in Bishop 2006, p.10) is said to have used the term 'code-switching' first though "the earliest evidence of code switching research in the U.S. dates back to the work of Espinosa (1911), (Benson 2001, cited in Bishop 2006, p. 11).

John J. Gumperz was the most influential in the study of code-witching. His works were prominent in the arena of "sociolinguistics, linguistic anthropology, and the sociology of language" (Nilep2006, p. 6). With his list of code-switching functions Gumperz "inspired many subsequent scholars to refine or propose their own lists of functions" including McClure and McClure (1988), Romaine (1989), Nishimura (1997) and Zentella(1997) (Nilep2006, p. 10).George Barker's (1947) is another noteworthy figure who dealt with the concern of language choice and code-switching in his description of language use among Mexican Americans in Tucson, Arizona (Ibid, p. 3). Uriel Weinreich's (1953) *Languages in Contact* is claimed to be an important foundation for code switching research (Ibid, p. 4). Hans Vogt (1954) who was inspired by Uriel Weinreich wrote *Language Contacts* which is cited the first article to use the term "code-switching" (Alvarez-Caccamo 1998, Benson 2001, cited in Nilep 2006, p. 4).

3. Reality of Bilingualism in Bangladesh

No doubt Bangladesh is a monolingual country placing Bangla on the zenith. English is still the foreign language (Huda 2013, p. 5), not second language. But the use of English is increasing day by day as a result of the driving force of globalization. Though the government is trying to establish Bangla everywhere, "the space and the role of English…could not be ignored due to strong presence of English as the language of international correspondence (Rahman 2005, p. 3) and "there is significant evidence of use of English along with Bangla as code-mixing and code-switching (Banu and Sussex2001, cited in Rahman, 2005, p. 3).

Tina (2014) voices a bit different that Bangladesh is neither monolingual nor bilingual because "majority of the people do not speak two separate languages, having equal competence in both" (p. 107). Still she agrees that there is the trace of code-switching in many aspects of language use in Bangladesh (Ibid). Begum (2015) is more radical who argues that though English remains formally the foreign language of Bangladesh, it is actually the second language here (p. 239).

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4. Code-switched Advertisements and *Facebook* as a Platform

Choice of language in advertisement is a crucial issue. Style of language and its presentation puts remarkable impacts on the minds of the consumers. Kannan and Tyagi (2013) argue that in advertisement language choice "to convey specific messages with the intention of influencing people is vitally important" (p. 3).In code-switched advertisement more than one language is used alternatively. It is an advertisement where "the message is not presented in its entirety in target languages" (Bishop2007, cited in Sulaiman *et al*., 2013, p.66).The implementation of code-switching in advertisement is commercially helpful through which "advertisers can really attract buyers to engage with the advertised products since the intended message of the advertisement can be delivered effectively" (Sulaiman *et al*.2013, p.66, Sultana *et al*, 2018). *Facebook* is now a day the most well-liked and extensively used social media all over the world. It is now being used as a strong platform for advertisements. The seller can effortlessly reach the customer rapidly even directly through *Facebook* live. Sultana *et al* (2018, p. 5) observe, social media "has opened a gateway of enormous opportunities for the businesses all around the world".

5. Literature Review
5.1. Bilingualism

Bilingualism is a much talked about issue in socio-linguistics for some decades. Code-switching is an important part of it. In fact, it is called 'the pillar of code-switching' (Bassam2014, p. 13). Bilingualism is the 'root' of code-switching which is considered as bilingualism's 'natural product' (Ibid, p. 114). In this age of globalization bilingualism has got momentum in the expanded quarter of linguistics, like other fields of study. It is now the 'most common sociolinguistic phenomenon which includes switching and mixing of codes of different languages into one another to interact and get the message across successfully' (Chughtai *et al* 2016, p. 85).

The community practiced with more than one 'prevalent' language is conducive to the existence and emergence of bilingualism, or a country which has two languages to be learned at schools, or people who have learned a foreign language and use it 'regularly', in all of these situations there is a convenient context for bilingualism (Grosjea 2015, cited in Ahna2017, p. 447). According to Spolsky, (1998, cited in Alam 2006, p. 54), a bilingualist "is a person who has some functional abilities in a second language".

Being bilingual, according to Hamers and Blanc (2000, p. 6), means possessing the ability to speak two languages flawlessly. Bloomfield (1935, p. 56) opines that bilingualism signifies 'the native-like control of two languages' (Cited in Hamers and Blanc (2000, p. 6). Macnamara (1967) argues that "a bilingual is anyone who possesses a minimal competence in only one of the four language skills, listening comprehension, speaking, reading and writing, in a language other than his mother tongue" (ibid).

5.2 What is Code-switching?

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Code-switching is characterized by 'complex phenomenon' that causes 'multitude of diverse interpretations' based on 'linguistic, sociolinguistic, psycholinguistic' perspectives (Yankova and Vassileva 2013, p. 118). Code-switching is "difficult to characterize definitively (Bullock and Toribio 2009, p. 2). It is, as Hudson (1996, p. 51) observes, the "inevitable consequence of bilingualism".

Weinreich (1953) is said to have offered the earliest definition of code-switching by defining bilingual people as individuals who switch "from one language to the other according to appropriate changes in speech situation" (Naseh 1997, p. 202, cited in Redouane 2005, p. 1921). Code-switching is "the use of two language varieties in the same conversation" (Myers-Scotton 2006, p.239). According to Al-Qaysiand Al-Emran (2017), code-switching implies the speaker's shift "from one language or a variety into another in the course of a text or a conversation" (p. 25). Trousdale (2010, cited in Mujiono *et al* 2013, p. 50) argues that code switching signifies "the linguistic situation where a speaker will alternate between two varieties (code) in conversation with others who have similar linguistic repertoire".

5.3. Causes, Functions and Motivations of Code-switching

The question of causes of code-switching is very crucial in linguistics as we observe in the remarks of Wei (2002) "One of the perennial questions in bilingualism research is: 'Why do bilingual speakers switch from one language to another in conversational interaction?'" (p. 156). Hoffman (1991, p. 115, cited in Yaseen and Hoon 2017, p. 2) shares seven categories of the reasons for code-switching. They are: (a) to talk about a particular topic. On occasion, we choose a special language apart from the first language to talk about something special or emotionally significant. For example, in anger we occasionally choose a different language in which we feel more free and comfortable. (b) To quote somebody else. Hoffman explains this way- "sometimes people like to say of some well-known facts or quote a prominent expression". (c) To put emphasis on something. In discussion, sometimes we want to put emphasis on something that we express in another language.(d) Sentence connectors or interjection. Bilingual speaker for creating sentence connectors or interjection use another language intentionally or unintentionally. (e) To repeat for clarification. Sometimes the speaker switches his language to repeat his speech for the better understanding of his speech. (f) To clarify the speech content for the listener. For the smooth running of speech contents, the bilingual speaker may change his code. (g) To express group identity. Group identity may be expressed by the speaker through code-switching.

Echoing Hoffman (1991) Wardhaugh (2010) expresses his views that code-switching signifies "a major identity marker for a group of speakers" (p. 98).Besides, Poplack (2000, p. 210) argues that "much of the literature on code-switching has focused on its social and pragmatic functions". Gardner-Chloros (2009) shares some functions of code-switching. The speaker often switches code to "communicate something beyond the superficial meaning of their words" (p.4). The comprehension and production of language can be understood through code-

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switching that "provides crucial material for our understanding" and decoding meaning (p. 5). Code-switching helps better understanding of grammar where code-switching acts as a 'signpost' (ibid). Auer (2000) mentions some sophisticated uses of code-switching like "changing the topic, or the mode of interaction, or establishing sequential contrasts" (p.171).

Gumperz (1982, p.75) offers six functions code-switching- quotations, addressee specification, interjections, reiteration, message qualification and objectivization versus personalization (cited in Bassam 2017, p. 19). Koziol (2000, p. 28-38) shares some functions of code-switching. They are- personalization, reiteration, designation, substitution, emphasis, clarification, objectification, aggravating messages, interjections, parenthesis, quotation, and topic shift (ibid, p. 20).

There are some social issues that put impacts on language choice, especially, code choice, like "who you are talking to, the social context of the talk, the function and topic of the discussion" (Holms 2001, p. 21). What is the social distance between the participants, or what is the social role of the speaker is also an important factor for code-switching (ibid, p. 25)?

5.4. Types of Code-switching

Redouane (2005, cited in Ahmed *et al* 2015) shows two types of code-switching, a) intra-sentential code-switching and b) inter-sentential code-switching. Intra-sentential code-switching occurs when there is switching from one language to another, whereas, inter-sentential code-switching is concerned with switching within the same sentence (p. 59).There is also another type of code switching called *Tag Switching* where there occurs an insertion of a tag phrase from one language into an utterance from another language. Romaine (1989) says that "this switch can be inserted anywhere, which do not have too many syntactic limits" (Cited in Yaseen and Hoon 2017, p. 2).

Intra-sentential code-switching: In the intra-sentential code-switching the speaker switches within the clause level and even "within the word boundary" (Hamers and Blanc 2000, p. 260). The switch is done inside the sentence. Romaine (1991, cited in Yaseen 2017) expresses his views that intra-sentential code-switching "poses the most risk for being misunderstood and it is usually used by more proficient bilinguals" (p. 2). Syntactic risks are there in intra-sentential code-switching. Example of intra-sentential code-switching-

a) *ajker* paper *e* Cadet College *er* circular published *hoyese, tumi ki abedon korbe*? (Bangla + English) (An employment notice of Cadet College is published in today's newspaper. Will you apply there?)

b) *amar* birthday *te* wish *koroni keno*? *Kono* problem *e poresile*? (Bangla + English) (Why didn't you wish me on my birthday? Was there any problem?)

Inter-sentential code-switching: Inter-sentential code-switching is done at a clause or sentence boundary where each clause or sentence is in one language or another. For example:

a) *Ami aponar jonno kisui korte parbo na*. You are late. (English+Bangla) (I can do nothing for you. You are late.)

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b) *Kono kotha hobena*. Keep silent. (Bangla+English) (Don't talk. Keep silent.)

Tag switching: Tag switching is the switching of either a single word or a tag phrase (or both) from one language to another. There remains no risk of syntactic violation in this type of code-switching. Usually, fixed phrases like greetings are used here. Expressions like *excuse me, please*, *right*, *you know*, *I mean* etc. are used in this switching. Examples of tag switching are-

a) We will go there next year, *thik ase*? (English+Bangla) (We will go there next year, shall we?)
b) Please, *amake sahajjo koro*? (English+ Bangla) (Please, help me.)

Intra-word switching: Intra-word code-switching is mentioned in the Wikipedia. It occurs "*within* a word itself, such as at a morpheme boundary". (https://en.wikipedia.org/wiki/Code-switching#Types_of_code-switching). For example: "However, girls *ra ajke ar porbena*." Here the English plural morpheme *-s* appears alongside the Bengali prefix *ra-*, signifying plurality.

6. Significance of the Study

This study on code-switching is significant because although there have been some previous studies on code-switching between Bangla and English in the conversations, status or comments in *Facebook*, there is still no research-oriented study on the same topic in the advertisements in this popular social networking arena. This study is noteworthy because advertisements in *Facebook* are now very trendy and admired and so to study the advertisement-contents, especially the linguistic contents, is very decisive. Therefore, the present research is significant.

7. Objectives of the Study

The core objectives of the study are-

a) To find out the existence of code switching between Bangla and English in the advertisements of *Facebook*.
b) To extract different types of code switching between Bangla and English in the advertisements of *Facebook*.
c) To detect the rate of using Bangla and English in code-switching in the advertisements of *Facebook*.

8. Research Questions

The present study will attempt to answer the following questions-

a) How much does code switching occur between Bangla and English in the advertisements of *Facebook*?
b) What types of code switching between Bangla and English in the advertisements of *Facebook* are there?

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c) What is the rate of using Bangla and English in code-switching in the advertisements of *Facebook*?

9. Materials and Methods of Data Collection
Sampling

The sampling of this research is single approach textual sampling. Forty pieces of advertisements of forty-five companies/ commercial sites have been chosen and the analysis of code-switching has been done. Only those *Facebook* advertisements where code switching occurred were collected for sampling.

Research Instruments

As sampling was done through *Facebook* with the help of a laptop and a Smartphone there were no mentionable research instruments except these.

Procedure

For collecting data sample advertisements were selected at random from *Facebook*. After collecting the data, they were compiled and analyzed linguistically.

10. Presentation of Results and Findings
10.1. Presentation through Tables

Table-1: Name of the Commercial Site/Company: Chayabithi ছায়াবীথি

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
▶আরাম ▶আরাম▶ শাড়ি😍😍 ⚪#EID_collections🔥🔥 ✅#available😊	Inter-sentential	First Bangla then English	3	3

Table-2: Name of the Commercial Site/Company: Homemade Foods for Babies by Jafrin

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
আমার পেইজের সকল প্রডাক্ট বিস্তারিত সহ একত্রে দিচ্ছি যাতে এক ঝলকে সব একত্রে আপনারা দেখে নিতে পারেন 😊 এছাড়াও কেউ যদি স্পেসিফিক বয়সের জন্য খাবার তালিকা চান তাহলে বয়স মেনশন করে পেইজে ম্যাসেজ দিন।	Intra-sentential	Words like *page, product, specific* etc.	26	5
	Intra-word	পেইজের=Page+ এর পেইজে=Page+ এ		

Table-3: Name of the Commercial Site/Company: তাঁতপল্লী-TatPalli

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
বাংলার নারী, শাড়ীতে মানায় ভারী!!! তাঁতপল্লী আপনার অনলাইন এক্সপেরিয়েন্সকে পাল্টে দিতে কোনপ্রকার এডিটিং ছাড়া, সম্পূর্ণ রিয়েল ছবির সমন্বয়ে নিয়ে এসেছে একরাশ নতুন শাড়ি।	Intra-sentential	Words like *real, experience, editing*	19	4
	Intra-word	Experience +কে		

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Table-4: Name of the Commercial Site/Company: Tati Online-তাঁতি

Screenshot of the Original Text	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
তাঁতি সরাসরি দেশিও তাঁতের শাড়ী নিয়ে কাজ করে থাকে। আমাদের শাড়ী তে কোন রকম ভ্যালু অ্যাড করা হয় না। তাঁত থেকে সরাসরি শাড়ী আমাদের আউটলেট আনা হয়।	Intra-sentential	Words like *value, add, outlet* etc.	22	3

Table-5: Name of the Commercial Site/Company: HIJAB BOOK

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
আলহামদুলিল্লাহ আমাদের পেইজে অলওয়েজ এলিগ্যান্ট কালেকশনস্ গুলো হিট হয় 🙂 আরেকটা জোস ডিজাইন ঈদ কালেকশনে যোগ হচ্ছে আপনাদের জন্য 🙂 ❤️❤️	Intra-sentential	Words like *always, elegant, collection, hit, joss, design* etc.	7	8
	Intra-word	Page+এ, Collection +এ Collection +গুলো		

Table-6: Name of the Commercial Site/Company: Notunkini.cm

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
✔ Order করতে Call করুন- 01712889954 ✔ আমাদের Inbox/Message করুন	Intra-sentential	Words like *order, call, inbox, message* etc.	4	4

Table-7: Name of the Commercial Site/Company: Homemade Foods for Babies by Jafrin

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
😊 কি?! বলেছিলাম না? যেসব বাচ্চারা খিচুড়ি খেতে চায়না তারাও আমার তৈরি #রাজমা_মিক্সড_খিচুড়ি খাবেই?!?!? প্রমাণ দেখুন স্ক্রিনশটে ❤️👇	Intra-sentential	Words like *mixed, screenshot* etc.	14	2
	Intra-word	Screenshot +এ		

Table-8: Name of the Commercial Site/Company: Transcom Digital

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
Transcom Digital থেকে Samsung 3 Door ফ্রিজ কিনলেই পাচ্ছেন Washing Machine Free + Organizer Box and Exchange Offer এর সুবিধা !	Intra-sentential	Words like *offer, fridge, digital* etc.	4	13
	Intra-word	Offer + এর		

Table-9: Name of the Commercial Site/Company: Airtel Buzz

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English

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| হ্যালো বন্ধুরা, এসে গেছে বন্ধুদের নেটওয়ার্ক Airtel-এর নতুন বন্ধু SIMI। আর নতুন এই বন্ধুর কাছে enjoy করো দারুণ সব অফার। এখনই চলে যাও Airtel Buzz-এর মেসেঞ্জারে আর Simir'র কাছ থেকে নিয়ে নাও মাত্র ০৮ টাকায় ১.৫ GB. মেয়াদ ৩ দিন। | Intra-sentential | Words like *hello, enjoy, offer* etc. | 26 | 9 |
| | Intra-word | Airtel + এর Messenger +এ | | |

Table-10: Name of the Commercial Site/Company: Rajarhaat.com

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	Bangla
#**ধামাকা** অফার Fair Look Cream কিনলেই সারাদেশে ডেলিভারী চার্জ একদম ফ্রী	Intra-sentential	Words like *offer, free, delivery* etc.	3	7

Table-11: Name of the Commercial Site/Company: Nipun Deal Ltd

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
মশার যন্ত্রনা? ব্যবহার করুন এ গ্যাজেটটি। মশা মরবেই। ইলেকট্রনিক Mosquito কিলার এর সাহায্যে এখন মশার হাত থেকে বাঁচুন। মশা ছাড়াও অন্যান্য পোকামাকড় ধ্বংস... See More	Intra-sentential	Words like killer, *electronic,mosquito*	17	4
	Intra-word	Gadget +টি		

Table-12: Name of the Commercial Site/Company: Romoni.xyz

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
বৃষ্টিতে বাসায় বসে আরামের ফেশিয়াল, চুলে ম্যাসাজ আর হাত পায়ের যত্ন নিতে কার না ভালো লাগে? ❤️	Intra-sentential	Words like *facial, massage* etc.	13	2

Table-13: Name of the Commercial Site/Company: Fresh Milk

Screenshot of the Original Text (segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
সাথে পাচ্ছেন তামিম ইকবালের অটোগ্রাফসহ ১টি মিনি ক্রিকেট ব্যাট ফ্রি!	Intra-sentential	Words like *mini, free, autograph*	2	5
	Intra-word	Autograph +সহ		

Table-14: Name of the Commercial Site/Company: Huawei Mobile

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
গরম স্মার্ট কুল অফার	Intra-sentential	Words like *cool, offer*	2	2

Table-15: Name of the Commercial Site/Company: r-ventures

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English

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| তোমার টেক বেইজড ডিজিটাল স্টার্ট-আপের জন্য r-ventures 2.0 নিয়ে এসেছে ইনভেস্টমেন্টের সুযোগ। এপ্লাই করলে পেতে পারো সর্বোচ্চ ৮৪ লক্ষ টাকা ইনভেস্টমেন্ট। স... See More | Intra-sentential | Words like digital, apply etc. | 9 | 7 |
| | Intra-word | Startup + এর Investment +এর | | |

Table-16: Name of the Commercial Site/Company: Kroyjogot.com

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
এই এয়ার কুলারটি আলট্রা প্রযুক্তির সর্বশেষ সংযোজন। অবিশ্বাস্য ঠাণ্ডা বাতাসে আবেশিত হবেন	Intra-sentential	Words like *air cooler, ultra* etc.	9	2
	Intra-word	cooler+ টি		

Table-17: Name of the Commercial Site/Company: Arabian Gypsum

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
Hot Line : 01832363001 ঘরের ইন্টেরিয়র নিয়ে ভাবছেন ? ভাবছেন ডিজাইনটা কেমন হবে? কোন ইন্টেরিয়র ফার্ম দিয়ে কাজটা করাবেন? মূল্য অনুযায়ী গুনগত সেবা পাবেনতো?	Intra-sentential	Words like *farm, interior, design*etc.	14	4
	Intra-word	Design + টা		

Table- 18: Name of the Commercial Site/Company: Color Craze

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
লাস্ট কয়েক পিস আছে এই ব্ল্যাক গর্জিয়াস 😍😍😍 হাফসিল্ক ১৮০০ টাকা। সারাদেশে ডেলিভারি ফ্রি!!!!	Intra-sentential	Words like *last, piece, black, gorgeous* etc.	3	7

Table- 19: Name of the Commercial Site/Company: Keenlay.com

Screenshot of the Original Text (segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
ভালো কিছু চান?? বেষ্ট ডিসকাউন্টে চান?? ভালো কিছু আর কোয়ালিটি প্রোডাক্ট পাচ্ছেন বেষ্ট ডিসকাউন্টে ।	Intra-sentential	Words like *best, quality* etc.	7	4
	Intra-word	Discount +এ		

Table- 20: Name of the Commercial Site/Company: Tonni's Collection bd.com

Screenshot of the Original Text (segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
Summer Big Discount Offer 26% Discount মূল্যঃ পূর্ব মূল্য #২০৫০ টাকা, বর্তমান মূল্য#১৭৫০ টাকা।	Inter-sentential	First English then Bangla	3	4

Table- 21: Name of the Commercial Site/Company: Colorob Online Shop

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
❤❣❤Lovely "Couple rings", " Payel", "Bracelet" Collections 😍😍😍 😊প্রতিটি ছবি আমাদের নিজস্ব তত্ত্বাবধানে তোলা, তাই ছবিতে যেমন দেখছেন পণ্য শতভাগ তেমনি হবে।	Inter-sentential	First English then Bangla	14	5

Table- 22: Name of the Commercial Site/Company: PriyoShop.com

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
PriyoShop.com এর ঈদ ফেস্টে কুরবানি ঈদ এর প্রয়োজনীয় কেনাকাটা করুন খুব সহজেই। কিনতে ভিজিট করুনঃ http://bit.ly/2MhNT14	Intra-sentential	Words like *fest, visit* etc.	7	3
	Intra-word	Fest +এ		

Table- 23: Name of the Commercial Site/Company: Jagoot

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
✔১০০% কটন বিছানার চাঁদর।কালার গ্যারান্টি । কল করে অর্ডার করুন এই নাম্বারে: ☎ 01319406186 ☎ 01891717189 অথবা পণ্যের কোড নাম্বার এবং আপনার মোবাইল নাম্বা... See More	Intra-sentential	Words like *call, colour, order, guaranty,* etc.	11	8
	Intra-word	Number +এ		

Table- 24: Name of the Commercial Site/Company: daraz.com

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
আপনি জানেন কি? বেস্ট শপিং এক্সপেরিয়েন্স এর জন্য দারাজ তাদের নিজেদের ডেলিভারি সার্ভিস চালু করেছে?	Intra-sentential	Words like *best, shopping*, etc.	8	5
	Intra-word	Experience +এর		

Table- 25: Name of the Commercial Site/Company: daraz.com

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
চলছে "Eid Big Sale" থাকছে অনেক Exciting offers !	Intra-sentential	Words like *big, sale, exciting* etc.	4	3

Table- 26: Name of the Commercial Site/Company: Angel Digital

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English

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	Inter-sentential	First Bangla then English	7	5
স্বামী স্ত্রীয়ের মাঝে তৃতীয় ব্যাক্তি তিক্ততারই কারণ। Bengali movie- Life In Park Street				

Table- 27: Nameof the Commercial Site/Company: Wooden Gift

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
10% Discount on all frames নিজের ইচ্ছা মত লেখা, ছবি, ডিজাইন দিয়ে মন মত খোদাই করে নিন কাঠে খোদাই করা ফ্রেম Please inbox us to place your order	Inter-sentential	Bangla+English	11	11

Table- 28: Name of the Commercial Site/Company: Ajkerkroy.com

Screenshot of the Original Text (segment)	Type of Code-switching	Brief Analysis	Words &suffixes	
			Bangla	English
বিশাল মূল্য ছাড় ! অর্ডার করতে বেডশীটের স্ক্রিন-শট দিয়ে ইনবক্স করুন আপনার নাম , এড্রেস ও মোবাইল দিয়ে । অথবা কল করুন : ০১৯৪১-৮৮৮ ৯৯৯	Intra-sentential	Words like bed, *order, sheet etc.*	9	7
	Intra-word	Bedsheet +এর		

Table- 29: Name of the Commercial Site/Company: Ajkerdeal.com

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
বিকাশ পেমেন্টে ৫০০ টাকা পর্যন্ত ক্যাশব্যাক	Intra-sentential	Words like *payment, cashback*	2	2
	Intra-word	payment +এ		

Table- 30: Name of the Commercial Site/Company: Daraz Online Shopping

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
এই লিংক থেকে : http://bit.ly/2OfcqXh দারাজ অ্যাপে প্রবেশ করে স্পিন করেই থাকছে গিফট জিতে নেয়ার সুযোগ !	Intra-sentential	Words like *link, app, spin, gift*	9	4
	Intra-word	app +এ		

Table- 31: Name of the Commercial Site/Company: AmaderSamogri

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
REVOFLEX XTREME - এখন ঘরে বসেই এক্সারসাইস করুন!!	Intra-sentential	Words like *exercise* etc.	4	3

Table- 32: Name of the Commercial Site/Company: Grameenphone

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English

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৭ দিন মেয়াদে 3GB ইন্টারনেট মাত্র ১০৮ টাকায়। প্যাকটি নিন MyGP অ্যাপে অথবা ডায়াল *121*3344# বিস্তারিতঃ gpoffers.co/3_GB	Intra-sentential	Words like *pack, app* etc.	7	5
	Intra-word	app +এ pack +টি		

Table- 33: Name of the Commercial Site/Company: Power Back

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
বাসার এলোমেলো কাপড় আপনার পার্সোনালিটিকে করে দুর্বল , বাসার এলোমেলো কাপড় কে গুছিয়ে রাখতে অর্ডার করুন , অর্ডার করতে SHOP NOW তে ক্লিক করুন	Intra-sentential	Words like *click, personality, order*	13	5
	Intra-word	Personality +কে		

Table- 34: Name of the Commercial Site/Company: Customised Notebook

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
This week discount offer Discounted price 625/= tk ভালোবাসার প্রিয় মুহূর্তটি খোদাই হয়ে থাকুক কাঠের ডায়েরীর উপর।আপনি চাইলে ডায়েরীর উপরে	Inter-sentential	Bangla+English	11	6

Table- 35: Name of the Commercial Site/Company: Woodcarve

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
Super ! Duper ! Bumper ! Discount Offer কাঠে খোদাই এখন নিজস্ব কারখানায়। তাই দাম কমলো...	Inter-sentential	English +Bangla	8	6

Table- 36: Name of the Commercial Site/Company: Winter Honey

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
সন্মানিত ভাইয়ারা /আপুরা/ও বান্ধবী রা, (কাস্টমারগন)... সবার উদ্দেশ্য কিছু কথা....😊 Attention please.... আমরা আগেও বলেছি এখনও বলছি আর ভবিষ্যৎ এ ও যদি বলার দরকার হয় তাহলে বলবো ইন শা আল্লাহ,	Inter-sentential	Bangla+English	21	3
	Intra-word	Customer +গণ		

Table-37: Name of the Commercial Site/Company: Grameenphone

Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
৪G LTE স্পীডে ফাস্টেস্ট	Intra-word	Speed +এ	1	2

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Table-38: Name of the Commercial Site/Company: Prottasha Shop

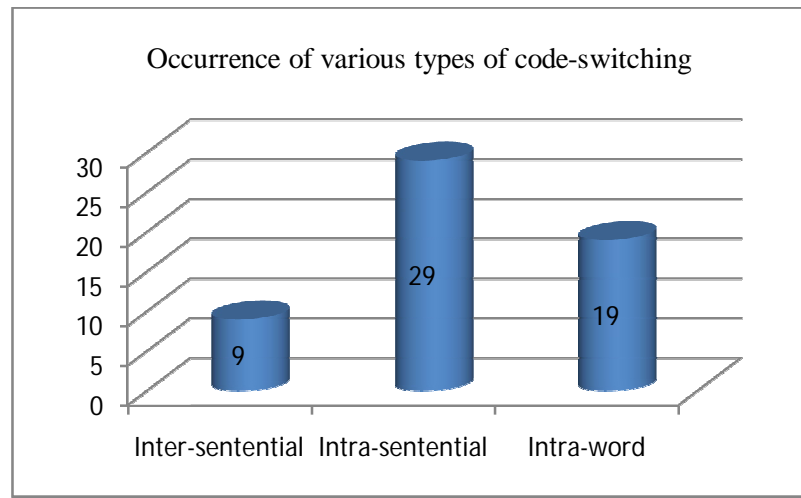| Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
👍👍অফার‼️ গোডাউন খালি স্পেশাল অফার👍	Intra-sentential	Words like *offer, special*	1	3

Table-39: Name of the Commercial Site/Company: Priyomarket.com

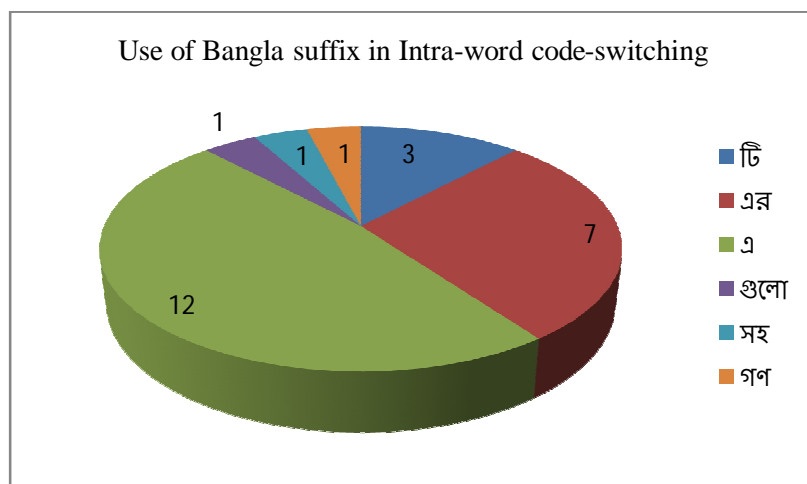| Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
রান্নাঘরের কাটাকুটির টোটাল সল্যুশন! "নাইসার ডাইসার প্লাস, চাকু-ছুরির দিন শেষ!	Intra-sentential	Words like *total, solution* etc.	6	6

Table-40: Name of the Commercial Site/Company: Amader Samogri

| Screenshot of the Original Text(segment)	Type of Code-switching	Brief Analysis	Words & suffixes	
			Bangla	English
Intex Inflatable Baby play swimming kids Pool আর নয় বাচ্চাদের গোসল করানোর ঝামেলা	Inter-sentential	Bangla+English	6	7

10.2. Graphical presentation of the results

Graph-1: Occurrence of various types of code-switching.

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Use of Bangla suffix in Intra-word code-switching

Graph-2: Use of Bangla suffixes in intra-word code-switching

Use of Bangla, English and other words
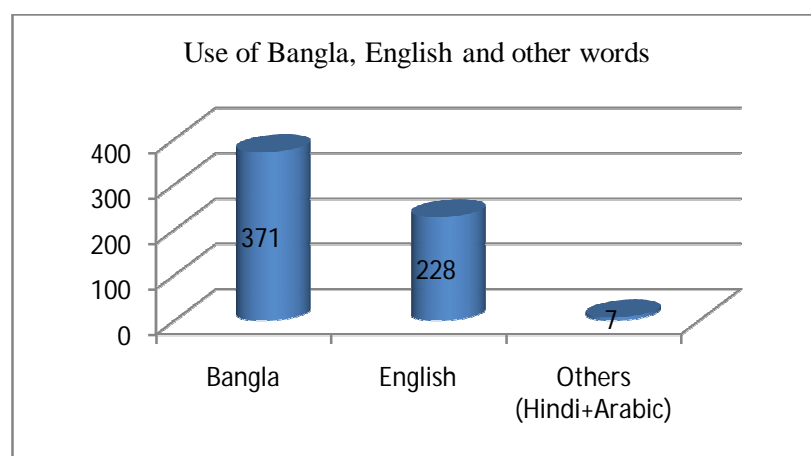
Graph-3: Use of Bangla, English and other words

11. Pedagogical Implication

The findings of the research will contribute to the field of linguistics by revealing the reality of the use of Bangla and English in Facebook advertisements. The findings reveal how mixed the choice of language in Facebook advertisements is, how insensitive the use of *Banglish* (Bangla + English) is there. The learners/experts in this field will also discover/re-discover Facebook to see how uncertain, unbalanced, muddled the standing of the Bangla and the English languages is, that will ultimately lead to a better and greater point of research for solving this language hazard.

12. Limitations of the Study

This paper is not beyond limitations. It would be more resourceful if the researcher could go to the people behind the advertisements to talk about various issues of code-switching. The

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number of samples could have been increased to show more validity of the findings, though the area was done confined due to maintain a standard size of a research article.

13. Conclusion

In this age of globalization where people cannot but being connected to the wider communities, code-switching is a reality and inevitable grip of the diverse nature of post-modernity and an unavoidable linguistic behavior of the individual. As projected in the present study, *Facebook* has added acceleration to the scopes for the occurrence of code-switching as it (*Facebook*) is now the most used platform among other types of social media. Besides, code-switching occurs more in the advertisements of *Facebook* because the sellers have to target the buyer communities by using any required and convenient linguistic means. Thus, the language of advertisements, especially in *Facebook*, is vulnerable to losing originality, standers and even national boundaries.

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Women in the Marwari Community of Assam: Negotiating Space

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Abstract

This paper attempts to explore the nature of space that the women in the Marwari community of Assam endeavour to construct. The community, which is known for its strong adherence to tradition, culture and religion, has a respectable yet crucial place for women. The strict relegation of private and the public spheres in the community is somewhat making it complex for the women to cross the boundary, though a considerable amount of transformation can be observed in their status since their dwelling in the place. The first section of the paper provides a brief overview of the position of women in the community and the latter deals with the argument which seeks to establish the dynamics of space formed by women, substantiating it with the relevant feminist theories.

Keywords: Marwari Women, Marwari Community, Assam, feminism, migration, religion, space, identity, resistance

The gendered spaces have always been the subject of enquiry in feminist studies. The question of space constantly arises in gendered social relations. In feminist discourse "space" has been used as a metaphor to symbolise "female condition," right from domestic space to larger political space. The notion of space was subverted by the first wave of feminists including Mary Wollstonecraft with the view to expand women's prospects. Later feminist thinkers such as Virginia Woolf, Simon de Beauvoir of the second wave feminism sensationalised the 'confinement escape' imagery. The deconstructive, poststructuralist and postmodernist feminisms of the 1980s and 1990s entirely destabilised the idea of "unified or universal time space" with the thrust on a dynamic progression involve with it. It mainly aimed at working against the chauvinist design of confining women's periphery and possibilities (Shands 3).

During the 1970s, the feminist discourse, which was inspired by the developing active women's movement, voiced against the stereotyping of women in male dominated literature. Luce Irigaray in *This Sex Which Is Not One* (1977/1985) speaks about "territorial unrest" as women are confined to the enclosed spaces of home and family of men. However, "… the

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third wave of feminism have pushed the escape imagery out of the rooms and out to boundaries and borderlands" (Shands 11).

The feminist geographers on the other hand address the issue of power relations prevailing in society, and the identities constituted in space and place. They see the feminisation of household and domestic spaces to be the product of patriarchal norms. "The women's liberation movement demanded accountability, visibility, equality" and also that the "feminist geographers sought to document and bring into geographical inquiry the analytical significance of gendered spatial divisions between public and private…" (Nelson & Seager 3).

This view is further extended as Liz Bondi and Joyce Davidson in "Situating Gender" comments "One of the most important effects of feminist geography is to unsettle taken- for-granted assumptions about women's and men's "places" in the societies, communities, organizations, and relationships within which we live and work." (Nelson & Seager 15).

The women in the Marwari community of Assam are residents of the place either by virtue of marriage or birth. Studies[1] reveal that at present around sixth generation of Marwari women are living in Assam. The Marwaris, who began migrating to the state since the 19th century from Rajasthan, are basically a trading community. Though a section of them who migrated to Assam from Haryana is also called Marwaris, this section is not included in the present study. At the initial phase, the women joined their husbands after they had settled down in the place. Since then, there had been occasional visits to their native places, but many women from the later generations have never been there.

There had been a lot of transformation in their status since the time of migration, which can be discerned from their increased degree of visibility in the public sphere. Several factors contributed to such a change, first and foremost being education. Most of the men and women are educated in the community now-a-days, and the men are pursuing other professions than their traditional business. In case of women, they are being educated to find a good match, rather than with the view to make them independent, as marrying off the daughters is the priority in every family of the community. However, a handful of women have been able to pursue their career with the support of their families.

This paper attempts to look into the construction of a particular kind of space by the Marwari women residing in Assam, both in terms of private and public sphere. It also endeavours to focus on how a few such women defy the straitjacketed norms of the community to create a unique identity. The paper also argues that these women, in their own possible ways, and in a very strategic manner, try to negotiate a little space for themselves, for which they have to face criticism and also need to compromise with their perfect image of being the virtuous mother, daughter, daughter-in-law and a wife. It also

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indicates a kind of feminist resistance on the part of the Marwari women, to the restrictions imposed upon them.

The main thrust of the paper is on the case studies which revealed a number of observations that are usually not disclosed or discussed outside the family. In fact, any issue concerning violation of women's rights is confined within the family in the name of family honour. Though the Marwari women are not overtly radical in their approach, within their own religious and cultural settings they are capable of forming some space and assert their identity.

The paper is primarily based on oral narratives of the women, carried out in different districts of Assam, through conversations and interviews during the span of last five years.

> "To understand women, their position and their struggle in the Indian society, the perspective of embodiment is imperative, as a woman is undoubtedly located in a physical and psychological space as much as she is in cultural and social domain" (Thapan xiii).

The western feminists have spoken abundantly on spatial segregation based on gender and are making effort to eradicate the difference between the private and the public spheres, as they observed that though it "… is not universal, but in the many cultures in which it occurs, it is associated with lower status for women" (Jackson 58). Thus, experiences of women cannot be generalised, since many other factors such as class, caste, religion, age and ethnicity also become the determining actors.

Like the women of every conservative Indian community, the Marwari women too bear the burden on their shoulders to maintain the tradition, culture and religion. In the context of Assam, most of the older generations of women who were born in Rajasthan and got married to Marwari men established in the place, are very much glued to their tradition and culture in terms of their language, dressing style, food habit and behavior. But the later generation seems to have somewhat adapted themselves to the changing times.

The Marwaris mostly have a close knit family, and traditionally the extended families are seen to be living together, though with time nuclear families are also emerging. They are mostly Hindus and Jains. Among the Hindus there are the Agarwals and the Brahmins. The Agarwal women exercise more freedom compared to others, as they are known to be the more liberal fraction of the community. The Brahmin and the Jain women are comparatively more conservative.

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In general, the women in the community are basically housewives, sometimes helping their husbands in their business, though they are usually kept away from the important business matters, confining them only to look after the household.

At present, when many Marwari women in Assam are educated, only a few of them have been pursuing their career as professionals, that too not without compromises. Thus, they either have to equally balance their work and home, which does not become possible, or have to confront criticism to such an extent that they finally succumb to the demands of the family.

The women who receive professional degrees and establish themselves in their respective fields are usually not allowed to go out for work after marriage, rather they would be expected to work from home. A contradictory mindset of the community is discerned in this regard, which is both progressive and regressive at the same time. Within the higher classes of the community it is evident that the women have freedom enough to join the family business, usually holding a very high position, and they seem to be quite satisfied with the arrangement.

"If the women in our society change their mindset and attitude towards certain things, it will be very beneficial for them and for their next generations", says an educated non-Marwari daughter-in-law of a Marwari Jain family. Her very different background gave her a hard time to adjust in the conservative Jain household. Her mother in law is less sensitive towards her, specifically regarding her career, which is in fact the scenario in most of the households. A kind of tussle perpetually goes on between the women in every family. While feminism proposes that unless and until women themselves come out of the sexist thinking and have a common vision of women's liberation, it would be difficult to bring change in their status. It thus indicates the "tensions between women in the Marwari community and the predicament of modern feminism as practised in India" (Channa 277).

Thus, the question of space becomes a crucial one for the Marwari women, because of their inability to comprehend what they want for themselves. It is due to the fact that they are conditioned in such a manner which make them put community, tradition, culture and religious interest over their personal wants and desires. They seem to be still stuck in the position which Indian feminists have termed as "self-effacing" (Chaudhuri 22). Hence, though the alternative spaces that the women seek are not expected to be of much radical in nature, cannot be undermined too.

The women in the community have come up with diverse opinion when they were asked about their marginalisation status. The older generations do not even feel that there is any need of individual identity apart from their relationships, especially as a *beti* (daughter) and *a bahu* (daughter-in-law), who need to carry on their shoulders the responsibility of keeping intact *ghar ki laaj* (respect of the family). A few common ideals

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of being a "good woman", such as *pavitrata* (purity) and *patibrata* (devoted to husband) are attached to women. This can be attributed to the fact that they valorise *sati*[2] and perform *satipuja.*

The Agarwals, who are considered to be the most liberal faction of the society, are ardent worshippers of *Rani Sati,* their lineage Goddess and the epitome of a brave and "self-sacrificing" female figure. Even the women of the community who are born and brought up in Assam are fascinated by and look up to the image and they perform all religious rituals associated with it. In fact, "… family chronologies and oral histories show that the cult of *Rani Sati* developed at about the same time that women began to migrate away from Rajasthan and permanently settle in other parts of India with their husbands" (Hardgrove 261-262). Thus, it becomes indicative of many issues, right from the question of assimilation to the patriarchal undertone of religion as a tool to control women.

It is evident that the religious as well as cultural representation of *Sati* is embedded very strongly in the minds of every Marwari women. To focus on how and what kind of space women are being able to construct within the community which endorses a strict division between the private and the public sphere, the implication of Elizabeth Jackson's view that "The very division into public and private spheres has been seen as a tool for upholding patriarchy itself, with one sphere seen as an expansive male territory, and the other a domain of female constriction" (58) should be taken into consideration.

So, talking about the kitchen, which has a particular significance in the Marwari community, and seen as an important site in feminist discourse, becomes useful to conceive a few important facts. In every Marwari household kitchen is the domain of the women. It provides a woman with a sense of authority, as well as a space to foster her creativity. But the problematic of kitchen as a space for a Marwari woman lies in the fact that instead of being an individual territory, it becomes a shared space for her, as the Marwaris mostly live in joint families and all the women in the house need to work in the kitchen. It thus subverts the absolute power a woman could acquire from the kitchen.

Another question which arises in this context is that whether the kitchen as a space is an obligatory or a liberating one for the women, as in some strict Marwari households no outsiders are allowed to enter the kitchen, and so only the women of the house need to take care of it entirely, which at times become quite monotonous for them. Most of the women interviewed consider it to be an integral part of their life which they can never disregard, being more of a burden as they are left with no leisure.

On the other hand, the rising financial status of many families has led to the trend of keeping helpers for cooking and other domestic works. The breaking up of the domestic space in the households, which could be the ultimate way to secure unconditional freedom for women, creates another paradoxical situation for the women in the community. As

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most of them are not allowed to pursue career or any activity outside the house, the freedom they obtain from the domestic sphere turns out to be of no use.

In this regard, the case study of a Marwari Jain woman of Tezpur reveals that such a situation made her create a tiny yet exclusive space for herself within the house, where she practices her spiritual activities without any interference. She jots down all her thoughts every day and talks to her spiritual Gurus online. She has been looked at scornfully by her husband, children and other members of the family, especially for the reason that she follows the other sect of Jainism than the one followed by her family. Her sense of spirituality when viewed in the light of **bell hook**'s words that say "Identifying liberation from any form of domination and oppression as essentially as spiritual quest returns us to a spirituality which unites spiritual practise with our struggles for justice and liberation" (109) manifests a kind of resistance by the woman against patriarchal religious norms.

There is another case of a woman in Bongaigaon district, who is a devout worshipper of Hanuman[3]. All her day-to-day activities are related to her devotion to the God, and she gets hysterical, exhibiting signs to be possessed by Hanuman, as she jumps like a monkey and speaks in a coarse voice. She is much revered and listened to in the family for her keen religious indulgence. Her daily routine includes twelve hours of prayer time for which she is spared from all household chores. In the Marwari society, women make religion their way of life and in this particular case the woman's over-indulgence can also be seen as a strategy, as the cause of hysteria in women can be because of their

> concerns with the quite rigid discourse on the virtuous women of home and hearth, and the fear of 'feminine complaints' deriving from distressed induced by anxiety- mixed with the desire for little more freedom (Brown 70).

There are similar instances which came to the notice during the study that some women are possessed by the spirits of their ancestors. They address this phenomenon as *pitar* and take it in a very casual manner, as something common and regular occurrence, and do not intend to discuss it outside the family. At the time when a woman is possessed, or said to have been possessed, she becomes hysterical, changes her voice and either suggests something or places some demand. At that particular moment, everyone in the family pays her respect and religiously follows whatever she says. But this study takes up this hysterical behaviour in these women as a medium of expression for them, to their utterly confined physical and psychological being, calling it a means to vent out the accumulated feelings, relieving the mind. Even the feminists interpret hysteria to be the initial step towards feminism and consider it "as a specifically feminine protolanguage, communicating through the body messages that cannot be verbalised... a specific feminine pathology that speaks to and against patriarchy" (Showalter 286). It is also observed that these kinds of cases are gradually decreasing in the community, and this must be very

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likely for the reason that women in the community today are not confined as their earlier counterparts for whom the domestic space had been the sole concern.

The participation of women in the communities belonging to the Marwari society now-a-days provides them with the space to move out of the domestic sphere and interact with the other women in the society. Though the communities are not directly involved with the issues concerning women empowerment and not helping in forming individual identities, it facilitates a scope for them to create female bonding and can be considered as a respite from their relegated sphere, where they can express themselves in the company of other women. Most of such communities are religious in nature, specifically of the Jains such as *Terapanth Mahila Mandal* and *Maheswari Mahila Mandal* and others constituted by the Agarwals such a *Mahila Mangal* carry social development activities in the greater Assamese society.

"It is debilitating to any woman in a society where women are warned that if they do not behave like angels they must be monsters" (Gilbert and Gubar 53), and for the Marwari women to emerge out of a system, which strategically confines them, they may need some more time. A few women have already taken the initiative. For instance, a Marwari woman in the Assam Administrative Service chose to remain single, as she did not want to succumb to the prevalent norm that a woman cannot put her work over household duties after her marriage. Another woman, an ophthalmologist by profession, refused to be married in a family who would not provide her freedom to carry on her duties which stretches to long hours, and now she is coping well with her profession and family life. The time, when Marwari women realise what they really want for themselves, and rethink about their situation, would be a liberating one for them as it would surely clear their perspective of looking into things around them.

Notes:
1. In *Builders of Modern India: Jyotiprasad Agarwala,* it is mentioned that Navarangram Agarwala migrated to Assam with his widowed mother from Rajputana, erstwhile Rajasthan
2. Sati here refers to both the sati pratha (the act of self-immolation by widows) which is glorified by the Marwaris, specifically the Agarwals, and also the image of the self-sacrificing Goddess Sati. There are many Sati temples in different parts of Assam.
3. The Hindu monkey God, who is an ardent devotee of Lord Rama.

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Eclecticism in Teaching Spelling

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Introduction

English language has a specific spelling pattern. Being a subskill under writing, spelling is considered as one of the essential skill required for good writing because poor spelling creates a poor communication and at times creating a discontinuity in the process of communication. There are certain rules that govern the spelling of the words. The rules governing these spelling patterns are perplexing, leaving both the teachers and the learners in a state of dilemma whether to follow these rules or not. More than 75 percent of the English words follow these rules whereas the rest of the words have some exceptions in spelling which makes the spelling to be ambiguous with the given words. In second language teaching, primary focus is on developing the four basic skills viz. Listening, Speaking, Reading and Writing with less or no importance given to teaching of spelling. To improve the students' spelling skills, language teachers must possess certain expertise in teaching spelling and implementing in the classroom according to the cognitive level of the students. Major concern lies in the hands of the language teachers to create an awareness about the importance of spelling to the primary and upper primary children because these children acquire the elements of the language quicker than the higher class children.

Learn Spelling or Acquire Spelling

The words 'learn' and 'acquire' have different meanings. To learn a language is to develop proficiency in the basic skills and communication and intentionally learn proper grammatical structures and various rules of the language in an apposite manner whereas acquiring a language doesn't require any knowledge in the language. The students learn the elements of the second language in a fun filled way through various kinesthetic activities subconsciously. Many linguists often use the term 'acquisition' rather than 'learning'. They use 'Second language acquisition' and not 'Second language learning'. It is because acquisition retains the concepts for a longer time than by learning. The children get bored by learning the language elements through lectures. They constantly need fun and entertainment in their classrooms. So, any language concept must be made to acquire by the children and not learn.

Teaching spelling to the primary children is a challenging job as these children are fascinated to more kinesthetic activities rather than listening to lectures. Therefore in the primary stage of teaching spelling, the teacher should never impart the rules of the English spelling. Instead, the students should acquire the spelling patterns subconsciously as like our mother tongue. A child doesn't learn his/her mother tongue. During a child's speaking stage, the child utter words and speak sentences with numerous mistakes and these mistakes are being corrected by their parents. Here, no importance is given to tense, subject-verb agreement, parts of speech, voices, direct-indirect speech etc. They learn these structures through repeated practice and not by learning rules. Hence it is highly recommended that the children should acquire a language in the primary level and learn the grammatical structures in the upper primary and secondary level.

Significance of Spelling

Spelling – a complex cognitive subskill of writing has gained importance in recent years. One has to master this skill in order to communicate properly and avoid communication errors. The orthographic nature and the relationship between the written letters (graphemes) and the unit of sounds (phonemes) of the English language skill makes it a complex skill. Venezky (1999) pointed out that although English phonemes are typically considered alphabetical, upon a close analysis of the English spelling system is not purely alphabetical. There are several cases where the English spelling deviates from pure alphabetical rules in which letter signal sounds. Thus these characteristics of the English language make the spelling skill a complicated one. The children in the upper primary stage has a good vocabulary knowledge and are likely to use more than 200 – 400 words. Even the poor spellers can use 50-100 words in their routine. The children at this stage should be able to understand the spelling patterns, syllables and affixes. But the situation is opposite in the current scenario. Most of the students are not able to spell properly and directly had a great impact in their academics and also created a communication gap. To become a good speller one has to constantly practice with great effort using different strategies like learning with spelling rules, spelling games, mnemonics, using dictionary, dictations exposure to variant spelling patterns, reading aloud and understanding the phonemes and graphemes. This article focuses on the ways to develop appropriate strategies / techniques for teaching spelling with respect to the analysis of the spelling errors made by the children.

Common Spelling Errors in English

In the process of language acquisition, the children are more likely to make mistakes and errors. This is very common in both native speakers and ESL children. Most of the native speakers make spelling mistakes and not errors while non-native speakers make more errors. During the teaching learning process, the teacher or the researcher should observe the learning strategy or the learning process of the students to understand the causes and sources of the errors made by them. A mistake made by a student can be self-corrected and it occurs due to carelessness or lack of attention. But if a student makes an error, it cannot be self-corrected. These errors occur due to the incomplete knowledge and it can be rectified only through various practices and drills. "Errors are considered to be evidence of the learner's developing competence in the foreign language. For example, they may indicate that learners are applying rules from their own first language to the use of English, or that they are applying rules which they have internalized but which are in some way intermediate between their own first

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languages and the language they are learning." (Parrott, 1993). Pit Corder in his Introduction of Applied Linguistics clarifies the significance of understanding the errors made by the students and he states as, "A learner's errors are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language." (Corder, 1974).

Richards (1971) identified certain common errors and mistakes in students. They are:

i)	Orthographic errors	: a) Wrong use of capital letters.
		b) Word boundaries.
ii)	Omission	: missing letters from words – E.g. suddnly
iii)	Transposition	: reversing the correct order of letters. E.g. receive
iv)	Salient	: only including key sounds – E.g. kittins, butiful
v)	Substitution	: substituting one letter for another – E.g twincling
vi)	Insertion	: adding extra letters – E.g. perculiar
vii)	Phonetic spelling	: spelling words how they sound – E.g. buk
viii)	Homophones	: words that sound the same but have different meanings - E.g. there and their
ix)	Silent letters	: word containing graphemes that aren't produced - E.g. knit
x)	Double letters	: may cause confusion – E.g. opportunity
xi)	Over generalization	: over generalizing a grammatical rule inappropriately E.g. cheerful, cloke

Causes of Spelling Errors

English is a non-phonetic language where 26 letters form 44 sounds. A single letter may have many sounds or a single sound may have different spellings. For example letter 'A' has many different sounds as in apple, arm, acquire, and cake. Sound /k/ has many spelling patterns like question, cat, chemistry, kite etc. Besides this, there are many other reasons for committing spelling errors.

- Lack of coordination between pronunciation and spelling.
- Influence of L1.
- Confusion with American spelling and British spelling.
- Confusion with silent letters.
- Inadequate knowledge about homophones and homonyms.
- Unawareness about spelling rules.
- Improper usage of affixes.
- Difficulty in unstressed syllables.

Other than these, some of the other reasons are:
- Lack of interest
- Lack of concentration

- Lack of ability to relate the words with their meanings
- Carelessness
- Loss of memory
- Rote memorization
- Usage of electronic gadgets
- Usage of spell checkers.

There are also few reasons like Dyslexia, ADHD, Dysgraphia and Dyspraxia which cause spelling problems with the children.

Eclectic Approach

Approaches and methods have seen remarkable changes and influences in the history of English language teaching that it led to the development of various new approaches and methodologies. Emergence of communicative approaches paved a new dimension for English language teaching and learning. The teacher-centered approaches started to decline with the upcoming of learner-centered approaches and the role of the teacher in the teaching learning process has been transformed from instructor to facilitator. Even though the language teachers are well trained and well equipped with the postmodern methods, the choice of appropriate methods is very important as each and every students have different levels of cognition. Adapting a single approach for all language features such as prose, poetry, supplementary reading and grammar creates a monotony and deteriorates the language learning. Hence the language teachers are in an urge to adapt different methods to teach the language elements. For instance, the teacher may use structural approaches like Grammar translation method to teach grammatical structures, reading and writing and Functional approaches like Oral approach and SLT to develop speaking skills. The teacher selects Interactive approaches like TPR, CLT, Silent way, CLL, Suggestopedia to develop their listening and speaking skills. According to Chitra S (2015), "An approach or a method which involves the development of all four basic skills of English language should be incorporated because all the skills are inter-related and inter-linked. If there was no good listening, good speaking wouldn't happen and this would reflect in reading and even in writing skill. So it is very important to adopt a good interactive method or to integrate one or more methods for effective teaching". Thus integration of two or more methods to enhance better language learning has paved the way for the birth of Eclectic Approach which indeed the combination of the strengths of various approaches.

Importance of Eclectic Approach

The basic ideology of Eclectic Approach is to draw the salient features of other approaches, integrate it and deliver it to the students. This new way of thinking became popular and linguists started to use this approach in the classroom. Larsen-Freeman (2000) and Mellow (2000) both have used the term Principled Eclecticism to describe a desirable, coherent, pluralistic approach to language teaching. Some of the reasons for using the Eclectic approach are:

- Each and every approach has its own merits and demerits.
- A single approach doesn't cater the needs of the students to develop all the language skills.

- The cognitive level of each and every student differs from one another.
- A monotonous situation is being created with the use of single approach.
- Students expect fun filled interaction and environment.
- The teacher is free to select his/her own methodologies with respect to the aims and objectives of the lesson and the cognitive level of the students.

The above reasons vividly depict the necessity of using eclectic approach in the classroom. Rivers, (1981) a main proponent of this approach discusses the salient features as:

- Advantages of multiple tasks.
- High interaction
- Lively learning
- Fast results.

Teachers play an important role in design, development and implementation of this approach. A teacher cannot select the approaches according to her choice, put together and call it as eclectic. Mostly linguists integrate Structural approaches and Communicative approaches to design activities such that equal importance is given to the development of all the four skills. There should be a coherence in integrating the approaches and here, the research scholar integrates Structural approach (Grammar-Translation Method), Alternative approaches and methods (Multiple Intelligence) and Communicative approach (Cooperative Language Learning) to teach spelling to upper primary children. All the three methods have their own advantages and disadvantages. So the strengths of all the methods were carefully examined and implemented in the classroom.

Designing the Eclectic Approach to Teach Spelling

Spelling, being a complex skill, can be taught well through Eclectic approach. The activities should be designed according to the cognitive level of the students. The teacher can integrate the following methods and design activities related to those methods.

- Grammar - Translation method.
- MI theory (Multiple Intelligences).
- Co-operative Language Learning. Advantage

Grammar-Translation Method

Grammar-Translation method is a very old method used to teach the second language. Many linguists consider this method as outdated. Yet there are teachers who follow this method even in the current scenario. The main drawback which the educators point out are:

- No attention to listening and speaking.
- Teaching vocabulary through memorization, bilingual wordlist and dictionary.
- Much importance to translating sentences.

In spite of all these oddities, there are also a few aspects which can be used to teach spelling at the beginning stage.

- The teacher can teach vocabulary through wordlist or making individualized spelling lists.
- The students can select the hard words from their lessons.
- Rules are taught to them.
- Students use dictionary to find the synonyms / antonyms.
- They learn the word structures and word patterns.
- Students learn at least five words per day.

Through this method, the upper primary students learn the spelling rules and develop their vocabulary to some extent.

MI Theory (Multiple Intelligences Theory)

Howard Gardener postulates eight dimensions of human talents or intelligences. He defends that these intelligences should be trained, practiced and promoted in early and intermediate education. (Gardner, 1993). The main advantage of using MI theory in the classrooms is that it creates a colorful and joyful situation in our classrooms. Spelling can be best taught by using various MI activities in the classroom. The upper primary students will be familiar with spelling rules at this juncture. Those rules should be well reinforced by MI activities. Some of the activities that can be used in teaching and reinforcing spelling are

- Syllable break-up
- Fun with puns – game related to homophones
- Homophone hero
- Double – trouble – a game dealing with homonyms
- Mind mapping – students create a vocabulary mind map with related words.
- Spell bee
- Online spelling games
- Word games

These kinds of activities help children practice spelling to a greater extent. Each learner has differences and uniqueness. So, designing activities / games based on their differences helps each and every child to master the target skill.

Co-operative Language Learning

Co-operative language learning, also known as collaborative learning (Richards and Rodgers, 2014, p-192). It intends to the maximum interaction of the learners in groups are pairs. The students are highly motivated, involved and interactive in this approach and is best suited for English language teaching. When the students are familiar with word structures and spelling rules, this approach can be used to strengthen the skill among the children. For example, the teacher may give a few words to the students. They are allowed to discuss in groups or pairs and arrive at the appropriate spelling rules and vice versa. The other best examples for teaching spelling are: (Olsen and Kagan, 1992)

- Rally Robin flash cards
- Round Robin
- White board write
- Think – Pair – Share
- Solve – Pair – Share

This type of approach tends to change the normal classroom into an interactive one. The role of the teacher is limited to monitoring the groups and the children are stimulated to actively participate in all group activities. Hence Co-operative language learning promotes students participation to higher level and encourages the children to master the required skill in a cohesive way.

Conclusion

The advent of word processors and spell checkers has considerably decreased the importance of spelling in recent days. Not all the words are caught by spell checkers. So it is necessary that the children develop proper spelling for effective written communication. When an application or portfolio has a good message with poor spelling, the actual information will not be conveyed to the receiver and it creates a great chaos in the communication chain. Many applications are doomed because of poor spelling. To avoid all such eccentricities, it is important for an ESL teacher to make the students feel confident in the target skill. They also should ensure that they don't teach spelling but provide enough opportunities to practice spelling through various methods and techniques. Good spelling makes an effective communication and effective communication create a very good impression about the students. Therefore, it is obvious that spelling plays an important role in everyday life and it also affects the students' learning the second language directly.

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Language and Diction in Ted Hughes's Poetry

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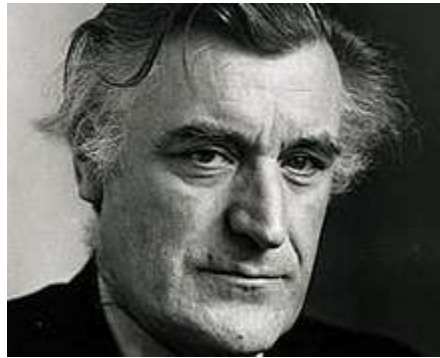
Ted Hughes (1930-1998)
Courtesy: https://en.wikipedia.org/wiki/Ted_Hughes

Abstract

Language is quite literally the material of any writer's trade. Every literary work is a selection from a given language. Bateson states that literature is a part of the general history of language and is quite completely dependent on it (English Poetry and English Language, p. VI). Literary language does contain thought and is highly connotative. Moreover, it is far from being merely referential. It has its expressive side: it conveys the tone and attitude of the writer. Language becomes extraordinarily important for the study of poetry. The study of poetic language generally includes the study of metre, diction and syntax, metaphor and image along with its ambiguity and obscurity. The study of a poet's language is a pre-requisite in determining the quality of his work. Ted Hughes's work is not a series of ringing statements but re-enacted encounters and adventures. Hughes likes to use rough language, slangy vernacular and puts words together in an unusual combination to complement his description of savagery of animals, elemental ferocity of nature and esoteric mythology. Hughes's search of an appropriate language for his much-diversified themes produces a baffling mixture of a variety of literary forms: heroic epics, folk epic, myth, cycles, lyrics, chants, incantations etc. His verse is, of course, traditionally hyperbolic and largely relies on mimetic sound effects, onomatopoeia, and mimetic syntax.

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Keywords: Ted Hughes, poetry, colloquial language, onomatopoeia, quagmire, surrealism, self-identity

Critical Analysis

Ted Hughes has praised the directness and simple colloquial language of Shakespeare and Keith Douglas. Hughes himself calls it 'utility general purpose style' that is marked by simple, workaday phrases deliberately dispensing with any privileges of diction. 'A utility general purpose style, as for instance, Shakespeare's, was that combines a colloquial prose readiness with poetic breadth, a ritual intensity and music of an extraordinarily high order with clear direct feeling, and yet in the end nothing but casual speech' (Introduction, *Selected Poems of Keith Douglas,* p.14).

Hughes's language clearly shows a close affinity with the language of his literary ancestors like Hopkins, D.H. Lawrence, Dylan Thomas, John Crowe Ransome and others. Robert Graves's The White Goddess, Jung and his psychological studies also influence it. David Porter says 'to say about a new language, a new poet, and a new poetry in deep reconcilement with the consciousness of our age, Ted Hughes involves us in English dialect, and in the projects of Shakespeare, Dylan Thomas and Keith Douglas, of Emily Dickinson and Sylvia Plath, of Yeats and Jung' (American Poetry Review, 1975, p.13).

Apart from these literary influences, Hughes's language also bears certain other influences: the Anglo-Saxon and the Latinate diction and syntax, the Middle-English and his own West Yorkshire dialect and the Bible. Hughes uses the Anglo Saxon/Norse/Celtic linguistic dialect because he always believes that it is there 'our real mental life has its roots' (Review by Turbevile Petre, *Myth and Religion of the North*, Listener, 1964, pp. 484-85). In fact, Hughes's description of the method of Vasco Popa, 'the trial and error', applies equally to his own work. In the same way as Popa does, Hughes has constantly been shaping and often experimenting with his language and style, striving to achieve exactly that language ready for whatever experience comes up, agile enough to take whatever position it must, in always alert.(Introduction, *Selected Poems of Vasco Popa,* p.15).

The Hawk in the Rain: A Hyperbole

In his earlier poems, Hughes's language is typically verbose. Hyperboles, overstatements and clichés, repetitions are hallmarks of his earlier technique. He stresses on the physical properties of words. Words often do not reinforce any symbolic meaning. They are in fact, simply verbal devices that convey the violent side of nature. It is largely lyrical. In his earlier volumes, he mostly uses elegiac quatrains, sprung rhythms, syllabic verse, couplets, and free verse. He attempts to create poetry with alliteration and assonance.

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The very first line of the poem 'The Hawk in the Rain' is a classic Anglo Saxon line with three alliterative stresses. The poem is a hyperbole. The speaker of the poem struggles in an exaggerated quagmire of language. 'It is a language of the verbal ascent, a rhetorical straining for the heights' (Terry Gifford and Neil Roberts, p.11). Physically violent verbs, huge adjectival phrases and a free use of run on lines; all powerfully evoke the conflict between being pulled down to the earth and striving beyond it. The ambiguity of 'hallucination' undermines the seemingly effortless stillness of the hawk, high up beyond the clutches of the earth and prepares for its end. The hawk's fall in Hughes's poem reminds us of Hopkins's closing image of a violent fall in 'The Wind hover'. Hughes's poems, thus, stray into frequent grandiloquence. Often. he uses adjectives and nouns as verbs.

I drown in the drumming plough land, I drag up.
Heel after heel from the swallowing of the earth's mouth.
From clay, that clutches my each step to the ankle
With the habit of the dogged grave, but the hawk
Effortlessly at the height hangs his still eye.
His wings hold all creation in a weightless quiet,
Steady as a hallucination in the streaming air
Coming from the wrong way, suffers the air, hurled upside down,
Fall from his eye, the ponderous shires crash on him,
The horizon traps him; the round angelic eye
Smashed, mix his heart's blood with the mire of the land. ('The Hawk in the Rain', p.11)

View of a Pig: A Factual Description

'View of a Pig' is one of the simplest of Hughes's poems. Hughes says the poem 'was a piece really written as a note. It was written in a moment of impatience. Maybe, I wrote it out twice, but just more or less as it is... obviously much more natural for me than water-lily style.' (Interview with Ekbert Faas, *Ted Hughes: The Unaccommodated Universe,* pp.208-09). Here the poet observes literally a dead pig that is set for slaughter. The animal is dead, and it is massive and weighs more than three men. The closed white eyelashes and the trotters holding up straight show the pitiful state of the pig. The pig is now 'too dead' and has reduced to just 'poundage of lard and pork'. The sentence 'It was like a sack of wheat' conveys the bulk and weight of the dead pig, which is neither dead nor living. It also conveys the sense of material. The poem includes some casual phrases like 'It trotters stuck straight out' and words like' pink', 'stuck', 'thick', 'bulk', 'sack', 'weight', 'wheat' that are merely used as words. The language conveys nothing symbolic but gives a factual description of a dead pig. The pig is just as lifeless and undignified as material. With various thoughts and pieces of information about pigs, the poet, stares at the dead pig, curious how such bulk weight could be removed.

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It was too dead. Just so much
A poundage of lard and pork.
Its last dignity had entirely gone.
It was not a figure of fun.
Too dead now to pity.
To remember its life, din, stronghold
Of earthly pleasure as it had been,
Seemed a false effort, and off the point.
Too deadly factual. Its weight
Oppressed me- how could it be moved?
And the trouble of cutting it up!
The gash in its throat was shocking, but not pathetic. ('View of a Pig', *Lupercal,* pp.40-41)

Thistles: A Celebration of Uncompromising Energy

Wodwo is a transitory phase in Hughes's literary career. From *Wodwo* onwards Hughes has been more preoccupied with surrealism. His language becomes increasingly symbolic, ambiguous and obscure. This surrealistic language can be found in many poems of *Wodwo*. 'Thistles' is one such interesting poem. Thistles are widely distributed herbaceous weed of the daisy family, which typically have prickly stems. The poem highlights the qualities of the thistle. Hughes uses a combination of literary devices and an exaggeratedly violent language to create a history and context for this much-maligned plant of field and wasteland. Here, Hughes describes the life cycle of the thistles, and how difficult it is to get rid of them.

'Viking' as in Anglo Saxon poetry is a Scandinavian trader and pirate. Vikings invaded Britain in marauding bands and their invasions are described in the Anglo Saxon chronicle. 'Spike', which suggests spears and battle, and prepares for 'weapons', and 'the plume of blood'. That cows' tongues and hoeing hands are vulnerable and blameless indicate that the celebration of indomitable uncompromising energy. The word 'revengeful' blended with 'resurrection' hints at the idea of forgiving one's enemies. 'Crackle' is a marvelous use of synaesthesia. The onomatopoeia of 'thistles spike' is repeated and strengthened by phrases like 'grasped fistful' or 'frost thrust'. The poem ends with powerful words like 'burst off', 'fistful of', 'pressure', and 'blood'. All these things combine to convey a sense of clenched anger and spiked aggressiveness, all that is contrary to harmony and mildness. 'A plume of blood' is a nice surrealistic imaginative complex which unites a picture of the red top to the thistles head, the idea of stylish knighthood and the horrific picture of blood spurting from a bad wound. The phrase unites realistic, aesthetic and brutal elements. 'They are like pale hair and the gutturals of dialects' suggests that thistles are pale at the top and Vikings are thought of as fierce, cold, Nordic blondes. 'Gutturals of dialects' implies barbarians, uncouth, and incomprehensible,

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coming into a cultural world. Thistles like the Nordic blondes among civilized people seem uncouth among plants.

Everyone a revengeful burst
Of resurrection, a grasped fistful
Of splintered weapons and Icelandic frost thrust up
From the underground stain of a decayed Viking.
They are like pale hair and the gutturals of dialects.
Everyone manages a plume of blood.
Then they grow grey, like men.
Mown down, it is a feud. Their sons appear,
Stiff with weapons, fighting back over the same ground. ('Thistle', *Wodwo*, p.17)

Wodwo: Searching for Self-Identity

'Wodwo' is a light-hearted and charming poem when compared to the fiercely energetic poems like 'Thistles'. The speaker himself is a wodwo. Wodwo is a mystery word derived from the anonymous alliterative epic Sir Gawain and the Green Knight. He is the wild man of woods with whom Sir Gawain had fought. Hughes himself described Wodwo as some sort of satyr or half man or half animal, half all kinds of elemental little things, just a little larval being without shape or qualities, who suddenly finds himself alive in this world at any time (*Poetry in the Making,* pp.62-63). Hughes is a Wodwo, in fact, in all these poems, who is at once quiet and obscure, somewhat cynical about looking for an identity. Wodwo finds himself in a world inhabited by creatures whose relation to himself he does not understand. He does not know why his nose leads him to water or his hands pick bark off a rotten stump and he does not know who he is and what he is doing. He also appears to be shaped in a rather unexpected and unusual way. He concludes that all what he can do now is to explore the very queer nature of reality and is to go on looking. The language of the poem is at once quiet and obscure that mimics the obscurity of the self-identity lacking in an animal. The language becomes more questionable and uncertain. The exaggerated movement of the searching 'Wodwo' is recreated by the repetition of 'past these trees', as well as the ironic repetition in 'but there's all this what is it/roots roots roots', giving the uncertainty of the origin of the creature. Throughout 'Wodwo', the language superbly mimics a wary animal tentatively and a rather restive animal moving about in an unknown territory.

What am I? Nosing here, turning leaves over
Following a faint stain on the air to the river's edge
I enter water. What am I to split?
The glassy grain of water looking upward I see the bed
Of the river above me upside down very clear

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What am I doing here in mid-air? Why do I find
This frog so interesting as I inspect its most secret
Interior and make it my own? Do these weeds
Know me and name me to teach other have they
Seen me before, do I fit in their world? ('Wodwo', *Wodwo*, p.183)

Crow: A Bold Experiment with Language

Crow is a bold experiment in both style and language. Hughes, in fact, oversimplifies the range of technique to be found in *Crow* poems. The language of *Crow* poems is characterized by the absence of music and the deliberate use of a crude and colloquial journalistic language. The language is made ugly and flat. Here, Hughes's language and technique are more varied than before. The poet falls back upon the oldest poetic devices like nursery rhymes and ballads, folk songs and chants, repetitions and refrains, parallelisms and incantations. The language has not only a contemporary idiomatic ring but also echoes of ancient and traditional forms of discourse, such as the Old Testament, Anglo Saxon poetry, Milton and Marvell. The entire poetic sequence is, in fact, a hyperbole and understatement. There are few adjectives, and though the word 'black' is often used. Sentences are predominantly simple or compound, rarely complex. Hughes tries to convey whatever he wants with a minimum of words and statements taking a maximum of liberty with rhyme and rhythms. Every word is loaded with resonances and connotations from the heritage of language.

Lineage: A Biblical Incantatory Rhythm

The Bible has been a great influence on Hughes's language. The *Crow* sequence includes many inversions, parodies and semi-burlesque on the popular Christian concepts. 'You spent a lifetime learning how to write verse when it's been clear from your earliest days that the greatest poetry in England is in the prose of the Bible.' (Ted Hughes, Interview with Ekbert Faas, London Magazine, 1971, pp.5-20). Hughes's language in 'Lineage' has exactly that 'air of trial and error exploration' as it improvises its parody towards the production of *Crow*. The poem employs the biblical incantatory rhythms of the Old Testament 'begot verse'.

Who begat Adam
Who begat Mary
Who begat God
Who begat Nothing
Who begat Never
Who begat Crow
Screaming for Blood
Grubs, crusts
Anything

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Trembling featherless elbows into the nest's filth. ('Lineage', *Crow*, p.14)

The Battle of Osfrontalis: Language of Warfare and Phonology

Crow is a piece of super journalism. The poems are all short, and while many are rich in paradox and the kind of ironies. The colloquial or the everyday language is found in many Crow poems. In 'The Battle of Osfrontalis' even the simple humour becomes more interesting and sharper when Hughes juxtaposes, with the minimal statements of crow's reactions, a fanciful and satirical fusing of the language of warfare and phonology. At the end of the poem, one may arrive at a complex symbolic meaning.

Words attacked him with the glottal bomb
He wasn't listening
Words surrounded and over ran him with light aspirates
He was dozing
Words unfiltrated guerrilla labials
Crow clapped his beak, scratched it.
Words swamped him with consonantal masses
Crow took a sip of water and thanked heaven ('The Battle of Osfrontalis', *Crow*, p.34)

Crow and the Birds: Discarding Angelic Use of Language

'Crow and birds' is not only a special poem in Crow sequence but also for Ted Hughes himself. Terry Gifford and Neil Roberts say that Hughes throws out the eagles and chooses Crow, both literally and linguistically in the poem 'Crow and Birds' (*Ted Hughes: A Critical Study*, p.103). It is like discarding the angelic use of language upon finding its super simple and super ugly Crow. The verbs 'soared', 'trawled', 'swooped', 'flicked', 'sailed', 'zipped', 'drummed', 'tumbled', 'plumbed', 'bulbed', 'crooked', 'peered', 'spraddled', present each bird in a characteristic attitude. The verbs suggest that these birds are all trying to escape from the human world. However, Crow's verb 'spraddled' is interestingly set. It stands out as neologism and shows the clumsiest of his attitudes. This verb is specifically coined to display the uniqueness of Crow. While other birds are trying to escape, there is something uniquely interesting in the bird, which adapts to and thrives on the detritus of a seaside resort. Hughes's celebration of his Crow is genuine.

When the owl sailed clear of tomorrow's conscience
And the sparrow preened himself of yesterday's promise
And the heron laboured clear of the Bessemer up glare
And the bluetit zipped clear of lace panties
And the woodpecker drummed clear of the rotovator and the rose-farm
And the peewit tumbled clear of the Laundromat

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While the bullfinch plumped in the apple bud
And the goldfinch bulbed in the sun
And the wryneck crooked in the moon
And the dipper peered from the dew ball
Crow spraddled head down in the beach garbage
Guzzling a dropped icecream. ('Crow and the Birds, *Crow*, p.37)

A Disaster: Word Can Kill People

In 'A Disaster' Hughes challenges the everyday assumptions of our language. Part of the project of *Crow* is an attempt to reveal that many concepts in the language are, in fact 'man created', false protections from reality. 'A Disaster' makes a direct confrontation with the power of a man who created 'word' to distort reality. The poem is an exaggeration of a social process. Man creates words to symbolise his perceptions of reality. Sometimes, he creates the 'word', which represents the core of his ideology or metaphysic. Such a word can kill people, and this is the startling point of the poem. Here the statement is ironical. Certainly, the word of the poem is dependent upon men, but its relationship is reversed. In reality, the word is dependent upon people for its original creation and it cannot exist without them. Hughes says the death of a word is the end of an era. 'A Disaster' is not only a declaration one part of the *Crow* project but it is a model of the form and method of many of the poems.

There came news of a word.
Crow saw it killing men. He ate well.
He saw it bulldozing
Whole cities to rubble. Again, he ate well.
He saw its excreta poisoning seas.
He became watchful.
He saw its breath burning whole lands
To dusty char.
He flew clear and peered. ('A Disaster', *Crow*, p.33)

Truth Kills Everybody: Crow- An Animated Cartoon

The language of many of *Crow* poems is repetitive. David Lodge feels that Crow poems invite comparison with the animated cartoons and they relate Crow to the birds of Walt Disney and his imitators like Donald Duck, Mickey Mouse, Tom and Jerry, the Pink Panther and all the rest ('Crow and Cartoons', The Critical Quarterly, 1971, p.39). In 'Truth Kills Everybody' Crow seeks out Proteus to know the ultimate truth. Proteus was a sea deity who had the gift of prophecy as well as the power to assume different shapes. He knew the past, present and future but would always conceal his secrets. However, he would tell the truth if someone could outplay the various guises he assumed. Therefore, Crow attempts to hold on Proteus to attain the truth of

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self-knowledge. In this poem Proteus undergoes various metamorphoses that display great violence, horror and ugliness. First, he becomes the famous Achilles, son of the sea goddess Thetis; then he becomes the esophagus of a shark, but Crow could 'held' him. Then he changes into a naked power line 2000 volts, a screeching woman, a gone steering wheel, yet Crow could 'held' him'. Proteus assumes into the 'rising, fiery angel' and 'Christ's pounding heart' but Crow did not let him go. In final turn, Proteus assumes the shape of 'the earth' that shrinks to a size of a hand grenade and he is blasted to nothing.

A gone steering wheel bouncing towards a cliff edge
He held it.
A trunk of jewels dragging into a black depth
He held it.
The ankle of a rising fiery angel
He held it.
Christ's hot pounding heart
He held it
The earth, shrunk to the size of a hand grenade
And he held it he held it and held it and
BANG!
He was blasted to nothing. ('Truth Kills Everybody', *Crow,* p. 83)

Esoteric Mythology: Mystical and Mythopoeic Diction

With *Gaudete, Cave Birds: An Alchemical Cave Drama, Reamains of Elmet, Moortown* and *River* Hughes regains much of the suggestive depth and the semantic freedom of his language. It is a renewal of his poetic language. Hughes's earlier 'ritual intensity of music' returns. The later poetry has a mystical depth. The language becomes more complex and mythopoeic. Tertiary images are in use and the language tends to become more sacred, religious and time defying. Especially Jung's writings of alchemy have largely influenced Hughes's language. Alchemy, for Hughes, is a means of magical process of transformation or combination of body and soul.

Owl Flower: Fusion of Body and Soul-Language of Alchemy

The poems of *Cave Birds* are a superb combination of word and image. The language is quite symbolic. Since the poems are a synthesis of myth and psychology, the language often becomes obscure and ambiguous. The most frequent form in which the opposites are represented is the 'soror mystica' (union of body and soul). This is symbolically conveyed in the lines: 'like two gods or mud/sprawling in the dirt/They bring each other to perfection.' The same metaphor of this union is described in the language of alchemy in many poems: 'a seed in its armour'. The alchemists' favourite image of 'stone' appears as a fusion of the grain of wheat, the

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philosopher's stone- 'the egg stone', 'a gem' etc. These terms derived from alchemy suggest an alchemical fusion of body and soul. The poem is a testimony to Hughes's greatest achievement in the use of language.

The ship of flowers
Nudges the wharf of skin.
The egg-stone
Bursts among broody petals- ('Owl Flower, *Cave Birds*, p.58)

The Baptist: Submitting the Self

The phrase 'winding waters' in the poem 'The Baptist' has many mythical connotations. It is associated with the 'acqua divina' in which alchemists dissolved the impure body. It may be associated with the 'prima materia' relating to the moon, Isis and healing wisdom as mentioned in so many myths. It can be connected to Christian and other forms of baptism where the body is spiritualized. Finally, the phrase is also found among Jungian 'alchemical studies.' The poem suggests an evolving sense of submitting the self to, being lapped by, then enfolded, embalmed and bandaged in the primeval waters.

The Baptist
Enfolds you
In winding waters, a swathing of balm
A mummy bandaging
Of all your body's puckering hurts
In the circulation of sea. ('The Baptist', *Cave Birds*, p.36)

Adam and the Sacred Nine: A Celebration of Wholeness

In the poem 'Adam and the Sacred Nine', the phrase 'The Sole of a foot' conveys a celebration of wholeness. That a description of a simple sensuous act can achieve the profound symbolic unity is a clear confirmation of Hughes's artistic maturity. The complete unification of the metaphysical and the personal is suggested by the use of 'wild-rock' and 'warm'. In this poem, there is a complete unity between the vision of the poem and its language. The final statement of the poem 'I am no wing/ For you" is the human equivalent to the discovery of self-hood that concludes *Crow*. It is a personal expression of the symbolic marriage hinted at in *Cave Birds*. It is also a resolution of the metaphysical issues explored in *Gaudete*. It is a union of the blissful and humble, human with the world.

The sole of a foot
Pressed to world-rock, flat
Warm

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With its human map
Tough-skinned, for this meeting
Comfortable.
Since it was star blaze,
Grateful
To the rock, saying
I am no wing
To tread emptiness.
I was made for you.   ('Adam and the Sacred Nine', *Moortown*,p.170)

Salmon Eggs: A Language of Atonement

In the poetic sequence *River* the ritually intense elements of Hughes's poetic language reaches its finale. The language of these poems serves in aiming at the goal of religious consummation. A single creature is defined by its relationships with other creatures, with weather and season and landscape. Since 'All things draw to the river', it is therefore a language of atonement. The concluding poem of *River* sequence 'Salmon Eggs' is explicitly religious. The poem contains an unironic Christianised vocabulary. The poem moves through a series of oxymorons 'burst crypts', 'time-riven altar', 'harrowing crowned', ' ruptures and rendings' - appropriating on the way all the claims of the Christian mystery of transcendence –'the pond of unending water' and the salmon egg which is its 'blessed issue', towards river's simple annunciation: 'only birth matters'.

The river goes on,
Sliding through its place, undergoing itself
In the wheel
        I make out the sunk foundation
Of burst crypts, a bed rock
Time-hewn, time-riven altar. And this is the liturgy
Of earth's tidings-harrowing, crowned-a travail
Of raptures and rendings,
Sanctus, Sanctus ('Salmon Eggs, *River,* pp.120-24)

Conclusion

Ted Hughes often risks his meaning in his ceaseless exploration of the language which is, of course, the forte of the modern poet. But, when multiple meanings or ambiguity can today be acknowledged as enriching poetry, the risking of one meaning for a plethora of conflicting and protean nuances, is not only worth taking but commendable. Hughes's neologisms such as 'spraddled' are well warranted in this context and well-founded linguistically. When the sound echoes the sense or a portmanteau word hatches itself from two or more words whose fusion

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articulate the new idea or feeling, its Joycean spontaneity absolves it from the odium of being a cartel phrase or a fancy nonce word such as 'blurb'. That Hughes does not fight shy of adopting the linguistic devices of earlier poets - be they metaphysical, the neo-classical poets or such modern innovators as Hopkins. This open minded and unabashed exploitation of what is available to date, together with the tireless exploration of the tremendous potential of the English language, in order to articulate his non-verbal impressions, mark him out as a unique model for those who dabble in the mystical and desire to scribble it.

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Periyar in the Context of Socrates and Max Weber

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Courtesy: https://en.wikipedia.org/wiki/Periyar_E._V._Ramasamy

Abstract

Erode Venkatappa Ramasamy (1879-1973) is well known as *Periyar*, the great man. He is also referred to as *Thanthai* Periyar, the great fatherly man. He was an activist and politician who started the Self-Respect Movement and Dravidar Kazhagam. He is known as the 'Father of the Dravidian Movement'. He has spoken against caste prevalence and women oppression in Tamil Nadu. This paper aims at studying seminal concepts of Thanthai Periyar on caste system in India. It brings in the thought processes of Socrates and Plato linking them to the concept of justice for which Thanthai Periyar spoke across the State of Tamil Nadu. It also brings in the

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argument of Max Weber's remarks on the caste system in India. Periyar's thoughts are analyzed in the context of the works of Socrates and Max Weber in this paper.

Keywords: Periyar, Plato, Socrates, Max Weber

The question of justice has been taken up by the Greeks millenniums ago and they asked questions like: What is justice? Why do men behave justly? In the ideal state, how should women, children, and property be treated in the ruling middle class? Plato's *Republic* has been acknowledged as his culminating achievement which analyses questions regarding justice and its political implications. Thinkers and philosophers have engaged themselves in political philosophy and have analysed how human societies have handled justice. Max Weber and Periyar have analysed human justice as it is practiced in India. Being an activist, Periyar suggests radical changes in society to bring in social and political justice.

Periyar demands egalitarianism and equal opportunities to everyone and says in his speech in Kanyakumari in 1958:

> Today, we are citizens of one country. We are Tamilians of Tamilnadu. We are today brought together. Our unity is strengthened. We are today linked as one family because we are all now citizens of one country. We have to work together for achieving our ideals as we are all classified under one caste. So far as I am concerned, even before 35 years ago, I led the agitation in Tamilnadu to eradicate the social evils particularly the hateful 'untouchability.' For over thousand years we were not allowed to enter some of the public roads. Those who are now aged at least 50 years may recollect those days. Youngsters of this generation may not know these things of the past. If there had not been the agitation in those days, today many of us would not have the right to pass through many of the roads. In those days, conditions were very bad in this country. The Government was in the hands of the orthodox Brahmins. The Varnashrama Dharma was in its full sway. In our country, the advent of the Non-brahmin Movement redeemed a number of rights to the non-brahmins. The Non-Brahmin Movement successfully combatted the Brahmin domination. That Non-Brahmin Movement was popularly known as the Justice Party, named after its journal *Justice*.

The Justice Party enabled that all the people could make use of all the roads and even brought in a legislation for everyone to make use of the water from the wells. It helped all the people enter the Panchayats, Municipalities, Taluk Boards, District Boards, and Legislative bodies. Nominations for official posts were accepted from all people in an equal manner. These changes were brought in before the days of Gandhiji's radical reforms in the country. When Periyar was the Secretary of the Tamil Nadu Congress Committee, a sum of Rs.48,000 was sent to Tamilnadu as grant from the AICC to construct separate schools and temples for poor people.

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But the state was very progressive and allowed *all* the students irrespective of their socio-economic backgrounds, to study in the same school. Justice Party carried a propaganda in Tamil Nadu for the abolition of castes and untouchability and encouraged Inter-caste marriages. 'Samabandi Bojanam' (Inter-dining) became the order of the day. Leaders such as Dr. T.M. Nair and Sir P. Theagarayar educated the masses by their incessant and extensive propaganda.

Caste was the major obstacle in carrying out these social reforms in Tamilnadu, as the intelligentsia believed in racial superiority and hierarchy. Democratic ideals still had not made inroads into the minds of educated people who held on to social hierarchies as positions of political power. Periyar argues that it is caste that helped people to build a guilt-less attitude to suppress fellow human beings. Further, in India, caste is sensitively interwoven with legends, myths, epics and religious rituals and finally temples. The roots of caste are very deep and intertwined with various cultural and political reasons. He says in a speech in 1961:

> It is not enough if you say that caste has to be removed in our society. We have to uproot the beginnings of caste – from which it is born. To do this, one needs boldness and courage. Thinking that caste will go away if we change our gods, is foolishness. The roots of caste are deeper. (*Periyar Inrum Enrum* 190)

In an essay in *Kudiarasu* in 1949, he says that the concept of religion has to be examined carefully. Mankind needed certain codes when they began living in huts after evolving from the world of animals. Men needed an association, a common front and got ready to live in society. These codes are now known as religion. Men created more codes to make sure people fall in line and live accordingly, and it is at this time the concept of god is born, to make sure that everyone abides by and agrees to respect the common code. People have to be told there will be punishment, if they do not abide by the general principles of society. These codes are created according to the geographical location of a people, the level of intelligence and the quality of mind and strategic thinking and so on. The intelligent man among these societies might change the codes to suit his convenience and it is highly possible the rest of the innocent people might have simply believed these codes without questioning and changing them (*Periyar Inrum Enrum* 210).

In his speeches and writings Periyar links this process of religion and code creation with the development of caste. He feels in this system of codes there has been no social justice practiced, and he wants it to be done as early as possible. Religion creates injustice, he says, and it does not encourage people to work hard. Instead it argues that a drop of ash on human body can clean all the sins of a man, and thereby it does not lead him into self-interrogation and self-knowledge. (*Periyar Inrum Enrum* 211)

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In Book 1 of *Republic*, Socrates says that justice is conventionally established by the strong in order to ensure that the weak will serve the interests of strong. Some rich and powerful man or mighty man "who had a great opinion of his own power, was the first to say that justice is doing good to your friends and harm to your enemies" (37). Social justice cannot be segregated into two types: one for a set of people who are perceived to be good; and another for a set of people who are perceived to be bad. Justice has to go beyond the common perceptions of good and bad. The other person (Thrasymachus) to whom Socrates is speaking to says, "I proclaim that justice is nothing else than the interest of the stronger" (40). Thrasymachus goes on to say:

> And the different forms of government make laws democritical, aristocritical, tyrannical, with a view to their several interests; and these laws, which are made by them for their own interest, are the justice which they deliver to their subjects, and him who transgresses them they punish as a breaker of the law, and unjust. And that is what I mean when I say that in all states there is the same principle of justice, which is the interest of the government; and as the government must be supposed to have power, the only reasonable conclusion is, that everywhere there is one principle of justice, which is the interest of the stronger." (41)

Traditionally, the concept of justice favours the ruler and aims at work efficiency and order and not social equality and impartiality. This is the ancient general establishment and it is this political philosophy that Socrates aims at breaking through projecting a new definition of justice for all.

Caste system must have been viewed as a just practice in a hierarchically ordered society and would have been considered as a system of social order. "These caste organizations, like quasi-trade unions, facilitate the legitimate defense of both internal and external interests of lower castes. To be sure, substitutes might well be found for these organizations (Weber 17).

Religion gave hopes to the under-privileged and the socially oppressed people did not resist the social order of the day, and it has to be analyzed and it is this angle Periyar takes up for enquiry. Instead of resisting the non-egalitarian social order, the suppressed people have accepted it meekly and this infuriates the reformer, Periyar.

Max Weber says that in India the "social order is expressed primarily in the interrelation of the doctrinal and ritualistic ethical aspects of religion" (Weber 21). Indian society was more ruled by a social code called *dharma* rather than by an institutionalized religion of the western world, and hence quite naturally social hierarchy was institutionalized and rigid where shifts were/are not possible. "The everyday dharma of the caste derives its content, in large measures, from the distant past with its taboos, magical norms, and witchcraft." Moreover, this "dharma…

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is more extensively, and in practice, more significantly an exclusive product of the priesthood and its literature than the present-day ritualistic commandments" of western religion (Weber 25). This fact has socially significant consequences.

In 1928, in essays in *Kudiarasu*, Periyar wrote that there was no such religion as Hinduism, and it was actually a ritualistic explanation given to a particular caste's way of life. Hence, separate education was extended to separate groups to keep up this special learning. The system expanded even to general grammar later, and thus it kept this special education away from the general public (*Periyar Inrum Enrum* 76-77). It is actually the ritualistic commandments of a people which aimed at disciplining the body, mind and soul. The social order kept this discipline away from the normal man and excluded others so that the rigidity and the social power will be retained. Hence, Periyar argues, we can infer that Indian social order and organization aimed at empowering sections of society in different arena; and the systems of power devised rules to retain this social code. Social justice aimed at social organization was built in a hierarchical manner.

Rational thinking became very dominant in the West during the nineteenth century, and its impact was felt in India. Rationalism became a powerful and active social and political thought in India during the nineteenth and twentieth century (Quack 4). Indian social reformers began creating another social order of an egalitarian society, and wherever power structures were ruling high, these social activists cut them to normal size to bring about equality. Thanthai Periyar is one of these powerful reformers who brought equality among men and women and among various castes.

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Genre Analysis and the Hard Sciences:
An Investigation of Research Proposal Introductions in Agricultural Science Discipline

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Abstract

This paper examines the schematic structure and linguistic analysis of research proposal introductions (RPIs). Twenty MPhil Research Proposal Introductions written by Agricultural Science students of the University of Cape Coast were randomly selected. The study used Swales' revised Create-A-Research-Space (CARS) model to account for the schematic structure of the *moves* found in MPhil research proposals. The findings revealed that three obligatory *moves* are used by the writers to realize their communicative purposes in RPIs. These *moves* correspond to the Swalesian revised CARS' model but there are differences observed in the selection of steps as most of the Research Proposal (RP) writers tend to select *step* 1a (indicating a gap) of *move* 2 instead of the other *steps*. The RP writers also seem not to state the structure of their Research Proposals (RPs) as found in Research Articles (RAs). The study also found that the RP writers normally highlight differences in the steps without observing a linear form of *moves* as noted in the CARS model. The complex sentence with the simple sentence was found predominantly used by the RP writers. Sentences with a maximum of two dependent clauses were equally preferred by the writers. This study has immense significance to discipline specific instructors, graduate students and future researchers.

Keywords: genre analysis, *introduction,* genre, *discipline*, research proposals, agricultural science

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1.0 Introduction

In the past three decades, scholars in genre studies have shown considerable interest in research article (henceforth, RA) together with its multi-sections such as the introduction in different disciplines (Anthony, 1999; Nwogu, 1997; Ozturk, 2007; Posteguillo, 1999; Samraj, 2002), abstract (Hyland, 2000; Li, 2011 Samraj, 2005), literature review (Bruce, 2014; Kwan, 2006), method (Lim, 2006), discussion and conclusion (Yang & Allison, 2003). Two of the reasons for showing such an overwhelming interest are that the RA is easily accessible and provides knowledge to sustain the academic community.

Another academic genre that has drawn the attention of scholars is students' dissertations (Bunton, 2002; Paltridge, 2002, Ridley, 2008; Shaw, 2003) and theses (Al-Ali & Sahawneh, 2011; Hewings, 1993; Samraj, 2002; Taherah & Sayyed, 2014) written as part of institutional requirement for the award of various degrees ranging from first degree to terminal degrees respectively. The dissertations and theses have sections such as acknowledgements, abstracts, introductions, methods, discussions, results and conclusions sections. These sections have also been studied extensively. The dissertations and theses are written by students by way of contributing to the sustenance of knowledge in the academic community. Hence, contribution to knowledge is not only done by experts/academics as claimed by Swales (2004) but also the students who are known as novice/neophyte. Since the two groups, thus, academics and neophyte contribute to knowledge creation in the academic community and scholars have shown interest in RAs, there is the need to also consider another important academic genre, the research proposal or prospectus (henceforth, RP). This is because the RP though produced by students, is a way they indirectly declare their intentions of adding to existing knowledge.

The RP according to Al-Riyami (2008: 1) is 'a detailed description of a proposed study designed to investigate a given problem.' It is also an important document written for a review committee in a university or for a research-funding agency. It describes what a proposed research is about, what it is trying to achieve and how it will go about doing that and what we will learn from it and why it is worth learning (Punch, 2003: 268). RP as used in this study is written by graduate students who have expressed interest in joining the academic discourse community.

Just as research articles (RAs) can be written in different disciplines, the research proposals (RPs) as well, can be found in different disciplines. One of such disciplines identified is Agricultural Science. It has been observed that (RPs) in Agricultural Science have not attracted much attention although relatively few studies have been conducted in the discipline (Rubio, 2011; Shi & Wannaruk, 2014). These studies have been conducted on the RAs of Agricultural Science and not in the RPs. Thus, studies on RPs in Agriculture Science have not attracted attention from scholars as far as we know.

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In this study, Swales' modified version of the CARS model is used to identify the schematic structure of RP introductions written by Agricultural Science Master of Philosophy Students. This approach will help to find out the *moves* and *steps* used in realizing the communicative purpose of the writers. The study will also make a linguistic analysis of the *moves* and *steps* to identify linguistic items that are predominantly and least used by the RP writers to help in interpreting the use of these linguistic items. According to Bhatia (1993: 25), analyzing frequency of syntactic properties is useful because it will provide the empirical evidence to confirm or disprove some of the intuitive and impressionistic statements that we all tend to make about the high or low incidence of certain lexico-grammatical features of various genres. This study will thus, be analyzed based on four paradigms:

a. Frequency of occurrence of *moves* and *steps*
b. Sequence/ordering of the *moves* and *steps*
c. Textual space allocated to the *moves* and *steps*
d. The linguistic realizations of *moves* and *steps* in terms of structural type of sentences.

Thus, it will therefore be in order to find out the applicability of Swales' (1990, 2004) revised version of the CARS model in order to add to the existing stock of knowledge in the literature. Additionally, the study will help create the awareness among both graduate students and their instructors who find themselves in the discipline, how knowledge is reported in the discipline. Hence, instructors in the discipline, Agricultural Science, will have the empirical evidence to know how their students report knowledge in the discipline. The results of the study might help the instructors to identify the strengths and weaknesses of their students and help them (the students) to overcome such difficulties. Where it becomes necessary to mount a course or readjust the course outline to help the students, it will not be a difficult thing to do. Future researchers may also be compelled to find out how knowledge is reported in other sections of the RP in the same discipline or in different disciplines.

2.0 Notions of *introduction* and *discipline*

'Introduction' as a genre, according to Bhatia (1993:79), is conventionally understood as a piece of discourse which introduces other forms of lengthy discourse, be it a research article, a project report, a laboratory report or a student essay. It is the introduction that motivates research writing and justifies its publication (Swales, 1990:138). Writing of introduction has been identified by Swales (2004) as the most difficult thing to do. Hence, many students' writers find it very difficult to write but it is the introduction that gives readers the impetus to read. Rubio (2011:259) also confirms that the introduction as an opening paragraph, poses quite a challenge for both native and non-native writers because it is this section that they project themselves for the first time. Hence, it is therefore necessary to identify what constitutes the introduction in research proposals.

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After Swales' (1981) pioneering work on research article introductions (RAIs) in three different disciplines: hard sciences, social sciences and health and life sciences, RAIs in different disciplines have also received an overwhelming attention from scholars. The introductions sections of RPs on the other hand, as far as we know, have received relatively little attention from scholars and it is our aim to fill this gap created in the existing literature.

Becher (1989) holds the view that there are no simple definitions of the term discipline and that the concept of academic discipline is not as straightforward as it would appear and where the boundaries lie between one discipline and another, is a difficult thing to do. Despite different opinions shared by scholars on the word, 'discipline' (Thompson, 2001; Afful, 2005; Youngblood, 2007), in the present study, discipline is used in line with Slavicek's (2012) definition as 'classification of knowledge'. Mac-Donald, 1994 in Becher (1989) classifies academic disciplines into soft and hard sciences. Hard sciences according to him, include science disciplines while soft science disciplines include the discipline in the humanities and social sciences. Hence, Agricultural Science can be classified under hard sciences and it is this discipline that the present study focuses on. This discipline, as an applied science, has different branches: crop science, animal science, soil science and agriculture engineering. Each of these branches is considered as a part of the discipline, Agricultural Science.

3.0 The Revised Version of Swales' (1990, 2004) Create-a-research-space (CARS) Model
Swales (1990, 2004) formulated a model known as the create-a-research space (CARS). This model was used in analyzing research article introductions (RAIs) in three disciplines: hard sciences, social sciences and health and life sciences. Swales identified four moves initially in the three disciplines, but he was criticized and later had to revise the model. In revising the model, he identified three moves instead of the initial four moves. It is this revised model that is used in analyzing the RPs of Agricultural science MPhil students.

The introduction of an RA normally displays a three-move approach as found in Swales' revised version of the CARS model. The first *move* known as *Move* 1- (Establishing a research territory) is comprised of three *steps*: claiming centrality, making topic generalization(s) and reviewing items of previous research. *Move* 2- (Establishing a niche) comprises four *steps*: counter claiming, indicating a gap in research, raising questions and continuing a tradition. Swales is of the view that two of the four *steps* are most frequently used. These are counter claiming and indicating a gap in research. Continuing a tradition and raising questions are barely found in introductions of several disciplines. *Move* 3 - (Occupying a niche) is made of four *steps*: outlining purposes, announcing present study, announcing principal finding and outlining RA structure. Swales points out that these *moves* and *steps* constitute an RA introduction. The following is a table that illustrates the various *moves* and *steps* found in the revised model.

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Table 1

Swales' modified version of the CARS model

MOVE 1	ESTABLISHING A TERRITORY
Step 1	Claiming centrality
	and/or
Step 2	Making topic generalization(s)
	and/or
Step 3	Reviewing items of previous research
MOVE 2	**ESTABLISHING A NICHE**
Step 1A	Counter-claiming
	or
Step 1B	Indicating a gap
	or
Step 1C	Question-raising
	or
Step 1D	Continuing a tradition
MOVE 3	**OCCUPYING THE NICHE**
Step 1A	Outlining purposes
	or
Step 1B	Announcing present research
Step 2	Announcing principal findings
Step 3	Indicating significance of study

Source: (Swales, 1990: 141)

The essential concept that underlies Swales' rhetorical analysis is the *move*. A *move* according to Swales (2004:226) is a rhetorical or discoursal unit that performs a coherent communicative function. It is a functional unit and not a formal unit. Indeed, the various constituent of a move is termed a step. Hence, we find that in the three *moves* identified by Swales, each has a number of steps that make up the *move*. In the current study, a slight modification has been made because research proposal writers do not indicate the structure of their proposals as found in the CARS model, hence, we have replaced *step* 3 of *move* 3 by *indicating significance of study* as found in the Table above.

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4.0 Research Questions

This study tries to find answers to the following research questions.

1. What organizational structures (*moves* and *steps*) characterize the research proposal introductions (RPIs) in Agricultural Science (AG)?
2. What linguistic resources in relation to structural types of sentences are predominantly and least employed in the RPIs of AG to help the writers accomplish their communicative purposes?

5. 0 Data Collection Procedures and Method of analysis

5.1 Data Collection Procedures

The corpus for the study is extracted from MPhil proposals written by graduate students of the College of Agriculture and Natural Sciences in the University of Cape Coast. 20 RPs written by the graduate students and submitted in 2010 for admission into the Graduate School were randomly selected. The choice for the RPs as the main source of data is based on a reason that Agricultural Science as a discipline, as far as we know, has received relatively little attention. Also, Swales' revised version of the CARS model has been found suitable in analyzing different disciplines, hence, it will be appropriate to find out the applicability of the model on the discipline, Agricultural Science.

Our interest is in analyzing only textual data as against other forms of data such as ethnographic (participant observation, interviews). A reason for focusing on textual analysis is to ensure an in-depth analysis of the data in order to identify the actual constituents of *moves* and *steps* that the AG writers use in realizing their communicative purposes. Additionally, if we are able to increase the number of data used by the AG writers, our findings can be generalized (Dornyei, 2007) as compared to studies that limit themselves to few data which makes it very difficult to generalize findings. It has been noticed that studies that combine other forms of data such as interview and observation data seem not to deal with large number of data (Bin, 2006; Jalilifar, et al, 2013).

5.2 Method of Data Collection and Analysis

An introductory letter was sent to the Department of Soil Science which is one of the subdivisions of the College of Agriculture and Natural Resources in the University of Cape Coast. The administrator in the department instructed her subordinate to offer the needed help. Thus, files containing students' MPhil research proposals were given out to enable us select those that we needed. After randomly selecting the RPs, we made photocopies of the 20 RPs selected and returned the originals to the administrative worker. In order to avoid ethical problems in relation to research, the names of the students together with their index numbers were covered before

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photocopying. Each data was coded in order to help distinguish one from the order and to index the data. Pseudonyms such as AG1, AG2, AG3, AG4 … to AG20 were used to make it easy in identifying each data. The next step was to read each data thoroughly to identify and label the *moves*. This is in agreement with the CARS model because according to Renu et al (2013) the first step to take in genre analysis is to identify and label the *moves* and *steps*. To ensure consistency and reliability of the data, two research assistants who are experts in the field of study were employed. Thus, problems that were found in the identification and labeling of the *moves* and *steps* were resolved through discussions. The next step after the identification and labeling of the *moves* and *steps* was to identify the number of times each *move* appears in a data (the frequency of occurrence of the *moves* and *steps*). This identification was also followed by indicating the order of the *moves* and *steps* and the textual space allocated to each of the *moves*. Textual space according to Afful (2005) is the allowable grammatical unit that makes up each *move*. Thus, textual space can be identified in terms of units such as a word, phrase, clause and a sentence. In this study, the sentence was selected as the unit for measuring the *moves* and *steps*. Hence, the number of sentences found in each *move* was counted. The frequency of occurrence and textual space allocated to each *move* determine the relative importance the writers attach to each *move* (Afful, 2005).

The identification and labeling of structural type of sentence based on Quirk et al's (1985) classification of sentences into simple and non-simple sentences (complex, compound and compound complex) was next considered. Each sentence which was found a move was marked as being S (Simple), Cplex (complex), C (compound) and CC (compound complex). A quantitative analysis was done to help identify which structure was predominantly and least used in realizing the communicative intentions of the writers. Various interpretations have been given to explain the writers' choices following the examples of Wiredu (2012).

6. 0 Results and Discussions
In analyzing the data, the following procedures were observed: frequency of occurrence of *moves* and *steps*, sequence of *moves* and *steps,* textual space allocated to *moves* and *steps* and linguistic realization of *moves* and *steps* in terms of structural types of sentences.

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6.1 Frequency of occurrence of moves and steps

Table 2

Frequency of Moves and Steps in AG data

Moves	Steps realizing the moves	No of AG RPs with moves/ steps	Total= 20 Freq.%
1. Establishing a territory	1. claiming centrality	1	5%
	2.making topic generalization(s)	5	25%
		6	30%
	3. reviewing previous research	8	40%
	1, 2 &3		
2. Establishing a niche	1a. counter claiming	1	5%
	1b. indicating a gap in previous research	11	55%
		0	0%
	1c. raising questions	0	0%
	1d. continuing a tradition		
3. Occupying the niche	1a. outlining purposes/research questions	6	30%
	1b. announcing present research	0	0%
		0	0%
	2.announcing principal findings/expected outcome	0	0%
		0	0%
	3.indicating significance/contributions	10	50%
	of study	3	15%
	1a & 3		
	1a & 2		

From the table above, three *moves* were found in the RPIs of Agricultural Science. These moves are *move* 1 (Establishing a territory), *move* 2 (Establishing a niche) and *move* 3(Occupying the niche). In the case of *move* 1, it is realized by three steps. These steps are not sequenced as found in Swales' revised CARS model. 8 (40%) of the AG writers combined all the three *steps* in realizing *move* 1 while 6 (30%) used only step 2 in realizing the *move*. For *move* 2, the step that was most frequently used is *step* 1b. This is because 11 (55%) of the AG writers used this step in

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realizing the *move*. This confirms a modification in the CARS model made by Swales (2004). According to him, the *step* that has been found most frequently used is *step* 1b. *Steps* 1c and 1d of *move* 2 are no longer used since most of the RP writers find it more appealing to use *step* 1b *indicating a gap in research* than any of the other *steps*. Thus, it was found in the analysis that none of the writers used *steps* 1c and 1d to realize the *move*. Indeed, it can be observed that though the study dealt with research proposal as data, it was found that the constituent of an RAI seems to be similar to the RPI. In the case of *move* 3, 10 (50%) of the RP writers combined *steps* 1a and 3. Also, 6 (30%) of the RP writers used only *step* 1a in *move* 3. It was also found that the RP writers did not show interest in using *steps* 1b and 2 in realizing *move* 3. The writers' choices made in RPI showed that they did not select the same *steps* to realize each of the *moves*. Hence, in just a single discipline, there are different ways of reporting knowledge.

6.2 Sequence of *moves* and *steps*

In this part of analysis, the study showed interest in how the *moves* are ordered or arranged in each of the data. The study showed interest in finding out whether or not the *moves* appear in a linear order as found in the CARS model. The following is a table that shows how the *moves* and *steps* are ordered in the data.

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Table 3

Sequencing of Moves in RPs of AG

Move Patterns	Count T-units	Percentage
1 Move Sequence (Total = 1) 1	1	5%
2 Move Sequence (Total = 5) 1 > 3	5	25%
3 Move Sequence (Total = 5) 1 > 2 > 3	5	25%
4 Move Sequence (Total = 2) 1 > 2 > 1 > 3	2	10%
5 Move Sequence (Total = 2) 1 > 2 > 3 > 1 > 3	2	10%
6 Move Sequence (Total = 5) 1 > 2 > 1 > 3 > 1 > 3 1 > 3 > 1 > 3 > 1 > 3 1 > 2 > 1> 2 > 1 > 3 1 > 2 > 1> 2 > 3 > 1 1 > 3 > 1> 2 > 3 > 1	1 1 1 1 1	5% 5% 5% 5% 5%

Table 3 above illustrates the *moves* as they appeared in the AG data. In all, three *moves* were found in the entire data. These are *moves* 1, 2 and 3 as found in Swales' CARS model. It was however, found that only 5 (25%) of the RP writers observed a 3-*move* sequence (1>2>3) in their RPIs. Surprisingly, 1(5%) of the writers observed a 1-*move* sequence. It was also found that 5

(25%) of the RP writers observed a 6-*move* sequence yet each has a different order. An observation made from such an order is that some of the *moves* are repetitive. This is because it was found that the RP writers used *move* 1 more than once in a data. In the 5-*move* sequence (1>2>3>1>3) for example, it was found that *moves* 1 and 3 are repetitive. In the same manner, in the 6-*move* sequence, *moves* 1, 2 and 3 are also cyclical. By implication, the RP writers seem to be inconsistent in their choices of *moves* since about 15(75%) observed an order different from one another.

6.3 Textual Space Allocated to *moves* in RPIs of AG

The number of sentences that are found in each *move* was considered. The table below illustrates the spaces allocated to each of the moves.

Table 4

Textual space allocated to *moves* in RPIs of AG

Moves	No. of T-units	Percentage
Move 1 (establishing a territory)	336	72.57%
Move 2 (establishing a niche)	20	4.31%
Move 3 (occupying the niche)	107	23.11 %
Total	**463**	**100%**

From the table above, *move* 1 *establishing a territory* has a total of 336 (72.57%) sentences and it occupies the largest textual space, it is followed by *move* 3, *occupying the niche*. The least textual space is occupied by *move* 2 *establishing a niche*. The RP writers attach greater significance to *move* 1 because it is the *move* that is supposed to persuade members in the academic discourse community they hope to join, to accept that their RPs are researchable. This same *move* is used by the RP writers to convince their readers that they are conversant in their field of study and they have a deeper knowledge in identifying current-state-of-the-art knowledge in the area of study. All these contribute to the expansion of the textual space. It is, therefore, unsurprising that *move* 1 occupied the largest textual space.

Move 2 occupied the least textual space. This observation has been found in other studies. A reason might be that the RP writers lay emphasis on just one of the steps (step 1a) and do not focus on the other steps.

6.4 Linguistic Realizations of the Moves

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The linguistic structures in terms of structural types of sentences found in each of the moves can be illustrated in the table below.

Table 5

Structural Types of Sentences in Move 1

Types	No of Sentences in AG	%
Simple	110	32.73%
Complex	177	52.67%
Compound	26	7.73%
Compound complex	23	6.84%
TOTAL	**336**	**100**

From the table above, 177 (52.67%) complex sentences were used by the RP writers to realize *move* 1. This means that the most frequently used linguistic structure is the complex sentence. The complex sentence is a sentence which has one main clause and one or more dependent clauses (Quirk et al, 1985). This type of sentence is non- simple. It also means that such a sentence can consist of two, three, four or more clauses. The complex sentence is the most preferred choice made by the writers in realizing *move* 1. The next choice the RP writers make after the complex sentence is the simple sentence which is a sentence made of a subject and a predicate. The compound complex is the least used in realizing the *move*.

Table 6

Structural Types of Sentences in Move 2

Types	No of Sentences in AG	%
Simple	6	30%
Complex	13	65%
Compound	0	0%
Compound complex	1	5%
TOTAL	**20**	**100%**

It is indeed obvious that the complex sentence is the most preferred choice of structural type of sentence used in realizing *move* 2. From the table above, 20 (100%) sentences were used

by the RP writers in *move* 2, 13 (65%) of the sentences are complex while the compound sentence which is made of two independent clauses was not used by the RP writers. The next choice after the complex is the simple. By implication, the choice of sentence structure for *move* 1 is similar in *move* 2 despite the differences in communicative purposes.

Table 7

Structural Types of Sentences in Move 3

Types	No of Sentences in AG	%
Simple	17	15.88%
Complex	82	76.63%
Compound	6	5.60 %
Compound complex	2	1.86%
TOTAL	107	100%

The complex sentence is still the most preferred choice used by the RP writers in *move* 3. A total of 82 (76.63%) of the sentences used are complex. The simple sentence is the next choice after the complex while the least preferred choice is the compound complex 2 (1.86%).

The complex sentence is the most preferred structure used in realizing the *moves*. The simple sentence is the second choice of the RP writers. The compound and the compound complex seem not to be appealing to the RP writers; hence, they are barely used in the data.

The choice of the complex sentence is significant. According to Wiredu (2012), the choice of the complex sentence allows for the pile of information. It also allows for information ranking. Ranking simply mean that ideas in the information are arranged in such a way that while some ideas are found to be most important others are support the main idea only.

Indeed, the analysis has indicated that the communicative purpose seems to have no influence on the choice of the structural types of sentences. This is because each of the *moves* has a different communicative purpose, yet the RP writers choose between the complex and the simple.

It was also observed that the compound complex sentences are barely used in each data but then the compound complex has some features of the complex sentence. That is to say that the compound complex also has the feature of dependency. Based on that it was found necessary to

consider sentences that have dependent clauses and those without the dependent clauses in each of the *moves*.

Table 8

Distribution of dependent clauses in Move 1

1.	Sentences without dependent clauses	No of sentences in AG	%
	Simple	109	32.44%
	Compound	26	7.73%
2.	**Sentences with dependent clauses**		
	Complex	178	52.97%
	Compound complex	23	6.84%
	TOTAL	**336**	**100**

It is obvious from the table above that sentences with dependent clauses (complex and compound complex) are the most preferred choice made by the RP writers in achieving *move* 1. This is true in the sense that out of 336 (100%) sentences used in *move* 1, 201 (59.81%) are sentences with dependent clauses while 135 (40.17%) are sentences without dependent clauses. The following is an example of a sentence with dependent clause taken from the data.

An example:
> **1.** *Surveys have shown that over 75% of farmers in Ghana do not control the black pod disease at all while about 2-3% sprays between one and two times in a season.* **AG13**

In sentence 1 above, there are two dependent clauses: 1) *that over 75% of farmers in Ghana do not control the black pod disease at all* and 2) *while about 2-3% sprays between one and two times in a season.* The dependent clauses point to the fact that all the ideas in the sentence are not of the same status. There is a main idea that is *Surveys have shown.* This main idea is supported by the dependent ideas. The use of such sentences helps the RP writers to expand ideas in sentences.

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Table 9

Distribution of dependent clauses in Move 2

1.	Sentences without dependent clauses	No of sentences in AG	%
	Simple	6	30
	Compound	0	0
2.	**Sentences with dependent clauses**		
	Complex	13	65
	Compound complex	1	5
	TOTAL	**20**	**100**

From the table above, sentences with dependent clauses are the most preferred choice of the AG writers since out of the 20 (100%) of the sentences used, 14 (70%) have dependent clauses. The following example also attests that such sentences allow for idea expansion.

An example:

2. *There is sufficient evidence that there is not much research on socio-economic aspect of the mango industry in Ghana.* **AG16**

In sentence 2 above, the RP writer could have ended just immediately after the main clause, *there is sufficient evidence* and this could have served a purpose but to ensure that the readers get the deeper meaning of such a structure, the RP writer decided to expand the piece of information through the use of the dependent clause, *that there is not much research on socio-economic aspect of the mango industry in Ghana*. The use of the dependent clause also informs readers that ideas expanded in the dependent clause indicate that there is a level of dependency in such sentences. That is to say that the dependent clause depends solely on the independent clause to make meaning.

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Table 10

Distribution of dependent clauses in Move 3

1.	**Sentences without dependent clauses**	**No of sentences in AG**	**%**
	Simple	17	15.88
	Compound	6	5.60
2.	**Sentences with dependent clauses**		
	Complex	82	76.63
	Compound complex	2	1.86
	TOTAL	**107**	**100**

Indeed, sentences with dependent clauses are still the most preferred choice of the RP writers despite the differences in the communicative purposes in each of the moves. In realizing Move 3, the writers select a total of 84 (78.49%) which are sentences with dependent clauses. The following is an example used by one of the writers.

An example:
3. *The research is important because it will focus among other things, the various principles of the control methods of Chromolaena odorata.* **AG1**

The sentence above has a dependent clause *because it will focus among other things, the various principles of the control of chromolaena odorata.* By implication, the use of such a dependent clause is elaborating on the main idea in the sentence.

The analysis done here has shown that the RP writers have preference for the use of sentences with dependent clause in realizing different communicative purposes expressed in each move. This observation confirms that in the dependent clauses, ideas that the RP writers want to express in sentence are ranked in such a way that the most important ones can be found in the independent clause while the supporting ideas are also found in the dependent clauses.

Again, the analysis has shown that even though the communicative purpose of each move is different the RP writers prefer sentences with dependent clauses in realizing each move

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identified in their RPIs. Hence, it is not the communicative purpose that influences the choice of structural types of sentences to use.

Another observation made is that the dependent clauses selected by the RP writers are of varying numbers. It was found that while some make use of one dependent clause, others make use of two or more.

Table 11
Number of dependent clauses per sentence in Move 1

Types	No. of sentences in AG	%	Total no. of clauses
Sentences with 1 dependent clause	139	69.15	139
Sentences with 2 dependent clauses	34	16.91	68
Sentences with 3 dependent clauses	24	11.94	72
Sentences with 4 dependent clauses	3	1.49	12
Sentences with 5 dependent clauses	1	0.49	5
Sentences with 6 dependent clauses	-	-	-
TOTAL	**201**	**100**	**296**

Sentences with one dependent clause are the most preferred choice of the RP writers since out of 201 (100%) sentences used in *move* 1, 139 (69.15%) have one dependent clause. Sentences with two dependent clauses 34 (16.91%) are the next preferred choice. The margin between sentences with one dependent clause and two dependent clauses is wider than that between sentences with two dependent clauses and three dependent clauses. This observation indicates that sentences with one dependent clause are the most frequently used by the RP writers. On the other hand, sentences with five dependent clauses are barely used.

A reason for the pervasive use of sentences with one dependent clause is that it helps the RP writers to be simplistic in relation to the kind of meaning they hope to convey. Using sentences that have more than three dependent clauses might lead to ambiguity, dangling modifiers and other

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meaning related problems which in our view, are avoided by the RP writers through the predominance use of sentences with just one dependent clause.

Table 12
Number of dependent clauses per sentence in Move 2

Types	No. of sentences in AG	%	Total no. of clauses
Sentences with 1 dependent clause	8	57.14	8
Sentences with 2 dependent clauses	6	42.85	12
Sentences with 3 dependent clauses	0	0	0
Sentences with 4 dependent clauses	0	0	0
Sentences with 5 dependent clauses	0	0	0
Sentences with 6 dependent clauses	0	0	0
TOTAL	**14**	**100**	**20**

The table above indicates that sentences with 1 dependent clause are more than sentences with two dependent clauses. Sentences with 3 dependent clauses and above are not used by the RP writers at all. This confirms a fact that in both *moves* 1 and 2, the number of dependent clauses is limited to two. Sentences with three or more dependent clauses are barely used. The following is an example of a sentence with one dependent clause used in realizing *move* 2.

An example:
5. *There is sufficient evidence that there is not much research on socio-economic aspect of the mango industry in Ghana.* **AG16**

Table 13
Number of dependent clauses per sentence in Move 3

Types	No. of sentences in AG	%	Total no. of clauses
Sentences with 1 dependent clause	30	34.48	30
Sentences with 2 dependent clauses	38	43.67	76
Sentences with 3 dependent clauses	19	21.83	57
Sentences with 4 dependent clauses	0	0	0
Sentences with 5 dependent clauses	0	0	0
Sentences with 6 dependent clauses	0	0	0
TOTAL	**87**	**100**	**163**

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In achieving *move* 3, the RP writers prefer sentences with two dependent clauses since it can be found that out of 87 (100%) sentences used, 38 (43.67%) are with two dependent clauses. This is followed by sentences with one dependent clause 30 (34.48%). Sentences with more than three dependent clauses are not used by the RP writers. This observation confirms once again that the RP writers want their introductions to be devoid of mistakes hence the decision to use sentences with a maximum of three dependent clauses. The following is an example of a sentence with two dependent clauses used in this move.

An example:
6. *There is, therefore, the need to assess the performance of the 'Aribro' strain in other places away from the breeding farms and other locations where the birds may be raised on either small scale or large scale.* **AG2**

In this example, two dependent clauses can be found: 1) to assess the performance of the Aribro strain in other places away from the breeding farms and 2) where the birds may be raised on either small scale or large scale. Indeed, the first dependent clause provides specific information about its headword, *need* and the second also perform a similar function, where, *locations* is the headword that the dependent clause touches on. There is therefore, no meaning related problem here as one finds it easy to get the exact meaning of the dependent clauses used.

The study observed that the dependent clauses used by the RP writers are of different types. Six types of dependent clauses: relative, subordinative, interrogative, that-nominal and non-finite clauses (infinitival and participial) are found used in varying percentages by the RP writers. The various types found in realizing each of the moves can be found below.

Table 14
Types of Dependent clauses in Move 1

Types	No. in AG	%
Relative	85	28.71
Infinitival	75	25.33
Interrogative	1	0.33
Participial	64	21.62
Subordinative	48	16.21
That-nominal	23	7.77
TOTAL	**296**	**100**

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From the table above, the relative clause 85(28.71%) is the most preferred choice of the RP writers in *move* 1. The next choice of the RP writers is the infinitival 75(25.33%) clause. According to Beaman, 1984 in (Wiredu, 2012), the relative clause is usually used for purposes of identification as well as to provide additional information about the noun it modifies technically known as the antecedent. The following are some examples of how the RP writers use the relative clause in realizing *move* 1.

Examples:
7. *Furthermore, practices that remove the vegetative material prevent addition of organic matter into the soil.* **AG6**
8. *Cassava plant (Manihot esculenta Crantz) is a woody shrub with edible tuberous roots, which grows in tropical and subtropical areas of the world.* **AG12**

The sentences above have relative clauses. In sentence 7, the relative clause *that remove the vegetative material* expands the information on the antecedent (practices). The use of such a clause allows the RP writers to give elaboration on the noun it modifies. At the same time, readers also understand the content of the information better. Sentence 8 has the relative clause *which grows in tropical and subtropical areas of the world* and the relative clause here, provides additional information about the antecedent. The interrogative 1(0.33%) clause on the other hand, is not attractive to the RP writers. This is because the clause does not allow the RP writers to provide detail information as compared to other types of dependent clauses.

Table 15
Types of Dependent clauses in Move 2

Types	No. in AG	%
Relative	3	15
Infinitival	3	15
Interrogative	2	10
Participial	4	20
Subordinative	8	40
That-nominal	0	0
TOTAL	**20**	**100**

From the table above, it can be found that the subordinative clause 8 (40%) is the most preferred choice of the RP writers in realizing *move*2. The writers prefer to use the subordinate clause in realizing *move* 2, because it gives them the opportunity to indicate which ideas are main and which ones are supporting. The same number of sentences makes up both the relative and

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infinitival clauses. The that-nominal clause is not used by the RP writers. Surprisingly, the interrogative clause is slightly recognized by the writers.

The following is a table which examines the types of dependent clauses used in *move* 3.

Table 16
Types of Dependent clauses in Move 3

Types	No. in AG	%
Relative	25	15.33
Infinitival	43	26.38
Interrogative	17	10.42
Participial	38	23.31
Subordinative	21	12.88
That-nominal	19	11.65
TOTAL	**163**	**100**

In realizing *move* 3, the writers prefer the use of the infinitival clauses 43 (26.38%). This is followed by the participial clause 38 (23.31%). The infinitival clause, as used in realizing this *move,* also performs a function similar to the relative clause. The dependent clause that receives the least attention is the interrogative.

The analysis has shown that in realizing each of the *moves*, the writers select a different type of dependent clause. In the case of *move* 1, the most preferred choice is the relative clause and it is followed by the infinitival. *Move* 2 has the use of the subordinative as the most preferred choice while in *move* 3 the writers select the infinitival clause as their preferred choice. We can therefore deduce that the writers' choice of dependent clause in each of the three *moves* is different. This observation points out that each *move* has a different communicative purpose hence, the type of dependent clause selected by the writers confirms it. We can also deduce from the analysis that even though a different type of dependent clause is used by the writers in realizing each *move* there is the need for further studies to be conducted in other disciplines so as to provide empirical evidence to confirm or disprove this finding.

7.0 Conclusion
This study sets out to use the modified version of Swales' CARS model to identify how MPhil students of the School of Agriculture and Natural Sciences, University of Cape Coast use moves in realizing the communicative purpose of their research proposal introductions, how the *moves* they used are sequenced, the textual space they allocate to each of the *moves* and structural

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types of sentences they use in realizing each *move* in their research proposal introductions. The study found that three *moves* are used in the RPI introductions, these *moves* are not linearly sequenced as found used by expert writers in Swales' (2008) study. Additionally, more textual space is given to *move* 1, and less space offered to both *moves* 2 and 3. In terms of structural types of sentences used, it was found that the RP writers predominantly use the complex sentence and follow it with the simple sentence. The RP writers equally show interest in using sentences with a maximum of two dependent clauses. The dependent clauses are found to be of varied types ranging from relative, subordinative, non-finite, nominal and interrogative clauses. Each move selects a different type of the above clauses. Various reasons have been assigned to the choices made by the RP writers. The study is of immense significance to discipline specific instructors, graduate students and future researchers.

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Analysis of National Education Policies: Issues and Challenges in Pakistan and Development of Science Education

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Abstract

This article has two parts: the development of Science Education and the brief history of Education policies, Commission and Conferences of Pakistan from 1947 to 2009. The study presents the development of science education at higher education, and a brief history of all national education policies of Pakistan from 1947 to 2009. Development of Science education means an individual has the knowledge, skills, ethics, attitudes, responsibilities, and values necessary for his/her bright future. The study also includes issues and challenges in the implementation of National Education policies.

Keywords: Pakistan Education Policies, Development of Science Education, Issue and Challenges

Introduction

Education Policies are the principles as well as the collection of laws and rules developed by government, completed by values and ideas, studied by education actors and implemented by authorities and educational experts. There are many forms of education for many purposes through different institutions (Rayou and van Zanten, 2015).

According to Ozga (2000), Science Education policy is neither limited to formal relationships nor processes of administration, nor does it affect only teachers (and legislation affecting them). A comprehensive definition of policy has political, social and economic contexts to shape Science education policy.

Academic education in Pakistan is considered very poor type of education. Therefore immediate and urgent need for training people in scientific and technical education at higher levels of education is required to build up future economic life so that the government of Pakistan has

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proposed to set up a council to promote, plan, and supervise scientific and industrial research and utilize the economic resources of the country to the maximum level. (Ministry of Interior, 1947*).*

Science education starts from the earliest stage of education for the purpose of solving problems of the society and nation and develop a scientific attitude due to encouraging, sustaining and rewarding the method and spirit of inquiry and scientific thinking, also it is most important and necessary to modernize on continuous basis the curricula for science teaching and science education at higher level. (National Educational Policy 1970)

In Pakistan, several studies have been undertaken to analyse the country's education policy documents, five-year plans, reforms, projects and programmes (Ali, 2017; Ashraf, Hafiza, 2016; Ahsan, 2003). Aims and objectives of many policies were focused on "character building" of the nation from an Islamic ideology perspective. However, an economically poor country like Pakistan needs to improve its Science education resources in order to develop a productive labor force and to identify better solutions for its economy and environment.

According to the Government of Pakistan, "State shall be responsible for eradication of illiteracy and provision of free education and compulsory education up to secondary level, within appropriate possible time" (Article 37-B, 1973 Constitution of Pakistan)**.** Also "The State shall provide the facilities and opportunity for free education and compulsory education to all Pakistani children of the age of five to sixteen years in such manner as may be discussed by law" (N. A. O. Pakistan, 2012).

Pakistan education ratio has been improved continuously and gradually. Some indicators show a mixed situation. In Pakistan the adult literacy rate is 58% (UNDP, 2016). The gross net enrolment rate of primary level of students (age 5to 10, male and female) is 91% (Statistics, 2016-17). Pakistan, with a population of 200 million people, has a population growth rate of 2.4%. The size of the population in the country is one of the main problems of Pakistan and because of its population size it faces also other challenges and is motivated to develop its human resources for a better quality of life.

Several studies by MOST (Ministry of Science and Technology), PCST (Pakistan Council of Science and Technology), AEPAM (Academy of Educational Planning and Management) have been undertaken to analyse national science educational policies, plans, projects and programs to measure achievement and Science educational outcomes.

This paper reviews how Pakistan's educational policies play a vital role in the development of science education.

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Some questions are created by Pakistan's previous education policies in the context of Science Education Development. Also, it identifies the educational challenges for Pakistan. We present the history of Pakistan's education policies and link them with the development of Science Education.

Literature Review

There is a clear need for research into the relationship between education policies and science development. So, different approaches, contexts and perspectives have been adopted to study education policy linked to science education development. There is much increase in the importance of Science education development at the global level, to improve the quality of life in a nation.

All European citizens appreciate the significance of science and want to be more informed about science education. Over 40 % of population believe that science Education and technological innovation can have a positive effect on the environment, better health and personal empowerment, dynamic engagement in public affairs and society, and improve employability and basic infrastructure in the future (European Commission 2014).

Every society has a number of challenges such as feeding and accommodation for the population, wellness and healthy living, protection and shielding of the environment, producing sufficient energy, supplying of clean water, and climate change. By working together in participatory ways, we can better solve and obtain the goals and outcomes of science education and perform research with the values, needs and expectations of the society (European Union 2012). Science education provides job opportunities as well as cultural awareness and the ability to act towards people as well-informed and good citizens around the whole world *(*European Commission 2013)*.*

Science education and everyday experiences make hyper links between what is taught in the school and what is taught in the world around us. So, to act and think like an innovator and scientist, it is essential to study and understand the nature of science and science education and thus provide a sound base for future success (Bell, M. 2010).

According to Barban and Harsmen, the primary purpose of education policy is to develop the country's economy in order to compete in the contemporary world (Braban, Harmsen, 2016), and this is true of Pakistan's education policy.

Education investment and implementation by a country's governments is also a method of checking to evaluate the importance and application of education. Investing in human capital is

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the most important and one other tool to explain education policy (Dissou, Didic, Yakautsava, 2016).

There are many approaches that have been adopted to analyse policies. The top-down theorists' approach to policy evaluation has suggested a theoretical map to understand policy formulation, implementation, and analyses. This was initially motivated by the implementation-gap model. Later another one called top-down model of policies having a list of 6 necessary and sufficient conditions for effective policy implementation was also adopted (Sabatier, 1979).

Therefore, there is an argument to implement and have "the educational policies of Pakistan, respond more to the globalization process and development as well - rather than national needs" (Aamir Saeed, 2015), that is, education for all. The maximum policy document and contents tell a different story, that is, about 80% of educational policies do not address the need of the global agenda. However, it is only recently that policies genuinely explain and address some of the international development goals, that is, Universal Primary Education and Education for All.

Science Education at Higher Education Level
Higher education faces the same challenges and problems exactly like those of the Primary education in Pakistan. Higher education plays an important and vital role in high level progress and improvement in any nation through its research work and innovation. "The most important function of higher education is research performance through which it contributes to the innovation process, economic growth, society improvement and social cohesion" (National Education Policy, 2009).

In all Pakistan policy documents, Higher education was considered as primarily taken as an instrument to provide factory workers with knowledge to enable more production for economic growth of the country. All educational policy documents propose higher education as one of the objectives for higher education. Also, Higher education and research and innovation are actually to support the economic state of a country, using the technology to enhance productivity of a country. The Pakistan 2009 education policy discussed some of the challenges and highlighted a strategic vision for education in the field of higher education.

Science and technological Institutions of higher education in a country play a pivotal role in the advancement and improvement of that country. But we are far behind USA and Japan because there are 50% and 25% of the age group of students enrolled in higher education, but we have only 2% of the students enrolled in higher education. Here is a comparison ratio of higher education students per lakh, that is, in Pakistan 175 students are educated per lakh, in USA number

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of students at higher education level per lakh is 3700 and in Canada 2000, and 217 students are enrolled in India per lakh in higher education. Thus, to improve this ratio up to 3% it was decided that we must create 10,000 additional places in institutions and universities for higher education by 1980, which will be enough to cover the 3 percent of the concerned age group (National Educational policy 1972-80 p.13).

Colleges occupy an extremely important position in our education system, because in all colleges, science education is provided with facilities for students. Colleges provide healthy and sound conditions to prepare students for higher education and promote science education. So it is clear that the colleges fulfil their important role in the national development, having rich physical facilities for healthy academic atmosphere. For students, there should be hostel accommodation and well balanced curriculum and co-curriculum activities should he provided to the students (NEP 1979, P.88)

There are three categories of colleges in our education system: Government Colleges, Nationalized Colleges and Provincialized Colleges. All colleges have inadequate and insufficient physical facilities. Also, there are problems related to building. Most of the college buildings were originally designed for schools, or just in the shape of houses in rented buildings with a huge deficiency of classrooms, furniture, laboratories, equipment and playground as well. Those colleges which are situated in bigger towns or cities are over-crowded and situated in busy and congested and commercial areas. Thus, there is no good atmosphere for healthy teaching (NEP 1979, P.89).

According to National Education Policy, government tried their best to supply scientific equipment and laboratory facilities to a maximum number of colleges and provide the opportunities for research studies and also provided the opportunity for starting new colleges to reduce severe stress on the physical facilities, libraries, equipment, laboratories, books, etc. Government also provided maximum facilities to selected institutions of science education and technology and to improve and modernize its socio-cultural life of the colleges and ways to improve and advance it (NEP.1979, P.90).

To evaluate the performance and achievement of universities in the field of science education and other fields as well as the financial needs of the university, the government set up University Grants Commission. After looking into many different aspects, the Commission concluded the following issues and problems: teacher's problems, student's problems, examination problems, financial needs problems, Equivalence problems of degree and diplomas in different disciplines. (NEP1979. P. 95)

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To improve the economy and progress of a nation the role of scientific research is very important and necessary. Due to scientific research. not only the agriculture of a state is developed but also the resources for industries are developed. Scientific research standardizes the raw materials and increases efficiency for production in agriculture. For the improvement of agriculture actually we need to develop the industries and achieve resources and raise the standard of the society and the life of its people. So it is absolutely necessary that we develop scientific research to develop the economic, industrial and educational aspects (Ministry of Interior, 1947)

For the promotion of science education and scientific research programmes, government should start different programmes such as Council of Scientific and Industrial Research. The work of the council is to check and study all the existing research facilities and develop them by different means, that is, by supplying additional staff and equipment. Scientific research should be promoted with the collaboration of Science Laboratories and Engineering Colleges affiliated with the universities of Punjab. Science education and scientific research can be improved with sufficiently well-equipped laboratories and research centres. Thus, for the improvement of scientific research we shall require maximum number of research institutions and centres. This requires considerable amount of funds for their maintenance and running (Ministry of Interior, 1947a).

Education Policy in Pakistan: Issues and Challenges
National Education Policy is a priority agenda for every country across the globe. Many Educational policies have been developed for the purpose of educational advancement since 1947 up to 2009 by different governments in Pakistan. Also, agencies are developed for the purpose of achieving the objectives and for reviewing and monitoring processes during implementation of the policy. Evaluation studies are also made for the success of implementation of the policies.

In order to analyze the education policy formulation and implementation processes in Pakistan, it is important to understand their defined objectives and evaluate them to support the achievement of those objectives (Aamir Saeed, 2015).

The main problems of resettlement as well as poor infrastructure, food, climate, security, and violence. Despite this the education conference was organized in the early months to discuss the urgent issue of education. The education policies and other documents discussed are mentioned in the following sentences.

To promote education in newborn state, the first Pakistan Educational Conference was held in Karachi in November 1947. The Conference was chaired by Mr Fazul Rahman, Minister for the Interior Broadcasting and Education. Also, other bodies such as Political leaders, academic expert's university teachers, and educators were also invited from both East Pakistan and West

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Pakistan. In the Conference focus was given to the production of and the setting of broad goals, emphasizing moral values and ethics driven by Islamic ideology of Pakistan. It is clear from the documents that the basic objectives for education can be seen to be the same today, 70 years later. But no one of these objectives had been achieved by 2009.

Pakistan's education policy failure is one of the clear and classic examples among all the policies of not being able to achieve set objectives even after seventy two years of its independence. The main domains of education were focused on compulsory Primary education, spiritual, ethical, physical, vocational, technical, computer and Higher education. The main issues expressed show concerns about the poor infrastructure of schools. It was recommended by the conference that the educational ideology should be based on the Islamic concept of learning and also the brotherhood of man, social democracy, and social justice, social behavior as well. From the initial to the higher stage, students should be compelled to learn fundamental religious principles of Islam. In- Service teacher training was also part of the policy for the development of education. Short term courses were also offered to improve teaching skills. Physical education, scouting, rifle clubs, and mountaineering were also given special emphasis in the conference. Madarsah schools were also included to be a part of the existing educational system.

The second conference was held in 1952, in which the old year's progress and improvement of the second and its implementation were discussed. It was followed by a special National Commission set up in1959. A series of special plans to deal with education were prepared in the years from 1955 to 1970: similarly The first Five Year Development Plan was prepared for 1955-1960 which was very fruitful for education improvement, the second for five year plan was from1960-65, and then also another or the third five years plan for 1965-70. Initial policies as well as plans were focused on the moral behavior and values development of the nation.

But at time the moment when the country was struggling for economic growth and development as well. For this purpose, the country required a practical, commercial, skilled technical human capital and labor. Nation building and foundation was driven by Islamic ideology. Urdu was introduced as the national language in the country. Whereas in East Pakistan Bangla language was introduced.

Primary level schooling was considered as compulsory and free; to promote education privatization concept was introduced. So the agenda of the conference of 1951 set a target to achieve 100% universal primary education (UPE) by 1971; due to different problems unfortunately that target remains unfulfilled. Then the same pointed targets changed from one policy to another, and hence started the inconsistent approach within the education policy arena. President General

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Mohammad Ayub Khan Asked the National Commission on Education for a new educational policy in 1959 that meets the needs of the nation.

The 1959 report stressed the need to develop and create skilled labor, practical students, and force to exploit natural resources for economic development, result-oriented education. Interestingly, in this document the aims of producing productive, intelligent, constructive, and capable individuals for a society and nation development. Primary education was made compulsory.

Three aspects of children's personality development were: moral, physical, and mental soundness and produce a sense of becoming individuals, responsible citizens was the focus area. Quality education was also discussed in the commission. But all the issues remain same as 70 years ago all of that, such as teacher training, teaching methods, classroom management, classroom aid, infrastructure, textbooks, library, equipment, finance, mismanagement, administrative problems, rules, corruption, and political interference are the same.

The 1970 educational policy gives us the importance and need of industrialization education; so, this policy emphasized on the transformation of agriculture to industrialization and industry needs more skilled human capital. This policy mentions five areas: Focus on Islamic values, economic need oriented education, education for social change, Education of great quality, and last one is the decentralization of educational administration. Policy emphasizes the examination system of education also because our education system failing to achieve its objectives and quality.

The 1972 policy document stressed the universal Primary education for boys in 1979 and for girls in 1984, so education system has failed to achieve such types of universal primary education. Even elementary schools were proposed for universal access, 1982 for boys and 1987 for girls but not yet achieved. The education policy of 1970 was the one which gives stronger emphasis on educational improvements. But the period of 1970s was a crisis period for Pakistan Education.

A new educational aim was put up for the first time in this 1970 policy document, that each Pakistani individual should be educated to become a Muslim ummah for the whole Muslim brothers across the world and spread the message of Islam. In this policy stress was given to the literacy, promotion and propagation of scientific and technological training and for the socio-economic growth of the country research was established.

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But according to the political situation, all of those issues are still the same today and also more complication produced in the education system. However, the whole issue and failure is related to the administrative mis-management, non-social situation, and religious environment which delayed its implementation plans and the achievement of quality education in Pakistan (Afzal, 1988).

In the 1992 policy documents emphasized four values, which are education, economic, social, and institutional were focused upon for the country's education improvement, the previous policy and this policy having the same conceptual frame-work. It also based on Islamic values and Islamic principles. The main difference between this policy and the previous is the term Islamization of education converted into "Islamic education through the educational system for the purpose to create a Muslim society". The main principles of the policy documents were equality, quality, and efficiency (Ministry of Education, 1992).

Conclusion

Education completely serves as the backbone and the major part of the development of nations. Those countries having education systems with the effective impressive need-oriented, profitable and effective implementation comes out to be the leaders of the world, in all aspects of the progress, socially and economically. Pakistan's current state demands that the allocations and resources for education be doubled to meet the challenges. Millennium Development Goals are yet to be realized, latest by 2015.

The major barriers in the path of education are natural calamities, political turbulence, provincialisms, and political motivations, biasing, mismanagement make the best plans fail.
It is compulsory for us to revisit our priorities to keep the country on the track of progress.
These changes and reforms in the education system of Pakistan cannot be done by the government alone, it required the public-private participation and a contribution of formal as well as non-formal education so that it can pull out the majority of country's population from illiteracy. Similarly, more stress and attention and opportunity should also be paid to vocational, scientific and technical training.

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An Inquiry into Increasing Learners' Writing Ability Through Traditional Portfolios VS Modern Portfolios

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Abstract

The aim of this study is to investigate the impacts of the application of two portfolios including *paper-based* and *weblog-based* electronic portfolios on learners' writing ability. First, a sample OPT was piloted to 20 learners bearing almost the same characteristics of the participants of the main study. This research used EFL learners' test scores as the data. Next, the test was administered to 90 intermediate EFL learners so as to homogenize them with respect to their proficiency. Out of 90 EFL learner, 60 intermediate learners were selected from an English language institute as the members of the present research in two groups (one experimental and one control groups). In the first step, the course explanation, objectives, and evaluation were introduced to the learners by teacher. The learners of the control group and the experimental group took the pre-test. In both control group and experimental group, the application of portfolios was introduced to the learners. The learners of the experimental group were trained in how to build and construct their personal electronic portfolio by using a weblog, while the learners of the control group were trained in how to improve and gather their work in paper-based portfolios. Descriptive statistics and t-tests were employed for the data analysis. It was found that the effects of the application of weblog-based electronic portfolios as modern portfolios have strong effect on the writing ability. That is to say, weblog-based electronic has a significant effect on the enhancement of the writing ability by EFL learners.

Keywords: EFL learners, Paper-based Portfolios, weblog-based electronic portfolios, Writing, Portfolios

1. Introduction

Nowadays, English for specific purpose plays an important role in training EFL learners in the required English skills for their future job or occupation. For ESP writing courses, the kinds of written texts are various with respect to social contexts, audiences, and the aims of the various kinds of written texts. Therefore, the traditional assessment, relying on learners' scores on their writing products or exams paying less attention to the learners' learning improvement is obsolete and cannot endorse the learners' growth of the goals. In this respect, For preventing from a negative

washback, the effect of assessment on language pedagogy and learning, the conformation of the writing instructional method, course goals and aims, and learning assessment should be of important concern (Brown & Hudson, 1998). With less exam-centric assessment, portfolios are considered an alternative method of assessment and are widely used for writing assessment because of their ability to assess cognitive skills and affective attributes of the learners.

The existing studies have demonstrated that portfolio-based assessment offers a meaningful series of learners' work and accurately shows the improvement of the learners (Ekbatani & Pierson, 2000; Hamp-Lyons & Condon, 2000; Lipton, 1997). In the Internet age, the influence of computer technology has become an integral part of teaching and learning, therefore it also alters the form of traditional assessment to electronic forms including integrating computer-mediated communication.

Babaee and Tikoduadua (2013) maintained that electronic portfolios plan to develop the learners' reflective ability, collaboration, self-and peer-assessment, and self-regulation. Most importantly, social media and virtual learning for modern learners have achieved many various scholars' interest as match the learning styles of generation net students. As there is increasing attention in utilizing electronic portfolios in EFL worldwide, so its design, development, and evaluation should be thoroughly investigated to maximize its adv in the EFL context (Aliweh, 2012). A short study has been performed out on the application of portfolios in the writing ability.

Based on the benefits of the study discussed in this present study, it is worth the time and effort to investigate a comparative study on the impacts of the application of traditional portfolios and weblog-based electronic portfolios with on Iranian EFL learners' writing ability. Therefore, the aim of this study is to investigate the effects of Paper-Based Portfolios and Weblog-Based Electronic Portfolios on EFL Learners' Writing. The following research question was posed: *Are there any significant effects of the use of paper-based portfolios and weblog-based electronic portfolios on Iranian EFL learners' writing ability?*

2. Review of Related Literature
2.1 Assessment

According to Wang and Wang (2007), the word "*assessment*" originates from 'ad sedere' – means to sit down beside (as cited in Birjandi & Tamjid, 2010). They also discussed that the etymology of assessment is mainly based on the learner guidance and feedback. Many methodologists such as Erwin (1991) stated assessment as "the process of defining, analyzing, understanding, and using information to upsurge students' learning and development" (p.14).

Angelo (1995) defines: "assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing and interpreting evidence to determine how well performance matches those expectations and standards" (p.7).

Richards and Schmidt (2002) believes that assessment is a methodical method to assemble material and make implications and conclusions about pupils' performance. In addition, Airasian (1994) defined assessment as gathering, separating and explaining information to make to make decisions on student performance. He also states that "in classroom, assessment can be done conducted to diagnose student problems, to judge their academic performance, to provide feedback to student and to plan instruction" (p.16).

2.2. Portfolio as an Alternative Assessment of Writing

With respect to writing ability, negative results of the traditional testing method have been found, such as the incapability to assess cognitive ability and affective contributes, the limits to offering true and rich information about an individual's growth, the cause of learners' anxiety and stress, and the shortage of learners' motivation to assess their own learning. Consequently, a new form of learning assessment underpinned by alternative assessment has been improved, as it is generally believed that instruction should correspond with the assessment so as to produce meaningful and remarkable learning in a constructivist learning environment in real world conditions (Mitchel, 1992). There are many various kinds of alternative assessments, including oral presentation, peer assessment, and self-assessment, but portfolios sound to be extensively used in writing.

2.3 Traditional Portfolios and Electronic Portfolios

A portfolio is regarded as a series of work which a learner has collected, selected, organized, reflected upon, and presented to show his/her development and growth over time (Barrett, 2006). In addition, it includes a learner's reflection on the individual pieces of work (artifacts), and an overall reflection on the story which the portfolio tells. The existing studies have developed that portfolios are better predictors of learners' performance in an authentic situation, enhance learners' higher order thinking skills (DeFabio, 1993; Jamentz, 1994; Tillema, 1998), force learners to be more actively get involved in the learning process and take control of their own learning (Blake et al. 1995; Paulson et al., 1991;Valeri-Gold, Olson & Deming, 1991), increase their learning achievement (Winograd, 1995), and provide a continuous and ongoing record of students' progress.
  Because of the improvement in technologies of communication, the application of electronic portfolios has achieved remarkable attention. In addition, it has widely widespread (Barrett, 2000). Generally speaking, electronic portfolios include the same kinds of information as paper portfolios, but the majore difference is that electronic portfolios utilize technologies such in different media form including CDs, DVDs, the Web, audio, video, graphics, and texts (Abrenica, 2009).

3. Methodology
3.1. Participants

For carrying out this study, a number of learners were selected as the participants. The present research was conducted at Arvand Language Institute which was located in Shiraz with the range of 20 to 25 years old. The Oxford Placement Test (OPT) was applied to homogenize the EFL learners. For the homogeneity of the subjects, prior to the administration of the research, Oxford Placement Test (OPT) was administered to 90 EFL learners. Out of 90 EFL learner, 60 intermediate

learners were selected as the members of the current research in two groups (one experimental and one control groups).

3.2. Instrumentation

In this study, some instruments were used.

3.2.1. Oxford Placement Test (OPT)

To tap participants' level of English language proficiency level, an Oxford Placement Test (OPT) (2004, Allen) was utilized to homogenize the participants in the study. The test included reading, vocabulary, and grammar sections. The test consisted of 60 questions in two parts. The first part consisted of 40 multiple choice items in 4 subparts. Questions 1 to 5, the learners were asked to answer grammatical questions about prepositions. Questions 6 to 10, the learners were asked to read a cloze passage and choose one option out of three ones. Questions 11 to 20, they were also asked to read two cloze passages and select one option from four ones. Questions 21 to 40 checked the learners' grammatical knowledge. In the second part of this examination, there was two sub-sections. For questions 41 to 50, the learners were required read two cloze passages and select the correct option. Questions 51 to 60 tapped learners' vocabulary format. The participants were allotted 30 minutes to answer the questions. The results were classified based on OPT ranking rubric.

3.2.2. Writing achievement test

The aim of writing test is to assess the learners' writing ability before and after taking the course. It included four important parts: *error identification*, *error correction*, *completion*, and *writing* and responding to a complaint letter. The learners had to complete all of the test tasks within 3 hours. For letter writing part, the assessment principle for letter writing is categorized into 4 majors writing components: *organization*, *content*, *appearance*, and *language use*, with each one having four rating level: exemplary, accomplished, improving, and beginning.

3.3. Design

The design of this study was experimental and was consisted of one control group and one experimental group. The application of different kinds of portfolios was the independent variable, while writing ability was the dependent variable of this study. The learners in the control group used paper-based portfolios with all of their writing assignments, and writing reflections were handwritten, whereas the learners in the experimental group utilized a weblog for increasing their electronic portfolios for their learning and assessment. Both experimental and control groups were taught with the same instructor utilizing the same teaching methodology, strategies, activities, and materials.

3.4. Procedure

The present study was to comparative study on the impacts of the application of paper-based and weblog-based electronic portfolios on EFL learners' writing ability. First, a sample OPT was piloted to 20 learners bearing almost the same characteristics of the participants of the main study.

This research used EFL learners' test scores as the data. The reliability of the test was calculated using Cronbach's alpha formula. Then, the test was administered to 90 intermediate EFL learners in order to homogenize them with respect to their proficiency. Out of 90 EFL learner, 60 intermediate learners were selected as the members of the current research in two groups (one experimental and one control groups). In the first step, the course explanation, objectives and evaluation were introduced to the students. The students in the control group and the experimental group took the pre-test. In both control group and experimental group, the use of portfolios was introduced to the students. The learners of the experimental group were trained in how to build and construct their personal electronic portfolio by utilizing a weblog, whereas the learners of the control group were trained in how to improve and gather their work in paper-based portfolios. The learners improved their own portfolios by gathering the assignments, writing reflections, and other work like peer feedback and teacher feedback, first draft, and subsequent drafts of their writing. The learners took the post-test and answered the questionnaire.

3.5 Data Analysis

In order to answer the research questions, the researcher used one independent sample t-test procedure.

4 Results and Discussion

This study aimed at exploring the impacts of the application of paper-based and weblog-based electronic portfolios on EFL learners' writing ability. The data collection procedure was carefully run, and the raw data was entered into SPSS (version 21) to compute the required statistical analyses and deal with the research question and hypothesis of the present study.

4.1. Analysis of the Research Question

This study aimed at exploring the impacts of the application of paper-based and weblog-based electronic portfolios on EFL learners' writing ability. In order to answer this null-hypothesis, two independent sample *t*-tests were conducted on both pre-test and post-test. Before presenting the results of the first *t*-test, the related descriptive statistics are given in Table 1.

Table 1. Descriptive Statistics in Experimental group (pretest and posttest)

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pretest. Exp	30	15.87	3.003	-.010	.427	-1.151	.833
Posttest. Exp	30	17.23	2.112	-.659	.427	-.563	.833
Valid N (listwise)	30						

The mean score of the group in pretest is 15.87 and the posttest mean score is 17.23, respectively. The mean scores of the experimental group in pretest and posttest indicate that learners' performance actually improved from 15.87 in pretest to 17.23 in posttest; but it is essential to specify whether this growth and improvement was significant enough to reject the null hypothesis. Therefore, paired samples t-test was performed to compare the mean scores of pretest and posttest of the experimental group.

Table 2. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest. Exp & Posttest. Exp	30	.745	.000

One of the assumptions of paired samples t-test is also the requirement for significant correlation between the pretest and posttest indicating the data on the two tests are related. According to Table 2, there is a significant correlation between the pretest and posttest (p < .05).

Table 3. One sample t test (pretest and posttest)

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest. Exp Posttest.Exp	-1.367	2.008	.367	-2.117	-.617	-3.727	29	.001

Table 3 shows that the significance value is below the *p* value of .05; so, the researcher can assume that the mean difference is significant, and the learners have developed in their performance from pretest to posttest. In other words, the null hypothesis to this research question is rejected. That is to say, weblog-based electronic has a significant effect on the enhancement of the writing ability by EFL learners.

Similarly, the same statistical analysis was done for the control group so as to find out whether any improvements have occurred in that group or not. The following two tables show the results of the related analysis.

Table 4. Descriptive Statistics in Control group **(pretest and posttest)**

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pretest. Con	30	15.60	2.811	.081	.427	-.928	.833
Posttest. Con	30	16.07	2.900	-.080	.427	-1.466	.833
Valid N (listwise)	30						

The mean scores of the control group in pretest and posttest demonstrate that learners' performance actually improved; however, it is necessary to determine whether this improvement was significant enough to reject the null hypothesis. In order to answer this question, the data were checked for normality by computing the skewness and kurtosis ratios from the descriptive table (Table 4).

Table 5. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest. Con & Posttest. Con	30	.409	.025

One of the assumptions of paired samples t test is the requirement for significant correlation between the pretest and posttest indicating the data on the two tests are related. According to Table 5, there is a significant correlation between the pretest and posttest ($p < .05$).

Table 6. One sample t test (pretest and posttest)

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest.Con - Posttest.Con	-.467	3.104	.567	-1.626	.693	-.823	29	.417

The findings of the independent sample test indicated non-significant discrepancy between the mean scores of the control group from pretest to posttest. It can be acknowledged that although the students in this group developed in writing ability, observed discrepancy is nonsignificant.

5. Conclusion

In summary, from theoretical and practical perspectives, the results of this study shed new light on the scope of writing assessment and writing. the researcher can assume that the mean difference is significant, and the learners have developed in their performance from pretest to posttest. In other words, the null hypothesis to this research question is rejected. That is to say, weblog-based electronic has a significant effect on the enhancement of the writing ability by EFL learners. It could be concluded that the application of portfolios, both traditional paper-based and electronic based kinds, can be useful and helpful support for learners' learning, especially as regards their positive opinion towards this alternative assessment and their own learning. However, the results of this study should be interpreted with caution, as various findings would be yielded if the pedagogy and learning settings were various.

5.1. Pedagogical Implications

Many courses in English language teaching have integrated computer technology as an important element of the instruction. It cannot be ignored that skills of technology and "soft" skills include critical thinking and creative thinking are essential during the 21st century. Portfolios for learning and assessment may be the right "medicine" to be prescribed to show what their learning goals or aims are, what the learners learn, how well they learn, how far they have to reach their aim, what they should schedule and do to obtain their learning aims, and to show their learning and assess their own learning. In this present study, regardless of the kinds of portfolios the learners faced, introducing portfolio assessment in a writing course for EFL learners showed promising results in different dimensions, including developing writing ability, assessing their own learning, get involving in their learning both inside and outside the classroom, and achieving creative and critical thinking skills.

These advantages are less likely to be found in a traditional teacher-centered class with examination-based assessment. The application of weblog-based electronic portfolios did not have a significantly various impact on the learners' writing ability scores, but some remarkable advantages of incorporating technology in language learning were provided, like computer literacy skills, the frequency of learner-learner communication, and the convenience of offering peer and teacher responses. Technological issues like Internet accessibility and shortage of technology skills on the element of the learners were unavoidable. Therefore, teachers have to consider the pros and cons of the kind of the portfolio which is proper to their teaching and learning context, and it is the teachers' responsibility to produce how this learning tool is to be used and how to increase its potentiality. It could be concluded that the success or failure of the application of portfolio assessment in a writing class may not rely on the kind of portfolios a teacher uses, but it relies on many other factors which should be taken into consideration, especially the pedagogy and learning settings, the level of English proficiency of the learners, their computer literacy skills, and Internet accessibility.

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Social and Religious Transgressions in James Hanley's
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Abstract

This paper examines James Hanley's very important post-war novel *The Closed Harbour* and it is published in 1952. In the beginning of the paper introduction about James Hanley and about his writing has given. James Hanley is one of the lesser known working class writers who has written extensively but got very little critics and readers' attention during his time. Hanley has written twenty six novels, short stories, plays and some general articles. In this research paper his fist post-war novel *The Closed Harbour* has been chosen to explore more about his writing style and theme. The Literary Cultural Materialism theory has been used as an aid to explore more accurately. *The Closed Harbour* does challenge, alters, there is a dissent as well as transgression and these are common elements of Cultural Materialism. This theory helps in understanding Hanley's work in a broader perspective.

Keywords: James Hanley, *The Closed Harbour,* Transgression, merchant navy, Working Class, Cultural Materialism

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This paper examines James Hanley's first post-war novel *The Closed Harbour* (1952) from the Cultural Materialist point of view. The research makes an attempt to know one of the lesser known British working class writers. James Hanley is a British working class sea writer and until recently many have not read about him and also not considered him seriously. The recent two research works on James Hanley attempted to bring him to limelight, John Fordham's PhD thesis *James Hanley Modernism and Working Class* and Michael Hallam's PhD *Avant-Garde Realism: James Hanley, Patrick Hamilton and The Lost Years of the 1940s*, these two well researched works give complete autobiographical details, and also show that challenge for any researcher is to chronicle about working class writer because it is a difficult task to find accurate biographical details. The working class writing is a subaltern kind of study and it needs extra care to comprehend this genre. The real facts are elusive, but these two great academic exercises have helped in understanding Hanley in a better perspective. The Cultural Materialism theory helps in connecting history and the text.

James Hanley wrote twenty six novels, short stories, plays and some stray articles. Hanley's beginning was very humble, and he worked in the ship as an ordinary dock worker. During the world war time he served in the Canadian war troop ship and later he did many odd jobs for his survival. From his formative days he was fond of reading and his favourite avocation writing and to do this he didn't have any formal education and only inspiration was his own blue colour work experience. Through his sheer grit and determination, he became the true working class writer of the twentieth century.

James Hanley is a multifaceted personality, whose intense experiences helped him instil elements of reality to his writing. His simple writing style shows that his writing is to reach the readers with his first-hand knowledge.   Born in Dublin in an Irish family, he later moved to Liverpool and then to Wales. This triangular trajectory movement of location shaped his thoughts. He spent all his life as an Irish expatriate. Hanley took part in the two World Wars, and later went on to work in the merchant navy. Writing was a much-loved act of creative expression for him that brought little pecuniary profits. Yet, he received little recognition despite his voluminous creative production as against his contemporaries such as James Joyce, E.M. Forster and Dylan Thomas, who scaled different heights of popularity.

The paper will attempt to explore Hanley's post-war novel *The Closed Harbour* as forming a cohesive unity as opposed to his pre-war novels. Even though Hanley started his writing very early in his life, he had to strive hard to have his works published. His debut novel *Drift* was rejected seventeen times before it was published by William Faulkner in 1930. He had a lasting friendship with the contemporary writers like George Garrett, James Phelan, John Somerfield, Dave Marlowe and John Cowper Powys which helped him to keep his intellectual acumen in shape against all odds.

In 1930s Hanley was considered an emerging proletarian writer whose concerted efforts and concerns were focused primarily on Irish immigrant community of the industrial

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England. However, both during pre-war and the post-war years, Hanley's writing radically contests the received notions of 'working class' writer and works. All his novels are arguably autobiographical in nature. Especially, *The Closed Harbour* is more autobiographical novel than any other novels.

During the wartime, Hanley made his own contribution through writings. He published three novels, essays and short stories during the World War II. Yet, his writing during this period is characterized by an absence of optimism and a well-defined orientation. Even though Hanley's writing in post-war years broke away from this self-imposed tradition of being hopelessly pessimistic in outlook, which was marked by the publication of the novel *No Directions.*

 Hanley is generally remembered as a seafaring writer. Though in all his novels sea and lives of sailors appear as the dominant themes, his last eight novels or post- war novels have the themes of sea and sailors appearing in a present-absent pattern. In Hanley's writing sea is a metaphor for industrial displacement. For all his characters going to sea is a displaced pressure of working class experience. Hanley's world is an industrialized sea and the cities of Liverpool and Manchester are the very heart of a mechanized urban environment. The protagonists of his post-war novels are disillusioned and alienated. He captures the acute and wide-spread post war disillusionment caused by poverty, unemployment, psychological disorientation, and the total breakdown of social and religious institutions.   Hanley's post-war writing changes dramatically and in his first post-war novel *The Closed Harbour* protagonist captain Marius is like Jim (Joseph Conrad's novel *Jim*)who breaks the unwritten code of the sea, having abandoned his ship and 'saved himself".

For Hanley one of the primary means of negotiating his own position within the dominant post-war culture is through a close association with the tradition of sea-writing. Although Hanley's work centred on the sea, the dominant themes of his last eight novels range from poverty, unemployment, ignorance, frustration, impotency, madness, rural versus urban to the problem of post-war rehabilitation for sailors. These novels mark decisive break with his writing practice of the pre-war period.

Significantly, his writing mainly revolved around sea, dockyard, sailors, and other related things and in the post-war novels they are absent-present. Many critics associated James Hanley with proletarian ideology, but Hanley always stood apart and became the true working class prodigy than any ideology.   James Hanley's writing career broadly divided into two, World War novels and the Post-War novels. In the research it has been found that his beginning novels are his immediate impressions on sea and ships and the working condition in the ship whereas his post-war novels are completely deviate from this and he diversify his subject with some modernist techniques. In addition to that his writing is always embedded with gentle satire and dissent. In fact, this major division has been made only for the connivance of this research. In general working class literature does not have any one

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style, method, theory or particular period. For working class writers writing is spontaneous. Certainly, the constant recurring themes for working class writers are; layoff, unemployment, poverty, anti-hero, alcoholic, atheistic, rogue characters and protagonists are frequent brothel visitors. James Hanley is no exception for this he has used the same themes and portrayed his character with his humane writing.

The Closed Harbour is the first post-war novel set outside of England. It is set in Marseille, France and symbolically it is very powerful, and it indicates that it is a closed harbour physically, spiritually and socially for working class people. James Hanley's novels are always associated with sea and sea related concepts, but this novel is unique in its own way for many reasons and those things will be discussed in detail in this paper. The novel is mainly about mental trauma, hypocrisy of the capitalistic apparatus, social, religious and sexual transgressions.

This research has found that Hanley has infused enough violence in his novels but still for many critics Hanley has not portrayed real traumatic experiences like other working class writers like Alan Sillitoe and others. Since working class literature doesn't have any one particular theory to analyse and usually it is always associated with Marxism. To break this stereotype the new theory has been used that is the Cultural Materialism theory. Raymond Williams, a Welsh Marxist literary critic introduced Cultural Materialism in 1960.   He described how his own work combined criticism of specific cultural texts with the material facts of history. In fact, this theory is very popular only after 1980s when Alan Sin field and Jonathan Dollimore published a famous book *Political Shakespeare*. In this research paper Cultural Materialism has been used to understand James Hanley's novel from the historical material point. The Cultural Materialism theory mainly concerned about the relation between history and text and the essential question for any text is: does it challenge, alter, reject or endorse the prevailing ideology. Yes, of course Hanley's this novel does challenge the state apparatus and transgresses many accepted practices.

James Hanley was part of the BBC and its programmes and his several novels have been converted into plays. After the World Wars the British Government introduced several welfare programmes and The BBC is one among them. Though Hanley worked in the BBC for a long time he has retained his individuality through writing even though it was never lucrative in his lifetime.

Hanley's writing career has improved during post-war period because British government's liberal publishing polices and availability of papers. Even though he was part of British welfare programmes.   He criticised the British society through his gentle irony, satire and lampoon.

The Closed Harbour is a psychological novel and it has only four main characters and third person narration. The novel begins with Eugene Marius searching for a new job and he

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is walking alone in the street. The starting lines of the novels are in capital letters and absurd and it starts with "CERTAINLEY WAS NOTICEABLE ON THE AVENUE ..." (P.1) This beginning clearly gives the picture of alienation and dehumanisation of man in modern capitalistic society. The general perception is during post-war period Modernism completely disappeared, but it is not true in James Hanley's writing and he has used modernist techniques in an effective way.   Hanley has used three main elements in the novel: anti-hero, cult of violence and hedonistic lifestyle. These three main things lead to understand social and religious transgressions in the novel *The Closed Harbour*.

Captain Eugene Marius is an ex-sailor in the merchant ship, and he did not follow his father's footsteps of taking up job in Navy and serving the country. This is his first social transgression. |While working in the merchant ship after shipwreck he is desperately searching for a job and he even ready to do subordinate job, but he is not able to find one due to his background. He lost his ship in questionable circumstances during the Second World War, drowning all on board including his nephew. As a result, he is ostracised not only by his family but by almost everyone in the port. Marius mother is dominating, sister is weak passive, suppressed and both they want to join the church without any spiritual orientation. Mrs Madeleine undermines her son's self-esteem. Day by day captain Marius mental health deteriorates and at the end he lands up in a hospital. James Hanley gives more importance to individual problems and he used certain modernist techniques like absurdity, disjointed dialogue and third person narration to show the absurd kind of ambience in the post-war England.

James Hanley has tried his best in infusing violence in his stories and violence and he used it as a form of expression. Captain Eugene Marius is an anti-hero he transgresses all the expected roles in the family and in the society. At the outset novel begins with the Captain Eugene Marius desperate search for a job and repeatedly he fails to get it. He always feels that he is under surveillance. He senses somebody is watching him. "Even the red bricks knew Marius; the windows stared at him like eyes..."(P.3). Hanley's portrayal of working class characters is very striking and always there is no hope in their life. Marius thinks that.

> "Tomorrow will be tomorrow", he thought",
> And they will still be there", thinking of them
> His mother, his sister, sitting so silently in the
> Window, looking out, always looking out, at
> What, the sea At everything, and perhaps nothing ... (P.10)

Hanley's sea symbols and imageries are very powerful they encapsulate the hidden agendas in a nutshell. Captain Eugene Marius' mother and sister two characters are strong women characters and they are always at home and looking at the sea through window. Captain Eugene Marius has personal and social problems and his relationship with his mother and sister is like a predator and the prey. Silence is glaring between Captain Marius and his

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family. He indulges in smoking and drinking and always thinks that only he knows about him. "... I am what I am" he thought (P.19).

In fact, Hanley has deployed simple narrative techniques in this novel like ordinary dialogues, violence, uneven thoughts, vulgarity and silence. Captain Eugene is not just a social transgressor but also a religious transgressor he acts as an atheist and always feels he is dejected everywhere he strongly feels "I'm not wanted by anybody" (P.51). The capitalistic shipping industries are always opportunistic and during the World War time ships needed men but in the post-war men wanted ship. Hanley exposes the stark naked truths of the government policies and the lack of rehabilitation and heeling centre for mentally traumatised sailors.

Eugene Marius' father is dead in the First World War and revered at home. Mother and sister are dejected in life.   On the contrary Marius never attends Sunday Mass and questions about the existence of God. Father Follet visits Eugene Marius' house and, he opines that all of them are isolated. Mrs. Madeleine is not happy with her son's return without the ship and others especially her grandson (her daughter's son). She thinks her son's action is a cowardice act compare to her husband, and she strongly feels that the first priority of the Captain is to save others until his last breath.

Eugene Marius transgressed saviour kind of image and his mother find something foul play in it.   Eugene is not married but his mother sarcastically opines that "...he did not lack experience". (P.35), this absurdity is glittering in the entire novel. Marius transgresses religiously and he never approves of his mother and sister joining the Church. *The Closed Harbour* symbolically is a spiritual claustrophobia. Marius is an anti-hero like other famous anti-heroes of English literature: Tom, Ahab or Macbeth. Marius is suspended sailor and never got a chance again to command another ship because distrust already surrounded him. The French government did not think of inquiry because France already under chaos and civil war were bothering them.

Though Captain Eugene Marius returned physically from the shipwreck but mentally he is not stable. Interestingly, the entire capitalistic shipping companies makes captain is the sole responsible for even technical failures and very hypocritically wants to see the captain in martyr image than castaway survivor. Captain Eugene Marius has been isolated completely and his interior monologues will shed some lights on his character this interior monologue shows his mindset.

> "Marius talked to Marius
> "You are a fool.
> "You are a fool and at fifty that is
> Unpardonable
> You are on the ice cap

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> You are on the ice cap and
> May stay there (P.69).

Marius needs are not just economic fulfilment but mainly compassion and forgiveness. But Marius mother is not in a mood to forgive even though his sister wants to forgive him. In fact, her sole intention is to know how her grandson died who has gone along with Marius. The family relationships are completely closed for him and to get that alternative love he regularly goes to the brothel house and there he loves a prostitute who does not want to marry him and who does not believe in the institution of marriage. He puts all efforts to arrange 300 francs a night, just to get some sympathy and compassion from her than just sexual gratification.

But in the entire story one person is anxious to help Marius is Aristide Labiche, a clerk in the Heroes Shipping Company, but he can't reach Marius. After some days Marius is admitted to the hospital and his mother visits him on doctor request but in vain, he can't recognise his own mother. At the end Captain Eugene Marius dies at the hospital.

In conclusion, Hanley's post-war writing is often retrospective and nostalgic; his quest for challenging the unconventional genres of writing places him among those writers who are preoccupied with the past yet tend to be anti-nostalgic in essence. The first twenty years of post-war British writing has been often identified with a general disillusionment about modernism and the resurgence of more traditional forms of realism in novel. The return of realism is borne out by the degree to which literary works of the period are concerned with the theme of social alienation. *The Closed Harbour* is an autobiographical novel.

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"Humanizing Foreign Language Teaching"

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Roming, D. (1972). Educational applications of humanistic psychology. *Journal of School Psychology, 10(3),* **289-298.**

Roming holds in his article tries to determine the role of humanistic psychology in education, through bearing on Maslow's humanistic viewpoints. He holds that for Maslow, the crucial component of every educational system is its goals. He asserts that the school psychologist is responsible for the implementation of such goals in terms of behavioral objectives for the staff and students. As he puts it, according to Maslow, the hierarchy of needs of humans must be met, before he/she reaches the self-actualizing needs. He considers the role of school as crucial in helping learners doing away with these needs in order to become mature and independent from their parents. He goes on to claim that the crucial principle of a humanistic school is that while it is involved in meeting society's need by training children to become productively engaged in the society, the school tries to persuade the child that the society will simultaneously meet each individual's needs as well. He criticizes setting goals for all learners who must comply with curriculum standards, reinforced by teachers, when according to Maslow all people are composed of a unique inner core which is based on their inner dispositions, and their experiences they gain through their lives. According to Maslow what bars the realization of self-actualization is that the inner core of potential is weak and easily suppressed. Roming holds that the most urgent goal would be the development of individuals who would be able to help the larger society, while meeting their own needs. According to Maslow (1954), Benedict's description of a synergic is a society where a person who contributes the most to the welfare of the community is held in the highest esteem. Maslow favors an internal control of the behaviors of the child in the classroom rather than an external control through the use of social rewards and punishment. Internal control involves the use of inherent rewards through making children satisfied from the activities they carry out and not simply rewarding them by external

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control. Maslow considers the role of school personnel as self-actualizers who should promote learners' creativity and also as facilitators in children interaction with the curriculum and with other children. Finally, he emphasizes the role of humanistic educational programs in providing parents and educators with the opportunity to compare the results of the different approaches and also on the role of psychologists as effective catalysts in the entire educational process.

Patterson, C. H. (1987). What has happened to humanistic education? *Michigan Journal of Counseling and Development, 18(1),* **8-10.**

    Patterson asserts that humanistic education was first proposed as a result of detrimental and unhealthy environment in American schools. He names some critics who question classroom environment as improper places which lead to the destruction of human spirit. He quotes Holt who claims that the most pressing educational problem is how to create and maintain a humane society. The author contributes the advent of humanistic education to 1970s through the works of Rogers (1969), Aspy (1972), and his own book named Humanistic Education in 1973. He contends that his book is still the only book about humanistic education which attempts to provide a theoretical and psychological foundation for the two major aspects of humanistic approach, i.e., the psychological conditions for effective learning and affective education. He considers the development of self-actualizing persons as the goal of education. The author asserts that the humanistic education has not been significantly incorporated in education because of some reasons that he calls them games, gimmicks, and techniques, back to basics, misguided values clarification programs, and identification with secular humanism. Finally, he asserts that there is no need for major reforms in the system to improve the human environment of the classroom, but rather it is the teacher, with his/her attitudes and behaviors, who is in control of the classroom atmosphere. He also notes the term invitational learning proposed by William Purkey (1992) as an alternative to humanistic education which is less linked with an atheistic secular humanism.

Atkinson, D. (1989). Humanistic approach in the adult classroom: An affective reaction. *ELT Journal, 34(4),* **268-273.**

    In his article Atkinson tries to define humanistic approach in the classroom as problematic and controversial. He emphasizes the point that the teacher must respect his/her students, and that learners must feel that teachers are there to help them, so that learning becomes enjoyable and stimulating. He warns against a headless and hurried implementation of humanistic approach in the classroom. He refutes the dichotomy of humanistic versus traditional as being false on the grounds that it misinterprets some issues like considering traditional teachers as authoritarians and intimidating, when this has not been the case for so long. He also criticizes some humanistic writers for their extremely dogmatic unsupported statements about learning and supports a more critical view toward their statements. The other criticism put forward by Atkinson is that humanistic approach has inappropriate objectives and that we should not focus on different factors to the detriment of appropriate linguistic objectives. Atkinson also accuses humanistic approach of putting excessive demands on students and cautions against imposing

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uncomfortable and stressful activities on learners. Finally, he concludes that affective factors should be at the service of facilitating progress and not as ends in themselves.

Underhill, A. (1989). Process in humanistic education. *ELT Journal, 43(3),* **250-260.**

Underhill asserts that there is doubt about what humanistic education offers because of our existing attitudes and values or a lack of close observation of interpersonal processes in the classroom. He names Abraham Maslow (1998) and Carl Rogers (1961) as pioneers in the world of humanistic psychology. He contends that Maslow considers the aim of psychology as high level wellness, the quality of living beyond mere normalcy or absence of sickness or neurosis and that he is optimistic about the good nature of human beings. Carl Rogers also has a focus on helping well-adjusted people to move towards realizing their own individual and unique potential towards becoming fully functioning persons. Roger believes in a self-initiated experiential learning. He considers teachers as facilitators who help free learners to learn and grow. Underhill enumerates seven points as common core to humanistic psychology, i.e., high level health and wellbeing, the whole person, the human motivation towards self-realization, change and development, education as a life-long process, respect for an individual's subjective experience and self-empowerment. Underhill introduces four uses of power: (1) Authoritative power, which is the power exercised by others on behalf of me, this power involves using power to help learners become self-directed and autonomous, (2) Autonomous power which is the power I take on behalf of myself, in respond to the task at hand, which helps learners in gaining self-direction and taking responsibility of their learning, (3) Authoritarian power as a degenerate version of authoritative power which involves imposition by teachers, (4) abdicated power as a degenerate of autonomous power which involves imposing power on learners for tasks that the teacher is unwilling to take. He finally mentions two areas of difficulty in implementing humanistic values into practice. The first problem is the difficulty of managing change in values and attitudes and its manifestation in class. The second area of difficulty is the external pressures working against our wishes to try different things.

Stevick, E. W. (1990). *Humanism in language teaching: A critical perspective.* **Oxford, UK: Oxford University Press.**

In chapter 2 of his book Stevick sets to provide a definition for humanism. He presents two definitions from two dictionaries. The oxford English dictionary defines humanism as devotion to human interests and American College dictionary defines it as a system of thought or action in which human interests predominate. According to Stevick five emphases within humanism are: (1) feelings, which include both personal emotions and esthetic appreciation, (2) social relations, which encourages friendship and cooperation, (3) responsibility, which means the need for public scrutiny, criticism and correction, (4) intellect, which includes knowledge, reason and understanding, (5) self-actualization which involves the quest for full realization of one's own deepest true qualities. Stevick contends that according to Moskowitz there are two major emphases in regard to be more human: (1) feeling, which holds that human education takes into consideration that learning is affected by how students feel about themselves, and that it is concerned with educating the whole person- the intellectual and the emotional dimensions. Moskowitz's

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second emphasis is on bringing out the uniqueness of each individual, which more involves self-actualization or to function to one's fullest capacity. Stevick moves on to enumerate some other scholars like Brumfit (1984) who emphasizes interpersonal relations on fusion of the cognitive and affective aspects, Medgyes (1986) who defends learners' dignity and integrity and who holds that the complexity of learners' ideas, needs and sentiments should be respected. According to him, Terrell (1982) describes affective-humanistic activities those that explore the students' values, ideas, opinions, goals and feelings. Finally, Stevick names Bhanot (1983) who regards learners as whole persons with emotional and intellectual needs.

Hiemstra, R., & Brockett, R. G. (1994). From Behaviorism to Humanism: Incorporating self-direction in learning concepts into the instructional design process. Retrieved December 6, 2010, from http://www-distance.syr.edu/sdlhuman.html

In their article Hiemstra and Brockett concentrate on the role of self-directed learning in teaching with its two components, i.e., adult empowerment in taking personal responsibility of their own learning and taking learners' perceived needs into concentration. They continue to contend that self-direction in learning is derived from humanist beliefs through assigning value to learners' previous experiences and inputs in their learning. They, then, enumerate some of the assumptions underlying humanism like: (a) human nature is inherently good; (b) individuals are free and autonomous, thus they are capable of making major personal choices; (c) human potential for growth and development is virtually unlimited; (d) self-concept plays an important role in growth and development; (e) individuals have an urge toward self-actualization; (f) reality is defined by each person; and (g) individuals have responsibility to both themselves and to others. They define concepts of self-actualization, proposed by Maslow, and self-directedness proposed by Rogers, as two main concepts proposed by the two main figures in the world of humanism. They then compare adult education of humanism views and instructional design of behaviorism views by proposing a table in which different characteristics of both views are contrasted.

Pavlicevic-Franic, D. (1996). Communicative-humanistic approach to learning and teaching in Croatian language class. Retrieved December 20, 2010, from http://hrcak.srce.hr/file/50423.

The author provides an introduction of the communicative humanistic approach in education. He considers a successful language communication as a product of internal factors (linguistic subject and didactic matter), as well as external factors (non-linguistic, mainly social and psychological matter). He considers three aspects of pupil engagement crucial to develop the learning process namely attentiveness, receptiveness, and appropriateness. The author then enumerates some elements of communicative approach which comes from a humanistic education. He quotes Moskowitz (1978) who considers humanistic education as "related to a concern for personal development, self-acceptance and acceptance by others, in other words making students more human. It is concerned with educating the whole person-the intellectual and the emotional dimension. He names humans' personal dignity and integrity, and complexity of other ideas, needs and sentiments to be respected as the common point between Humanistic-psychological approach and communicative approach. He quotes Rogers (1961), who suggests humanistic

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teachers: to build on problems that students perceive as real, provide resources, use contracts, vary the use of class time and use varied teaching methods. He claims that research proves that students engaged in humanistic academic education outperform students in more traditional programs, and that they have more positive attitudes toward education.

Aloni, N. (1997). A redefinition of liberal and humanistic education. *International Review of Education, 43(1),* **87-107.**

Aloni contends that humanistic education can be classified into four forms- classical, romantic, existentialist, and radical, which work in complementary manner rather than being mutually exclusive. He contends that the common point between these four types of humanistic education is that they all have a commitment for humanizing people which means providing people a kind of education that all human beings deserve and ought to receive in order to help human beings to actualize their human potentialities and help them lead fulfilling human lives. He claims that classical humanistic education believes in the existence of an ideal human perfection that should serve as a universal and objective model for regulating the education of all human beings qua human beings. He characterizes the romantic form of humanistic education through its fundamental premise that there exists in every one of us an inner nature of fixed self that in fundamentally good and unique that pushes to unfold and actualize itself, in accordance with its built-in code toward healthy existence and full humanity. He furthers the point by asserting that romantic education in contrast to the classical, conceive the road to human perfection as the turning of the soul not to the universal and objective, but rather to the inner world and unique self of the individual. Aloni contends that existentialist educators reject the classical notion of human beings as rational beings as well as the romantic assumption that there exists in every one of us an inner nature fixed self, that is fundamentally good and unique. The alternative advanced by most existentialists is that since the essence of man is freedom, in the matter of values, humans can appeal to no external authority, either natural or supernatural, and are therefore destined to choose, define and create themselves as the true author of their identities. Finally, he asserts that according to radicals, to consider educational issues independently of the larger cultural, social and economic context involves either serious ignorance or cynical, if not criminal deception. Finally he defines humanistic liberal education normatively as: the general cultivation and empowerment of human beings, in manners that are intellectually and morally appropriate, towards the best and highest life of which they are capable, in three fundamental domains of life; as individuals, actualizing their potentialities and tendencies; as members of society, becoming involved and responsible citizens; and as human beings, enriching and perfecting themselves through active engagement with the collective achievements of human culture.

Gadd, N. (1998). Towards less humanistic English teaching. *ELT Journal, 52(3),* **223-234.**

As Gadd puts it, the meaning of being humanist has changed from a person as a great learner, prevalent in Renaissance, to that of defined by Carl Rogers and Abraham Maslow. In other words, the outwardly directed humanism of Renaissance has become the inward-gazing humanism of the twentieth century. He puts forward the question that why math or science teachers rarely feel that they have a duty

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to understand any kind of operations on their students' feelings in the way that many English teachers do? He then asserts that according to Stevick (1990) one deficiency of humanistic approaches is that they may result in abdicating teachers' responsibility, no matter how well-intentioned they are in democratizing their practice. Gad contends that the other view of humanism considers English teachers' role crucial in encouraging and advancing the development of the students' inner selves. He considers romantic humanism focused on nurturing the student's inner self compared to pragmatic humanism, proposed by Stevick which holds that for teachers to respond most effectively to their students' needs they must understand their motivation, attitudes, and cognitive status and, in short, their psychology. He criticizes romantic humanism in English teaching on three grounds. Firstly, because it considers English teacher as a monitor and nurturer of the students' inner self which is presumptuous and of doubtful value,; secondly because it teaches learners inadequate number of registers which hampers their progression toward independence and thirdly because a focus on the inner self as a source of learning does not encourage or permit students' intellectual and cognitive development. As an alternative he proposes a rhetorical tradition which was first introduced by Purkey (1992) and asserts that it is naïve to dispense with these skills which make students active and powerful in public spheres to the advantage of humanistic focus on private self. He further claims that the idea that to be human means being private, introspective and feeling individual is a product of the romantic tradition epitomized by the work of Rousseau. As he puts it Romanticism is a western tradition which has become so entrenched in our culture that it is hard for us to see its artificiality. Finally he criticizes romantic humanism for three reasons: Firstly because they are misguided and culturally-biased in foregrounding the role of the private self and assumes that being human entails being a private and introspective individual; secondly because the language of the private self is limited in the number of registers of types of texts; thirdly because an undue focus on the self-hinders the student's wider intellectual development. He defends a pragmatic humanism against a romantic humanism.

Hill, B. (1999). Adapting the humanistic approach by using other learning theories. Retrieved December 8, 2010, from http://teach.valdosta.edu/whuitt/files/hillexm3.pdf

Hill begins his article with asserting that the major focus of humanistic education is the development of the "whole child." He then enumerates the objectives of a humanistic approach to education. He proposes concept of positive self-direction and independence as the first objective of humanistic view of education. He asserts that since the working environment is moving towards more independent and entrepreneurial activities, promoting such positive traits are urgent and vital. The second objective is helping learners to take the responsibility of what they learn on the ground that in the information age those who fall short of learning new trends and knowledge are left behind. The third objective, he claims, is to promote creativity of learners as a must in order to help them to "flourish" in the information age. He introduces curiosity as the fourth objective of the humanistic approach of education and believes that learners must be encouraged to ask questions and look for answers. The final objective set forth by Hill is evoking an interest in the arts as a strategy to promote the ability of learners' brains, which leads to the development of their creativity. Hill asks for an exploration to discover whether

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objectives are being met in educational setting. He finally proposes some types of learning theories like information processing approach, Piaget's cognitive development, and social cognition to be integrated into humanistic education courses in order to promote success.

Smith, M. K. (1999). The humanistic to learning. Retrieved December 8, 2010, from www.infed.org/biblio/learning-humanistic.htm

In this article Smith contends that a great deal of theoretical writings about education in 1970s and 1980s drew on humanistic psychology with a focus on the human potential for growth and through taking into consideration learners' personal freedom, choice, motivation, and feelings. Learning in his opinion is a form of self-actualization which results in psychological health. He elaborates on Maslow's hierarchy of motivation with a focus on self-actualization as the highest and the most important need of learners. He considers Carl Rogers as the most prominent figure in humanistic psychology field for his humanistic orientations to learning and introduces his ideas in regards to experiential learning which necessitates personal involvement, self-initiation, pervasiveness, learner evaluation, and being meaning-focused.

Arnold, J. (1999). The Jackendoff "skeptic" on humanistic language teaching. Retrieved November 20, 2010, from http://webcache.googleusercontent.com/search?q=cache:V0th5OClsdUJ:www.hltmag.co.uk/may01/sartmay016.rtf+affective+humanistic&cd=19&hl=en&ct=clnk

In her article Arnold refutes claims made by critics of humanistic-affective approach on language learning for being emotional and aimless. Arnold claims that humanistic language teaching (HLT) must not result in ignorance of mainstream learning rather it must be supplemented by relating what is being taught to learners themselves. She contends that it has not always been proved that affective teaching results in more effective learning, and she proposes a critical view toward humanistic language view which is not necessarily tested, because it is not easy to empirically test the nature of learners' backgrounds and experiences. It has been emphasized that in HLT not all the activities are useful in all situations. She continues that the studies of the brain prove the fact that learning is optimized when personal meaning is involved, so meaning must be significant and related to learners. Finally, she condemns HLT critics for using emotional language rather than scientific inquiry or open dialogue.

Mishra, C. (2000). Humanistic approach to education. *Journal of NELTA, 5(2),* **26-29.**

Mishra in this article tries to emphasize the role of affective factors in education, claiming that both mental and emotional aspects of learners must be taken into consideration. He incorporates the concepts of self-actualization and self-esteem into foreign language learning as proposed by Moskowitz. The author emphasizes the role of meaningful learning which helps learners in making sense of the world around them. The author then criticizes the mere concentration of cognitive aspect of education to the detriment of more humanistic aspects. He goes on to contend that the goal of humanistic education is self-actualization and that positive attitudes of learners have positive effects on their achievements. He advocates a classroom environment which is warm, supportive and non-threatening. He considers the

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facilitation of change and learning as the main goal of education which can be achieved through interpersonal relationship with the learner. He finally asserts that the humanistic education asks for a study over self which involves learners' feelings, experiences, memories, hopes, aspirations, beliefs, values, needs and fantasies.

Mardijoni, J. J. (2001). Humanistic strategies in the EFL speaking class. Retrieved December 8, 2010, from http://puslit.petra.ac.id/journals/letters.

According to Mardijono humanistic strategies are based on the assumption that a supportive and cooperative group atmosphere will enhance learning to bring out the best of students. The author claims that humanistic strategies create a cooperative and supportive group atmosphere and gives positive effects on the students' speech atmosphere. Mardijono classifies the affective domain into intrinsic and extrinsic sides. Intrinsic side includes personality factors like egocentric factors, transactional factors, and motivation. On the other hand, the extrinsic factors are social and cultural variables. According to Mardijono, humanistic strategies are also based on the assumption that a supportive and cooperative group atmosphere will enhance learning to bring out to the best of the students. Another assumption is that significant learning will only take place when it involves active participation on the part of learners. Ways to promote cooperative and supportive group atmosphere are getting to know each other, empathizing with each other, minimizing criticism and encouraging self-evaluation. The author finally concludes that through employing humanistic strategies students become closer, experiencing giving and receiving support to grow and excel at their speech performance.

Olio, D. D. (2002). The role of affect in learning and teaching literary texts in the language classroom. Retrieved November 23, 2010, from http://www.facli.unibo.it/NR/rdonlyres/61CA4B03-A135-49DD-83B2-DB4A27406A7C/16546/dallolioaffect1.pdf

The author considers two main characteristics for affective-humanistic approaches. The first one is that such approaches are developed in order to pay more attention to learners, their subjectivity and emotions like attitudes, personal interests, anxiety, and feelings which may have positive or negative effects on learning. Secondly their main objective is to introduce an alternative to traditional methods of language teaching like grammar-translation and audiolingualism. According to Olio, affective-humanistic approaches put emphasis on learners' attitudes and learners' personality, creates a motivating and positive environment in the classroom, and provides spontaneous and natural language learning. Olio contends that literature must not be taught through a teacher-centered approach since it hinders learners' initiation. Literature, mostly poetry, have strong emotional tones and can better provoke learners' emotions, which can then result in strong responses from the readers and motivate them as active learners.

Cooks, H., Hackney, D., Jackson, S. G., Stevens, C., & Zumwalt, D. (2002). *A humanistic approach to adult education: Learning from the inside out.* **Retrieved November 17, 2010, from https://scholarworks.iupui.edu/bitstream/handle/1805/432/Cooks,%20A..pdf?sequence=1**

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Cooks et al. call into question a lecture-based teaching in which teachers are in power as possessors of knowledge to be transferred to passive students who must comply with whatever presented to them by teachers as controllers. Learning environment is a place for a genuine exchange between teacher and learners in order to discover and eradicate adult learners' barriers. They focus on adult learners as "real persons" who come into the classroom with rich background knowledge of life which can be drawn upon as sources for teaching or barriers of their learning. As they quote Paulo Freire adult education must be "problem posing" in order to have learners as "critical thinkers."

Clifton, J. (2004). The humanistic lesson: student primacy in a world of meaningful interaction. Retrieved November 25, 2010, from http://www.hltmag.co.uk/sept04/sart9.htm

In his article Clifton defines the role of learners in humanistic language learning as the leaders in the teaching process. He contends that failing to consider learners as the primary aspects of language classrooms leads to an evaluative paradigm through the classic initiation-response-feedback (IRF) pattern in which teachers dominate the classroom. He proposes that the traditional relations in which only teachers are initiators must be turned into a situation in which learners themselves initiate interactions. In such a situation teacher's role is to take the second turn in order to provide feedback. He further introduces new pattern of learner-facilitator-learner interaction pattern instead of the traditional IRF pattern.

Wang, G. (2005). Humanistic approach and affective factors in foreign language teaching. Sino-US English Teaching. Vol. 2, No. 5.

In this article Wang has attempted to provide a general introduction about the major issues concerned in a humanistic approach. He has introduced three prominent figures in the field named: Erik Erikson, Abraham Maslow and Carl Rogers. He has mentioned that three well known methodologies that is, the Silent way by Gattengo (1978), Suggestopedia by Lazanov (1978) and Communicative Language Learning by Curran (1968) have humanistic flavor. In his eye's important effective factors in a humanistic approach are anxiety, self-esteem, language ego and empathy. He has considered learners as whole persons that is, those who have emotional intelligence in addition to their cognitive intelligence. Finally, he has provided implications of a humanistic approach for language teachers in the classroom.

Matos, C. M. (2005). The EFL teacher as a humanizer. Retrieved December 8, 2010, from http://associates.iatefl.org/pages/materials/voicespdf/pd15.pdf

Matos considers the role of teachers as humanizers, a role which has been neglected so far. He defines a humanizer teacher as a professional who shares a belief in such fundamental values as human rights, justice, peace, and dignity and who applies them in his/her teaching of English, as well as outside the classroom. Finally he proposes a checklist in which he considers a teacher as a humanizer when he/she: views and applies English Language Teaching as a system for helping learners grow as individuals and as members of communities, both inside and across cultures, views and applies assessment of learners' performance in a positive way, by emphasizing their strengths in using English as a means of interaction, views and treats his/her students as persons who have both communicative rights and responsibilities,

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creates peace-building-enhancing-promoting activities so that learners can communicate as caring and compassionate users of English, that is, as appliers of what Matos calls communicative peace, uses inspiring literature which exemplifies humanization through dialogue (between/among fictional characters). Such applications could be extended to performing arts such as the theater, cinema, TV dramatization (serials), Uses examples of humanizing illustrative sentences from learners' dictionaries and stresses the importance of such dignifying uses of English, prepares learners to make humanizing uses of the Internet, through chatting with English language- using e-friends. The creation of humanizing phraseologies for use on the Web could become a project for groups in different EFL contexts, within copyright law restrictions, adapts and/or changes materials so that they can contribute to personal and to interpersonal humanization. The use of 'positivizers' (for instance, adjectives enhancing positive human qualities, traits) could be systematized in the learning of humanizing vocabulary.

Clifton, J. (2006). Humanistic language teaching, facilitation, and classroom conversation. *Indonesian Journal of English Language Teaching*, **2(2), 159-174.**

In his article Jonathan proposes humanistic language learning as a solution to the problem of classroom interactions which can be either a planned institutional discourse or an unplanned conversation which maximizes the chances of learners to participate. He considers learners as the driving force of the lesson and those in control rather than being controlled. He also believes that to achieve such environment in which students have primacy in meaningful interactions teachers need to reduce their aspirations for exercising authority given them by institutional power because of their knowledge. He contends that teachers' institutional authority is used to structure classroom when in a humanistic language teaching the teacher is given the institutional authority in order to plan for an absence of structure and to provide learners with an environment in which they feel free to take initiative and become the primary object in a world of meaningful interaction. However, the teacher must remain in control to provide linguistic feedback. He introduces a dichotomy between institutional authority to be given up to learners and a linguistic authority to be kept by teachers in order to provide feedbacks to learners, so that teachers turn into facilitators.

Bala, S. (2007). Reflections on a humanistic approach to teaching and learning. Transformative dialogues: Scholarship of Teaching & learning. Vol.1, Issue. 1.

In this article the author has tried to tell us about some experiences in different cultural environments. Learner empowerment is the main focus in this article and that how it results in changing the role of a teacher as a lecturer and authoritarian to that of a facilitator. Cultural diversity has been accepted and revered as valuable sources to be used in the classroom.

Burke, A., Adler, M. A., & Linker, M. (2008). Resisting erasure: Cultivating opportunities for a humanizing curriculum. *Multicultural Perspectives.* **10(2), 65-72**

In this paper Burke, Adler, and Linker advocate the use of a curriculum compatible with student experience in which teachers are informed about students' background knowledge and expectations. They

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contend that ignorance of what students bring with them from the real world as their experiences and sticking to standardized and prescriptive curricula puts student at a disadvantage position in being under constraint. Student's and teachers' different social background can result in barriers for discussion and mutual understanding. They emphasize the fact that no matter how well-intentioned teachers are in humanizing a curriculum there are some institutional forces which need to become more in keeping with humanistic approaches.

Hangerman, R., Harris, J. F., & Murrell, S. (2008). An argument for humanism. Retrieved November 23, 2010, from http://files.portaportal.com/9b73d276eea8bafb5d0bc319be84d60d/Humanism%20-%20Learning%20Theory.doc.

In this paper the authors introduce Humanist approach in connection with learning which results in a focus on human relationships. They name humanists like Dewey, Rogers, Montessori and Knowels who believe in an experiential and experimental view towards learning. They contend that according to humanism what is learnt must be relevant to the learners' immediate lives in the real world, and that feelings are as important as real facts. Cooperative learning, as they put it, is humanistic in that it involves learners helping each other in groups within which they are freer in their learning and are less controlled compared to direct instructions. They name some other humanistic instructional strategies like Jigsaw and student teams achievement divisions (STAD) and role playing. The reason humanism is preferred learning style is that it puts learners at the center which results in their empowerment. Once empowered, learners go through a self-directed lifelong learning. They finally quote Gage and Berliner (1991) for their five principles of humanist learning including: Students will learn best what they want and need to know, knowing how to learn is more important than acquiring a lot of knowledge, self-evaluation is the only meaningful evaluation of a student's work, feelings are as important as facts, students learn best in a non-threatening environment.

Bozcurt, T., & Ozden, M. S. (2010). The relationship between empathetic classroom climate and students' success. *Procedia Social and Behavioral Sciences, 5*, **231-234.**

According to the writers, empathy is an important construct, which comes from humanistic psychology with a focus on human needs and interests and aiming at providing some all-round basis for personal growth and development, to go throughout life in a self-directed manner. They emphasize the role of mental growth and humaneness, as necessary factors in promoting self-realization and/or self-actualization in various life situations. They also contend that empathy implies both emotional and intellectual meanings which must be connected and incorporated in service to other person's needs. Then, they quote Rogers (1961) for his definition of empathy which involves the ability or process of placing self in other shoes, as if one was the other person. Empathy contains both a cognitive (intellectual) and emotional dimensions. They claim that cognitive empathy provides a cognitive process to discriminate and label affective states in others as the experience of foreign consciousness in general, while emotional empathy refers to sharing the others' feeling and the tendency of forming a deeper relationship with his

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feelings. They define an emphatic classroom climate as a place where a set of attitudinal qualities of teachers facilitate learning. These attitudinal qualities are effective in understanding students' phenomenological perspectives and provide sensitive awareness of how learners view the process of learning and education through openness, attentiveness, and positive relationship.

Sandoval, L. Y., Sedano, A. R., & Ecima, I. (2010). Ethical qualities of professional development of the educator: A humanistic perspective needed to manage a new way to see the quality of education. *Procedia Social and Behavioral Sciences, 2,* **2589-2593.**

Sandoval, Sedano, and Ecima as the authors of this paper focus on the concept of ethos of teaching which include five ethical qualities: competence, initiative, responsibility, commitment, and dedication. They assert that educators need to get familiar with these ethical qualities inherent in their professional development. They hold that the main challenge educational instructors have, relies on the ethical training, the training of will, and formation of free human beings capable of exercising their freedom and coexisting. They hold that the key to achieve social consistency is the humanization of education and that in this process thee educational instructions play a leading role to the extent that they promote and attain an organizational culture starting from the development of the personal ethos in each of the actors that integrate their educational community. They quote Altarejos (2003) who contends that ethos is a disposition to action which unfolds through the repetition of acts that enables human beings to perfect the action. They go on to contend that in order to achieve ethical behaviors in professionals it is necessary that they know who the man is and what his purpose in life is. This is an anthropological view of ethical qualities which helps educators to discover and accept their personal identities. They hold that the teachers' professional knowledge is based on a technical knowledge (functional competence) and ethical knowledge (ethical competence). The first one involves know-how and the latter involves to know how to act. The former one implies being effective and efficient, when the latter characterizes a good professional and involves consistent action. They further consider education involved in helping to grow, which makes it necessary to consider the essence of educational doing and its professionalism as the concept of help, which is realized as a relationship between the educator and the student through cooperation, support or assistance, so that learners gain something by themselves. Sandoval, according to them, proposes a new way in managing the quality of education based on the anthropological approach, which focuses on the educator and educational fact, involving the concept of education understood as a help to essential and personal growth, based on professional ethos and taking into consideration the principle of solidarity-anthropological principle that recognized novelty and the ability of human beings of giving themselves to others. The quality of education in this view is exhibited in the personal and essential growth of the learner; in children, young people, professionals and citizens capable of assuming life as free human being able to coexist. They finally hold that pedagogical management in the educational institutions takes the lead from the humanistic perspective of quality of education.

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Phonological Change in Bulandshahri: A Social Perspective

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Abstract

All human languages change over time and therefore there is no such language which is unchanged or in its initial form. Language change can be traced at different linguistic levels like phonology, morphology, grammar, and semantics, this happens due to the way language is used and acquired by individuals or group of people in the society. This is an outcome of socio-political contacts, such as language policy, language planning, transportation, immigration, etc. Notably, the need for technological advancement and the use of the internet plays a significant role in language change. Consequently, new vocabularies are included in the dictionaries, glossaries, and thesauri to meet the need of time and new technological discoveries such as transport, domestic appliances, and industrial equipment, sports, entertainment, and healthcare. Language change takes place in different situations, such as language learning, language contact, social differentiation, nature and attitudes. Therefore, this paper deals with the factors responsible for language change in Urdu spoken in and around the vicinity of Bulandshahr districts, especially from the phonological point of view.

Keywords: Bulandshahri, phonological change, social perspective

1. Introduction

While discussing linguistics, language change must be addressed. Language change occurs very swiftly whenever speakers come in contact with the people of different geographical places who speak a different language, but even within the same small community also, there are various factors responsible for it based on speaker's age, gender, sex, ethnicity, and social and educational background. Through the interactions among these speakers belonging to different classes, we encounter new words, expressions, and pronunciations which we integrate into our speech or vocabularies. Even if your family has lived in the same area for generations, you can probably identify several differences between the language you use and the way your ancestors speak. Every successive generation makes its small contribution to language change and when sufficient time has passed by the impact of these changes becomes more obvious.

Language change is the phenomenon by which permanent alterations are made in the features and the use of a language over time. All natural languages change, and language change affects all areas of language use. Types of language change include sound changes, lexical changes, semantic changes, and syntactic changes. The branch of linguistics that is expressly concerned with changes in a language (or in languages) over time is historical linguistics (also known as diachronic linguistics).

2. Language Contact and Language Change

Historical linguistics came to identify slight late that, the language contact results in language change especially from structural perspective in the language. However, it is believed that, the area of language contact has emerged parallel to language itself. This deals with a situation where the speakers of two languages or two dialects come in contact with each other in order to communicate. Therefore, the types of language contact are studied and research depending on the way speakers of two different speech communities interacts with each other to exchange complex thoughts, ideas, information and so on. Interestingly, it is not necessary that speakers will be involved to contact; there are instances where different platforms are involved for contact for example, social media, news, TV, etc. through which speakers of one community establishes contact with other speech community. Examples of such phenomenon can best be understood from the present day contact of English with the speakers of other languages through media, newspaper, IT, etc.

Since early time writers and researchers writing about the language, they consider 'contact' as one of the sources to trace change in a language over certain period of time in terms of 'features'. As every language has certain unique features which travels from one language to another with the course of time due to the contact situation. Any lexical item or any linguistic feature of language 'A' may travel to language 'B'. For example, negation marker 'अ' → 'a' = /ə/ has travelled from Sanskrit to English and serves the same function (political vs **a**political). Similarly, the vocalic sounds borrowed to Hindi from Urdu, while Urdu has loaned it from Arabic. This all happens due to the contact situation between the two or more languages, possibly, Hindi would not have borrowed vocal sounds if would not have come in contact with Urdu.

Notably, the contact between languages may happen in two ways; direct or indirect. Direct contact refers to the situation when the speakers of two languages come in contact with each other as an outcome of several circumstances (due to invasion, expulsion, immigration, etc.). While indirect contact may be considered as the interaction between the two speech communities interact with each other through mediation like: social media, television, literature, and internet, etc. This can best be explained in terms of contact between English and other Indian or world's language through different platform.

Based on the type of contact, changes may vary as per the situation. As a matter of fact, lexical borrowing happens when a linguistic item is borrowed from one language to

other. While structural borrowing may lead to change the other language with the course of time.

2.1. Attitudes

The level of consciousness helps native speakers to recognize language change that to what extent language is affected. Language change is not so noticeable when it happens among the closed class as they are not much conscious, rather it becomes more noticeable when happens at open class. Language change that takes place at open class is referred to as lexical change. When native speakers talk about change in the language, they refer to the use of new words or phrases in their language.

Since ages, the common speakers have considered language change as a process of language decay. This results in the development of such feeling among the speakers where they look to the past to find some source to un-change the language. Consequently, it gives birth to the idea of correct and incorrect use of language. Correct use of language refers to the explicit rules i.e. a complex and standard grammar used in the old texts. While on the other hand, incorrect use of language deals with the undesirable or colloquial grammar which is socially less acceptable. However, to establish an objective definition for language change, such versions are superficial. Indeed, this is somewhat more relevant from the perspective of attitudes of the speaker towards their language, instead of language which is neutral in itself.

2.2. Code-mixing

Code-mixing is a phenomenon where two or more codes are used within the same sentence either in text or speech. In modern time, it is a widespread practice in the society, where speakers use at least two different codes to establish communication. Studying code-mixing broadens our horizon about the nature, culture, and constraints of human language (Myers Scotton, 1993a; Boeschoten, 1998; Azuma, 1998), in addition to the relationship shared among the different languages based on the individual use of language strategies and attitudes in a specific socio-cultural domain.

3. The Results of Language Change

When accompanied by splits of populations, language change results first in dialect divergence (the kinds of differences we witness between Dakkhni Urdu and Urdu; between the Lucknawi Urdu and of Bhopal; between Old Urdu and modern Urdu and Pakistani Urdu). Over longer periods, we see the emergence of separate languages as in the contemporary Indo-Aryan languages, whose divergence began in the 13th century. Though political considerations often intervene in whether a particular speech variety is considered to be a language or a dialect, the basic idea behind linguistic classifications is that dialects are mutually intelligible, whereas languages are not.

4. Why Language Change Happens?

In general, language change is unintentional and never been a target of native speakers. Language change is an outcome of need. However, language change may result due to both internal and external reasons.

Notably, it is totally out of scope to talk about language change in terms of exact date and time. For instance, the insertion of schwa vowel /ə/ in between consonant cluster at initial, medial, and final positions in Bulandshahri (qabr /qəbr/ vs qabar /qəbər/). No Bulandshahri speaker can tell us that why such addition happened. Indeed, none of us can offer the description for the same that certain change happens, and at what exact moment a particular change took place in a language.

Let us assume the claim that noticeable change happens due to the use of certain linguistic items that represent a particular social class among the speakers of the same language. For example, Urdu has a clear contrast between short and long vowels which participates in meaning change if altered with each other e.g., dar /dər/ 'door' and dAr /dār/ 'title', dam /dəm/ 'courage' and dAm /dām/ 'price' contrastively, there are several languages which does not distinguish between their short and long vowels. Consider the claim that unusual changes can be carried through if the speech community is homogenous or if for some reason, they become markers of social class. However, it is noteworthy to mention that Bulandshahri is spoken by a smaller speech community in contrast with other languages of north India like Urdu, Hindi, etc.

The other factors are also being used by a social class which is either high status or have a direct influence of Urdu. The use of nasal vowels is less common while oral vowels are largely used, even sometimes instead of nasals vowels, while nasality is used as a marker of both honour and plurality of verb as per the subject. These instances may satisfy the questions that why certain features or phonemes are coined in any language over time. Despite having no evidence for the predictability of any feature or phoneme, one may talk about the factors which may result in language change, and what are the levels at which a particular language has changed (phonology, morphology, syntax, etc.). These factors create the source to measure and compare the changes in any language both from a diachronic and synchronic point of view. The following table offers the description of the phonological change in medial and final consonant clusters of Bulandshahri. Bulandshahri has also witnessed very limited or rare occurrence of initial consonant clusters at word level like Urdu.

Notably, it is almost impossible to talk about the exact date and time when a particular linguistic phenomenon happened in any language rather one can tell you the approximate timing in terms of years or centuries. One can tell you more easily about the change about date or century rather than pinpoint date and time in any language, this also helps in establishing the chronological order of change between two or more point of time. This is feasible because the outcome of every change has a different result due to the

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neighbouring sounds (preceding or following). Following are the examples which offer a detailed description regarding the aforementioned points.

5. Evidences of Phonological Change in Bulandshahri

i) Addition of Schwa Vowel /ə/

While discussing language change at phonological level, it becomes very essential to discuss about the **epenthesis**. Vowel epenthesis is a process whereby a vowel is inserted to break up a consonant cluster in order to make the two consonants more distinct. Notably, this process is somehow forbidden in many languages or its verities. However, there are several instances available in Bulandshahri. Following section deals with vowel epenthesis at initial, medial, and final consonant cluster.

a) At Initial Consonant Cluster

Interestingly, there are very few initial consonant clusters available in standard Urdu. Usually when the native speaker speaks in a hurry, they come to form initial consonant clusters in Urdu. On the contrary, the native speakers of Bulandshahri generally insert a schwa vowel /ə/ in between initial consonant cluster to sharpen the distinction between the two consonants, but the meaning remains unchanged. Following examples shows the insertion of schwa vowel /ə/ at initial consonant cluster.

drxt	/drxt/	'tree'	→	daraxt	/dərəxt/
kya	/kyɑ/	'why'	→	kiya	/kɪyɑ/
kmi	/kmi/	'deficiency'	→	kami	/kəmi/

There is another case where initial syllable is deleted to form a new lexicon in Bulandshahri, whereas no change in meaning takes place. For example, taqriban /təqribən/ to kariban /kəribən/ means 'almost'.

b) At Medial Consonant Cluster

There are cases of vowel insertion at medial consonant cluster in Bulandshahri. Interestingly by inserting vowel /ɑ/ a new word is formed 'janawar' /jənɑvər/ 'pig' from 'janwar' /jɑnvər/ 'animal' to refer to a particular type of animal only i.e. 'pig'. However, the word 'janwar /jɑnvər/' is used to refer 'animal' in general. Please see the following example.

For example, janwar /jɑnvər/ 'animal' (in general)

jan**a**war /jən**ɑ**vər/ used for 'pig' only.

c) At Final Consonant Cluster

Insertion of schwa vowel at final consonant cluster is very common in Bulanshahri. However, there is no change in meaning takes place. Following are the examples of such instances.

		Standard Urdu			**Bulandshahri**

i)   sabr /səbr/ 'patience'   →   sabar /səbər/

ii)   mard /mərd/ 'man'   →   marad /mərəd/

iii)   marz /mərz/ 'disease'   →   maraj /mərəj/

iv)   jism /jɪsm/ 'body'   →   jisam /jɪsəm/

v)   vaqt /vəqt/ 'time'   →   vaqat /vəkət/

vi)   farq /fərq/ 'difference'   →   faraq /fərəq/

The above example shows that, the schwa vowel (/ə/) is inserted at the final consonant cluster in Bulandshahri. The first column presents the words of standard Urdu while second column shows the data from Bulandshahri.

6. Dropping of Vocal Sound S, Z, Q, G, X, H (/ʃ/, /z/, /q/, /ɣ/, /x/ & /H/)

It has been noticed that, the speakers of Bulandshahri does not necessarily pronounce vocal or glottal sounds borrowed from Arabic and Persian into Urdu i.e. /ʃ/, /z/, /q/, /ɣ/, /x/ and /H/. This happens due to the contact situation of Bulandshahri with other high status language spoken simultaneously in market-places and formal meetings i.e. Hindi. Generally, Hindi does not include vocal and glottal sounds into their phonological inventory as compared to standard Urdu. Therefore, it is a strong tendency among the native speakers of Bulandshahri to omit such loaned sounds of Arabic. For example, alveolar fricative /z/, and uvular plosive /q/, glottal fricative /H/, etc.

Notably, the speakers of Bulandshahri omit both vocalic and glottalic sound loaned from Arabic to Urdu and also not able to differentiate between the two sounds based on their place and manner of articulation for example, post-alveolar fricative /ʃ/, is replaced with alveolar fricative /s/ during speech. While this plays role in differentiating two different words Shikwa /ʃɪkvɑ/ vs sikwa /sɪkvɑ/in standard Urdu and therefore spoken differently by its speakers to refer to two different linguistic items, but in Bulandshahri both are same at spoken level. Strikingly, the speakers of Bulanshahri are able to distinguish between these two forms of word (Shikwa /ʃɪkvɑ/ and sikwa /sɪkvɑ/) based on their contextual use but the pronunciation remains same. There is another case where the consonant uvular fricative /x/ is changed to velar fricative /kʰ/ which also results in lexical ambiguity i.e. Khaas /xās/ 'specific' vs khas /kʰās/ 'to cough'. Earlier is the adjective while latter is the noun. Furthermore, alveolar fricative /z/ is changed to palatal affricate /j/ e.g. Zaleel /zəlil/ 'characterless' to jaleel /jəlil/ 'great'. Such changes in place and manner of articulation plays role in meaning change of a lexical item, as the earlier is adjective means 'characterless' while the latter could be both a noun or an adjective which is determined based on their use in a particular context. Similarly, the Bulandshahri speakers also omit the post-glottal fricative /H/ and uses glottal fricative /h/ only irrespective of their place of occurrence in a lexicon for example, Hal /Həl/ 'solution' and hal /həl/ 'plough'. They also omit uvular

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plosive /ɣ/ and uses velar plosive /g/ at all positions irrespective of lexicon which consists of such sounds. These phonemes result in meaning change based on their particular features for example, Gul /ɣul/ 'noise' and gul /gul/ 'to extinguish'. Similarly, uvular plosive /q/ is replaced with velar plosive /k/ at all positions in lexicons e.g., Faqeer /fəqir/ 'sufi or saint' vs Fakir /fəkir/ 'beggar', however in standard Urdu both are different lexical item (at written and spoken) but in Bulandshahri written differently and spoken alike. Following are some of the examples which present such phenomenon in Bulandshahri in contrast with standard Urdu.

	Standard Urdu		**Bulandshahri**
i)	Zaleel /**z**əlil/ 'characterless'	→	/**j**əlil/ 'great'
ii)	Zevar /**z**evər/ 'golds'	→	/**j**evər/ 'a place'
iii)	Shahar /**ʃ**ehər/ 'town or city'	→	/**s**ehər/ 'early morning'
iv)	Shikwa /**ʃ**ɪkvɑ/ 'complaint'	→	/**s**ɪkvɑ/ 'to roast'
v)	Khaas /**x**ās/ 'personal or special'	→	/**kʰ**ās/ 'to cough'
vi)	Khali /**x**ɑli/ 'empty'	→	/**kʰ**ɑli/ 'ate'
vii)	Gul /**ɣ**ul/ 'noise'	→	/**g**ul/ 'to extinguish'
viii)	Hal /**H**əl/ 'solution'	→	/**h**əl/ 'plough'
ix)	Qalai /**q**ələi/ 'whitewash'	→	/**k**ələi/ 'uncomfortable'
x)	Faqeer /fə**q**ir/ 'sufi or saint'	→	/fə**k**ir/ 'beggar'

In the above example, the first column presents the data of standard Urdu while the second column deals with data of Bulandshahri. Significantly, the speakers of standard Urdu can easily differentiate between the glottalic and vocalic sounds, as this may result to form two different lexical items in terms of their meaning e.g. zaleel 'characterless' and Jaleel 'great'. Therefore, the speakers of standard Urdu write and pronounce such words differently. While the speakers of Bulandshahri write differently but pronounce alike and drops vocalic and glottalic sounds loaned from Arabic. Evidently above examples is a presentation the linguistic nuances of such sounds which results in meaning change of two lexical items, if changed with each other. This study requires more investigation in terms of change related to morphology, syntax, and semantics. Therefore, this study may provide insights to the young researcher in the area of language change in general and Bulandshahri in particular.

7. Conclusions

A significant amount of attention has been given to the research in the area of language change due to its diversity. There are several techniques employed to research language change in order to look at them from different angles so that new dimension for the research can be opened. Significantly, the linguists who have looked language change from one type of change or single instance of change may now look to them from several approaches or perspectives (phonological, morphological, syntactic, and semantic).

In this paper, I have discussed about the language change in Bulandshahri at phonological level in contrast with standard Urdu. Bulandshahri is considered as one of the verities of Urdu spoken in Bulandshahr district and its adjoining areas. The data clearly shows that, the speakers of Bulandshahri insert shwa (/ə/) at different levels (initial, medial and final) in syllables during speech (see examples in section 5). Further, the data also shows that, the vocalic and glottalic sounds borrowed from Arabic to standard Urdu is omitted in Bulandshahri (being one of the verities of Urdu). Such changes in Bulandshahri are taking place due to its long and direct contact with Hindi and some of its dialects like: Khariboli, Baraj bhasha, etc.

This paper is organised into several sections; section 1 talk about the introduction pertaining to language change in general and its effect at different linguistic levels (phonology, morphology, syntactic, and semantic). Significantly, this paper deals only with the phonological change in Bulandshahri, section 2 and 3 deals with the outcome and factors involved in language change respectively. Following section 4 focuses about the reasons involved in language change. Further, section 5 deals with the evidence of phonological change in Bulandshahri. While 6 revolves around the dropping of glottalic and vocalic sound during speech and their importance in two different lexical items in terms of meaning. Lastly, section 7 offers the linguistic nuances and conclusions of this study including future work.

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Elf Child: Recounting American History

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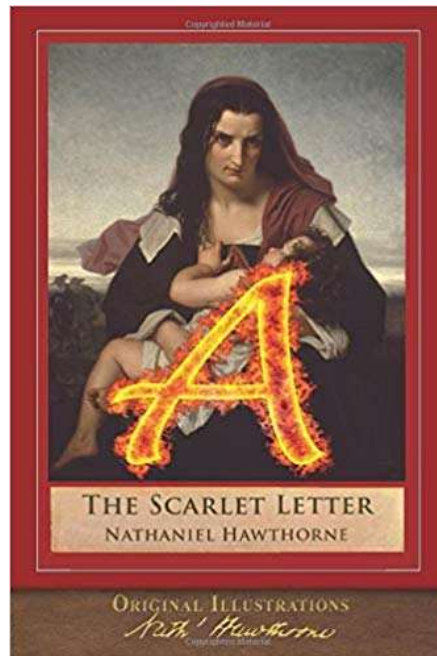
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Abstract

Children's literature is a significant tool for the amusement of children and portrayal of childhood in the frame of an adult's intention. Defining it, Hollandale expresses "Children's literature is narrative, an important characteristic of which is the provision of access to understanding through empathy with the lives and experiences of others" (Hollandale, 1997). Hollandale (1997, p. 62) notes that the experiences recorded need not be fictional but might, for example, be based on the author's memory of his or her childhood (*Signs of Childness in Children's Books, 62).* Charlotte Huck points out that children's literature is "the imaginative shaping of life and thought into the forms and structures of language" (*Children's literature in the elementary school,* 5). It is socially and culturally constructed and focuses on the lives and experiences of

children, thus enabling young people to broaden their old world view through the imaginative apprehension of new experiences.

Almost all the literature projected by the adult writers deals with youngness, innocence, enthusiasm, valorization of its socio-cultural and psychological aspects with the portrayal of children. And this literature is the embodiment as the adult's world dominance over the child's world. But the sensitization of the child always contrasts with the sensitiveness of the adults. Children resonate with the adults' sensitivity and the adults' so-called old world experience reincarnates the child for a younger age.

Since children's literature is comprised of adults' writing and was mainstream literary competence of the early American writers, Nathaniel Hawthorne utilized the genre to connect with readers. He orchestrated the young and the aged personages to ascend the conflict between England and New England. *The Scarlet Letter* suffered from "hidden conflictive" intention of textual representation of the young "Pearl". The name "Pearl" itself contrasts with the authorial consciousness and deconstructs the centrality from present day to the specific past. Her identity haunts the inner consciousness, and the demented semblance of Arthur Dimmsdale.

This paper will examine the meanings and implications of the appellation "children and adult in the context of *The Scarlet Letter* "as defined within a body of mainstream fiction formative literature. It, subsequently, will highlight how this text negotiates questions related to refugee status, immigration, identity, and belonging, contributing in many instances to a bland re-creation of a formerly oppressed but now coherent and increasingly prosperous and Americanized people.

The children's literature plays an important role in defining the relatively new community to itself and mainstream America. In its dissemination of truisms about Confucian heritage and stereotypes of "model minorities, "the literature reveals as much about American ideological desires as it does about the 'new Americans'". My paper strives to read Hawthorne's child character Pearl as the reflection of the American past. While we witness in the deepening of sensuality in Pearl's character a reminiscence of the past, we are concerned with Hawthorne's socio-cultural and psychological insights in the projection of such a child character.

Keywords: Nathaniel Hawthorne, children's literature, American history, *The Scarlet Letter*, Pearl, Americanized people

As critics traditionally believe that children stand for the present and adults stand for the past, but I wonder if childhood symbolizes the past and adulthood reflects the present and new. The literary authenticity passes through the belief that the adult represents the past, the old, the history, the stagnation while the child represents the present, the new, the valorization, the

enthusiasm, and the modernity. So, we see literary scholarship had voyaged from classic literature to modern. Early American writers also hypothesized the notion of the old and the new in their literary competency. As Philip Aries observes in his classical text *Aries 1962* "it seems . . . probable that there was no place for childhood in the medieval world" (p.33). As children represent all the cultural attributes such as innocence, savagery, emptiness, vulnerability, freedom, and potentiality, the early American scholastic discourse increased over the dual aspects of the cultural past in its acquaintance with children and adult sensibility.

Nathaniel Hawthorne wrote and published almost all his tales for an audience composed of children. These include six books; *Grandfather's Chair* (1840, dated 1841), *Liberty Tree* (1841) and famous *Old People* (1841), which focused on tensions between England and its Massachusetts colonies from the time of the Puritan arrival, to the American revolution; *Biographical Stories for Children (1842)* which sketches the childhood of well-known historical figures.

I rehearse this outline to understand the extended role that writing for children occupied in Hawthorne's life and literary career. He wrote for children when he was both a younger and older author. As the critics argue Hawthorne was fascinated with the old in his youth and with the young in his old age. The "scene of a grown man entering the public sphere hand in hand with a young child" is repeated throughout Nathaniel Hawthorne's fictions (Keren Sanches Eppler, 143). She points to scenes in *The Scarlet Letter*, 'The Artist of the Beautiful' and 'Little Anne's Ramble' as the expression of Hawthorne's desire to "make public . . . his connection with childhood" (143).

Here I would like to depict Hawthorne in a frame of the young and the old in which the child's sensitization evolves with the aged personality, in which Hawthorne's 'purposiveness' positions itself to portray such contradictory aspects of New England and England. American investment in the future and, therefore, in the child who symbolized it and in the sanctity of democratic norms which permeated within a family, granting the child a position of equality were not freak events, but were connected to the history of America and the evolution of modern American nationhood. In his book, *The Classic American Children's Story* (1996), Jerry Griswold tries to throw light on the historical and political configurations that linked the American national identity with the figure of the child and, by extension with children's literature.

> Historians have pointed out that, from the
> beginning of American history through to
> the nineteenth century, Americans consistently saw
> their political history in terms of the development
> of a child. In fact, by 1849, the Southern Literary …….
> A messenger would say, somewhat wearily, "there
> is no similitude more trite and familiar, certainly
> there is none more striking and true than that

which likens the origin and progress of nations to
the growth and development of children (27).

This persuasive notion "America as a child" shaped the way Americans saw themselves and their history. In its colonial days, America was an infant in a microcosmic family headed by the English monarch. The American Revolution marked a different phase in the growth of this microcosmic youngster. Scores of scholars have shown through the examination of hundreds of diverse accounts (from Franklin's Autobiography to the political writings of Thomas Paine and Patrick Henry), American writers and thinkers consistently understood and presented the revolution as the story of a child who had grown older and entered into a period of oedipal rebellion" (1996:14).

Hawthorne's symbolic method, though he himself was among the first to complain of it, is thoroughly in keeping with his historical premise. In *The Scarlet Letter*, people know themselves by means of revelatory "images", that inform mind and body, and they apprehend other human beings as power "shapes" impinging upon them. The metaphor of the child which stands for an entire civilization was not merely confined to the American political discourse or the historical phase of the American Revolution.

The vision of new birth and innocence associated with a child was enmeshed with the very establishment of the American colonies in the 1620s. The figure of the child seems to define the existential condition of New England. The early settlers might have felt as helpless as children in the new vast continent amidst a hostile nature and wild natives. Richard Lenin in his essay *"Literature and Values": The American Crusoe and the Idea of the West"* demonstrates how Defoe's *Robinson Crusoe* could be an American prototype embodying all its dominant cultural values. Lenin visualizes the American Crusoe balancing his legacy of the notion of God with the empirical bent of his mind in order first to come to terms with, and then master the 'other' existing outside him, embodied in 'nature' and the other groups of people. It has been a difficult rite of passage from the initial innocence and awe and wonder of the child to a technological mastery of the land. This initiation from childhood to maturity is reflected in a major cultural expression like Cooper's frontier novels, the fiction of Hawthorne and Melville, the poetry of Whitman and Twain's novels for children.

Hawthorne's creation of Pearl has been a controversial issue among critics through the ages. Pearl was called both "an embodied angel from the skies" and "avid little demon". For some critics, she performs the function of "a symbolized conscience". But for others, she is only "a darksome fairy". The other scholarly enterprises postulate her as "a disordered nature torn by a malignant conflict between the forces of good and evil", "unnatural isolation", "child of nature".

"The Politics of *The Scarlet Letter",* Jonathan Arac sums up Hawthorne's politics in the following words:

> Given a political rhetoric, and a national identity,
> that depend on the blurring together that are
> ordinarily taken as contraries, we may find in
> Hawthorne's style a response to this situation. His
> prose negotiates the conflicting realities of past
> and present, the overlays of Puritan, agrarian,
> commercial and industrial ways of life that he
> encountered in New England, as well as the
> tension between American politics as a continuing
> revolution and politics as "patronage", mere
> "rotation". Hawthorne's de-realizing style
> represents objects so that we doubt their reality
> yet while thus questioning what offers itself as
> our world, he refuses to commit himself to the
> authenticity of any other world or way of seeing. (1986: 257-258)

Hawthornean projection demonstrates her as "The frown, the harsh rebuke, the frequent application of the rod, enjoined by Scriptural authority, was used, not merely in the way of punishment for actual offenses, but as a wholesome regimen for the growth and promotion of all childish virtues" (77). Seventeenth-century passed on with allowing the corporal punishment of children to sustain their obedient behavior towards the authority of church and the state. Scriptural support for the use of corporal punishment as a part of the process is found in *Proverb 13:24* as stated:

> Whoever spares the rod hates their children,
> but the one who loves their children is careful
> to discipline them. (New International Version, 1973)

The Puritan fathers did not stop short at recognizing their immaturity and blundering ways in front of an all-knowing and all-seeing God; they set about indoctrinating their children about their rightful position as simple souls waiting for God's reprimand. However, ironically, this excessive concern for the child may ultimately have succeeded in denying a differential ethic to childhood. The puritan child may have been turned into what has been called "miniature adult", with the grim and heavy dose of knowledge about sin, hell and innate depravity of man. The attitudes to childhood of other religious groups like the Anglicans, the Lutherans or the Quakers were, of course, less grim. While the Quakers opposed the Puritanical doctrine of total depravity and believed in childhood amorality, the Anglicans and Lutherans trod the middle path between

two. But all the faiths were unequivocal about introducing complex theological complex like sin, salvation, God, evil, etc. into the thinking of their children.

> The colonial child into his battle for righteousness
> Was "duty-bound" to God, to his neighbor, and to
> Himself by a stern religious code. This varied in
> Emphasis in different localities, but everywhere it
> Held the child to a high standard of theological
> Observance. That not all children attained the
> Desired degree of perception was of course
> Admitted as the evidence of the depraved state of
> Fallen man. In the face of occasional causalities
> The war against evil was never relaxed, nor were
> The victories of the heroes left unsung (1948:41)

Hawthorne was very much aware of such types of condition in which the appropriate religious fervor came across to people as to what is sin, suffering, redemption, perseverance and God. The religious people's descriptions of Pearl are often used to show the Puritan ideals and the fact that the mother committed adultery. Even though the child cannot help that she has been labeled as an outcast for the rest of her life indefinitely, Hawthorne posits her citing conscientiously, "Pearl was a born outcast of the infantile world; an imp of evil, emblem, and product of sin, she had no rights among christened infants" (79).

It is significant to notice that Hawthorne served as a ship's sailor at the beginning of his career as a working young man; and his father captain Hawthorne traveled from the West to the East and returned to New England in early 1800. Captain Hawthorne's journey from West and East Indies brought massive knowledge for Nathanael Hawthorne about the culture, religion, belief, and myth of Eastern countries. This apprenticeship established Hawthorne quite early as a writer of story, prose, novel and other forms of literature. His first published book, The *Twice-Told Tales* (1837), the second volume of which appeared in 1839, was, in fact, providing a platform for his creative writings. But the remarkable and renowned success came after the publication of his masterpiece, *The Scarlet Letter,* which recounts the description of sin in varieties of forms, various levels of sufferings including psychological and physical, death, and finally redemption, the ultimate objective of Christian values.

Hawthorne's pedagogy concerns date back farther than his association with Goodrich who churned out those heavily moralistic and undisguised patriotic thematic discourses about the American landscape. We have stated how a concern for frontier geography was a decisive factor in shaping American consciousness. In collaboration with Goodrich, Hawthorne was, in fact, contributing to the American transcendentalist romantic imagination which proved to be the caring

impulse of the novel, *The Scarlet Letter*. But being a radical critic of the transcendentalism and the political phenomena of Puritan society, he was surrounded by his Puritan guilt for the transgression of his ancestors in Massachusetts.

Hawthorne's fiction, because of its natural association with myths, offered Hawthorne a more favorable opportunity to inculcate among the young and old this discipline in the "knowledge of contradictions" (Harold Kaplan, *Democratic Humanism and American literature*). It's a common knowledge that Hawthorne articulated a nascent feminism in *The Scarlet Letter*, he was against the radical women's rights activists like Margret Fuller, Harriet Martineau while he was very critical of the founding fathers' injunctions against women, and the law against faithless wives, he had no sympathy for women's rights activists' notion that "feminism' was a social role rather than an inborn female nature. He even visualizes in the success of contemporary female writers a threat to the very notion of art. Similarly, his alternative vision about the race problem and industrialization in America, the fate of literature and children in the mercantile society, was constituted by a delicate balance between his concentrated efforts for social reform and progressive strains in society for equal justice for women.

We have noted how Hawthorne's book in the early American colonial period was an attempt to inculcate the Puritan notion of sin and guilt among the readers so that they may not be overtaken by the evils. In such a progressive idea, he was much closer to the classical myths to incorporate the notion of the indebtedness of the Western and Eastern mythology. The myth of adultery as punishable sin transcends the Biblical (New Testament Belief) belief among the worldwide readers of *The Scarlet Letter*. 'This woman has brought sin upon us' incorporates the Hawthorne vision of "Divine Maternity' and also transmits the Indian Myth. I have earlier mentioned how his fathers' logbooks matured the oriental knowledge of Hawthorne. The narrative framework in which *The Scarlet Letter*, falls where the scene of Hester's punishment was structured on the pattern of *Abhigyanshakuntalam*, one of the masterpieces of Adikavi Kalidas. Although the English translation of *Abhigyanshakuntalam* was done by William Jones in 1789, and captain Hawthorne shipped in the eastern countries in a similar period. Luedtke, in his *Nathanial Hawthorne and the Romance of the Orient*, has articulated that "as the realm of humanity most remote in space and time, the East offered a romantic antithesis to the bromidic sameness of the Jacksonian age, and an ancient standard against which contemporary American life and character could be measured. Although Hawthorne presents his Eastern material for its sheer exoticism and entertainment values, he used other articles to satirize western manners and moral or to offer practical lessons for American horticulture and technology" (42).

Hawthorne was himself attached to the Puritanic belief in the Christian religion of redemption and its valorization of wonder; and the Puritan imagination is an affirmation of an

alternative American dream uncontaminated by a regime of religious repression, industry, commerce and materialistic desires that are sustained by Pearl and her mother Hester Prynne.

> "So, Pearl-- the elf-child, --the demon offspring, as some people,
> up to that epoch, persisted in considering her, - became the richest
> heiress of her day, in the New World. Not improbably, this
> circumstance wrought a very material change in the public estimation; and,
> had the mother and child remained here, little Pearl, at a marriageable
> period of life, might have mingled her wild blood with the lineage of
> the devoutest Puritan among them all. But, in no long time after
> the physician's death, the wearer of the scarlet letter disappeared,
> and Pearl along with her" (Hawthorne, 495).

The genre of children's literature afforded Hawthorne a realm of the past without any need for justifying its credibility. The use of the young and the old contradictory manifestation helped him to develop the American history which helps Pearl to imbibe "her soul from the spiritual world and her body frame from its material of earth" (Hawthorne). In his tales for children, Hawthorne has recorded his reaction to these facts of American life by creating a world of fantasy, where children enjoyed unlimited freedom and a symbiotic relationship with nature.

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Lessons from Translation of a Historical Novel from Tamil to English

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Courtesy: https://en.wikipedia.org/wiki/Kalki_Krishnamurthy

Abstract

Historical novel is a novel that has as its setting a period of history and that attempts to convey the spirit, manners, and social conditions of a past age with realistic detail and fidelity (which is in some cases only apparent fidelity) to historical fact. The work may deal with actual historical personages, or it may contain a mixture of fictional and historical characters. The historical novel *Ponniyin Selvan* taken for our analysis is a mixture of fictional and historical characters. The events are also both historical and fictional. Translating such a historical novel is a challenging task for the translator. Arguably, the barriers to translation of the historical novel from Tamil to English are even higher since the challenges are many which include taking the readers not only to a new language situation but also to a period in the past. Before resorting to translation, the translator has to be sure

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that the novel to be translated meets the exacting standards of native English readers of historical fiction.

The translator Indra Neelameggham who translated the first part of *Ponniyin Selvan* has done her job with meticulous care. The translated version can be taken as a model to those who resort to translation of historical novels. The strategies adopted by Indra Neelamggham to make her venture palatable to English readers are highly commendable. So, it is worth attempting to learn lessons from her translated work.

Keywords: *Ponniyin Selvan,* Kalki Krishnamurthi, fiction translation, standards, linguistic criteria, stylistic criteria, translational criteria, strategies, retention, compromising, adhering, clarification, over statements, wrong statements, under statements, mismatches, omission.
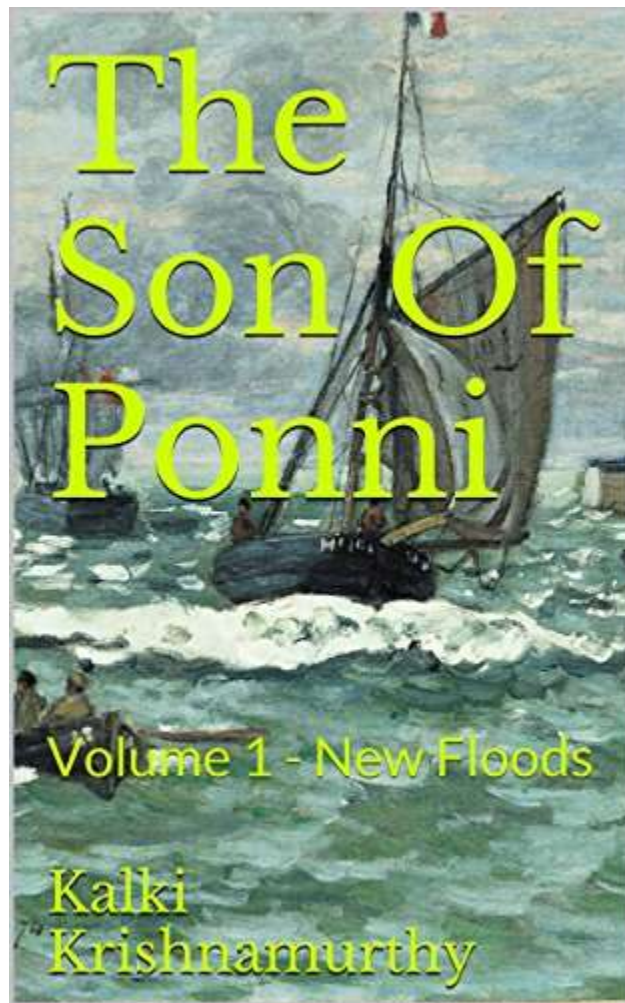
Translated by Indra Neelameggham
Courtesy: https://www.amazon.com/Son-Ponni-New-Floods-ebook/dp/B014FVDQ8W

1. Introduction

The writer Kalki is known for writing novels in Tamil based on history. A few of them are *Sivakamiyin Sabadam*, *Partipan Kanavu*, and *Ponniyin Selvan*. Kalki Krishnamurthy's *Ponniyin Selvan* excels all his other novels and attracts the readers till now. It has all the ingredients of a historical novel say historical events, love, friendship, enmity,

conspiracy, vengeance and war including the style. The narration takes you to the period of the events depicted in the novel. The style is vivid and interesting. The Part first of *Ponniyin Selvan* is translated into English by Indra Neelameggham in 1990. Another English version of Kalki's *Ponniyin Selvan* has been rendered by H. Subhalakshmi Narayanan in 2016. The present study is based on Indra Neelamgggham's English version of *Ponniyin Selvan*. The paper is not intended to evaluate the translation but to understand the strategies adopted by the translator for the successful translation of the historic novel *Ponniyin Selvan* in Tamil into English. It tries to explore the lessons or the strategies a translator can learn from such venture.

2. A Glimpse of the First Part of *Ponniyin Selvan*

First part of *Ponniyin Selvan* is titled as *putuveLLam* translated as *'new floods'*. It introduces one of the important characters of the novel, Vandiya Devan who has undertaken a secret task assigned to him by the Crown prince of Chola kingdom. His journey across the Chola Kingdom reveals his courageous heart, cleverly brain and skill in using sword along with the beautiful landscape of Chola Kingdom at that time. He witnesses many important events and meats important characters of the novel. The first part lays foundation to the events to be followed in the next parts.

3. Standards for Understanding Translation Strategy

There is no agenda here to evaluate the English translation of *Ponniyin Selvan*. Instead, it is intended to understand the strategies followed by Indra Neelameggham while translating *Poniyin Selvan* from Tamil to English. Let us have some standards to understand the translation strategies followed by Indra Neelameggham while rendering *Ponniyin Selven* into English.

At least three criteria have to be taken into account to understand the translation strategies adopted in a translated text. They are linguistic criteria, stylistic criteria and translational criteria.

Linguistic criteria comprise of lexical, structural, and semantico-pragmatic criteria. The lexical criteria include adequate rendering of technical terms and social-cultural terms, lexical innovation of source language text (SLT) in the target language text (TLT) for maintaining a balance between them, retention of denotative meaning and preservation of connotative meaning. The structural criteria assure retention of SLT structure and modified TLT structure retaining the balance between SLT and TLT. Semantico-pragmatic criteria involve retention of social milieu of SLT into TLT, preservation of emotion/feeling of SLT in TLT, preservation of overall sense/import of SLT into TLT, accuracy/intensity/seriousness of translator in attempting rendering SLT into TLT, coverage of all information conveyed in SLT while creating the TLT, adequate representation of images and retention of the function of SLT into TLT.

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The stylistic criteria enable the translator to choose between a number of styles depending upon the nature of the SLT and the TLT she aims at.

Translational criteria comprise of the methods of communicative translation, cognitive translation and semantic translation. Communicative translation attempts to recreate the same effect on the TL readers as received by the SL readers. Cognitive translation refers to a pre-translational procedure which may be performed on the SLT to convert it into the TL unambiguously. Semantic translation deals with the presentation of the exact contextual meaning conveyed in the SLT in TLT. In semantic translation, the translator always preserves the essence of the content in the SLT in a way the author intended, where the translator gives the prominence to the content rather than the lexical items. In other words, semantic translation is a semantico-pragmatic oriented translation and not a structure-oriented or lexicon oriented one.

In the light of the standards of translation described above, we can understand the strategies adopted by Indra Neeameggham in her translated work.

4. Strategies of Translation Adopted by Indra Neelameggham

The strategies of translation adopted by Indra Neelameeggham has been listed under the headings such as accounting for the period, accounting for the location, retention of cultural terms, compromising terms for time and period, adhering to translation equivalents, extra information for clarification, compromising with the administrative terms, understatements, over statements or under statements, mismatches and omissions, retention of metaphors and similes, vivid style of translation, adherence to discourse and tempo, persistent style and successful transferring of the scenery descriptions in the original and explained with examples.

4.1. Accounting for the Period

In a historical novel, accounting the period of an instance is very crucial. Indra Neelameggham has taken meticulous care in transferring the concepts related to time to the target language. While doing so she even changes the period mentioned in the original text to suit the time of her translated narration. For example, in the chapter 1, we come across the following passage in which mention is made about the period of the novel in relation to the events in *Ponniyin Selvan*.

Eg. No.	Original	Translation
1	*vinaaTikku oru nuuRRaaNTu viitam eLitil kaTantu inRaikkut toLLaayirattu eNpattiraNTu (1950il ezutiyatu) aaNTukaLukku mundtiya kaalattukkuc celvoomaaka.*	Let us travel a century for every second and quickly reach the times of a thousand years before the present.

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2	*aaTi aavaNi maatangkaLil*	In the windy moths of Aadi-Aavani (August)

According to the text given in the first example *Ponniyin Selvan* was written by Kalki in 1950 (*1950il ezutiyatu*). So, Kalki mentions in these lines that he takes the readers to a period before 982 (*toLLaayirattu eNpattiraNTu aaNTukaLukku mundtiya kaalattukku*) from the time of writing *Ponniyin Selvan*. Since Neelameggham translated the original in 1990, she changed the original figure of 982 into thousand and translates the line as '*a thousand years before the present'*. In another instance where months of Tamil calendar are mentioned, Neelameggham gives the possible English equivalent of the month within parentheses: Aadi-Aavani (August).

4.2. Accounting for the Location

Giving the correct location of incidents is crucial for a historical novel. Neelameggham adopts a strategy of giving the present name of the place within parentheses for the sake of the readers. She translates the phrases in the original with the added information within the brackets.

E.g. No.	Original	translation
1	*tillaic ciRRamapalattukku meeRkee*	West of Thillai Chittrambalam (Chidambaram town)
2	*caavakam, kaTaaram, yavanam, miciram*	Java, Kadaram (Malaya), Yavana (Greece-Rome)

4.3. Retention of Cultural Terms

According to Edward Sapir "Each linguistic community has its own perception of the world, which differs from that of other linguistic communities, implies the existence of different worlds determined by language". Catford rationalised this theory in his book "*Linguistic Theory of Translation*" as follows: "Cultural untranslatability arises when a situational feature, functionally relevant for the source language text, is completely absent from the culture of which the TL is a part. For instance, the names of some institutions, clothes, foods and abstract concepts, amongst others." Neelameggham more or less sticks to the principle of cultural untranslatability. All the Tamil months are kept as such. The names of festivals and other culturally oriented items are retained in their original form.

E.g. No.	Original	translation
1	*aaTip patineTTaam perukkanRu*	During the Adi month festival of Padhinettam Perukku
2	*avarkaL ooTappaaTTum, veLLappaaTTum, kummiyum, cindtum paaTinaarkaL*	They sang traditional boat songs as well as folk songs like *kummi* and *Sindhu*

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3	*puuttuk kulungkum punnai marangkaLum konnai marangkaLum katampa marangkaLum*	flower laden punnai, konnai and kadamba
4	*calli, karaTi, paRai, pullaangkuzal, uTukku aakiyavai ceerndtu captitana*	salli, karadi, parai, udukku were being tuned together.
5	*kuravaik kuuttu naTakkap pookiRatu*	The Kuravai Koothu (gypsy dance) is about to begin

Adi Padhinettam Perukku, kummi and Sindhu are culturally loaded terms. Note that even names of trees are kept in the original forms as shown in the third example (*punnai*, *konnai* and *kadamba*). In the 4th example the names of native instruments such as *karadi*, *parai*, *udukku* are kept in the native format. In the 5th example, the native diction is transferred as such to English with English equivalent in bracket (*Kuravai Koothu* (gypsy dance)).

4.4. Compromising Terms for Time and Distance

Kalki makes use of Tamil terms which are not in vogue now to denote periods and distances keeping in view of the events taking place in the historical past. For example, he makes use of *kaata tuuram* 'a sort of distance' and *ndaazikai* 'a sort of period'. Neelameggham translates them by making use of the terms *league* and *hour* respectively.

4.5. Adhering to Translation Equivalents

Neelameggham in many instances tries to make use of the translated terms instated of using the native vocabulary. The following table will illustrate this.

E.g. No.	Original	translation
1	*kuuTTaanjcooRum, cittiraannamum*	Stewed rice and fancy rice
2	*cittiraannam mutaliyavaRRai*	Picnic rice-dishes
3	*kuvaLaikaLum, kumutangkaLum*	lily and the blue-lotus
4	*iLaniir, akil, candtanam, veRRilai, vellam, aval, pori*	tender coconuts, myrrh, candy, jaggery, betel leaves, pressed rice and puffed grain
5	*joociyarkaL, reekai caastirattil vallavarkaL, kuRi collukiRavarkaL, viSakkaTikku mantirippavarkaL*	Astrologers, expert palm readers, soothsayers and magicians who cured poison-bites

The following translations are interesting to note:

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E.g. No.	Original	translation
6	*uTampellaam uurtvapuNTaramaakac candtanam aNindtu talaiyil munkutumi vaittirundta*	the sandal-paste namam markings of the sect all over his body; he had styled his hair into a topknot on his forehead.
7	*paTTai paTTaiyaat tirundiiRu aNindtirundta*	wearing broad ashen marks on his devout body
8	*viirac caiva paatatuuLi paTTar*	fanatic Saiva dust-worshiping priest
9	*kaavi vastiram aNindta atvaita canniyaaci*	the ocher-clad monk who believed in the One supreme Being
10	*veRundtaTiyanooTu*	wood-brained wastrel
11	*Pata tuuLi paTTaree*	foot-dust worshippe
12	*kuNTaati kuNTan*	well-built brute

The translator has taken maximum care in translating the dress, attire and appearance. Her translation of *talaiyil mun kuTumi* into "styled his hair into a topknot on his forehead" (as we see in 6th example) and *paTTai paTTaayt thirundiiRu* into "broad ashen marks" (as we see in 7th example) stands as a testimony to her translation skill. In certain instances, it is difficult to say whether the translation has rightly conveyed the description to the readers or not (as we see in the examples 8-10).

4.6. Extra Information for Clarification
Neelameggham in many instances tries to give extra information to make the native concept clear to the non-natives.

E.g. No.	Original	Translation
1	*aaTi aavaNi maatangkaLil*	In the windy months of Adi-Aavani (August)
2	*arampaikaLaakavum meenakaikaLaakavum toonRinaarkaL!*	Appeared like the heavenly nymphs Ramba and Menaka!
3	*Ponni nati*	river Ponni (Cauvery)
4	*teevaarap paaTalkaLaiyum tiruvaaymozip paacurangkaLaiyum*	captivating devotional poems - Thevaram & Thiru-vaaimozli
5	*manmatanaiyum*	Manmatha the God of love
6	*calli, karaTi, paRai, pulaangkuzal, uTukku aakiyvai ceerntu captittana.*	instruments like salli, karadi, parai, udukku were being tuned together

We can see form the example 1, the original text does not have a word equivalent to *windy* 'having wind'. The translator added it as extra information as the months of Adi-*Avani* are windy months. Similarly, in the original text (example 2) there is no equivalent for 'heavenly nymphs.' But the translator added the additional information that *Ramba* and

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Menaka are heavenly nymphs for the sake of non-natives or English readers. River *Ponni* is clarified as 'Cauvery' within brackets in the translated account (example 3). The poems, *Thevaram* and *Thiru-vaaimozhi* have been described as 'captivating devotional poem' in the translation (example 4); unlike the original. *Manmatha* has been specified in the translation as 'God of love' in translation (example 4). In example 5, *salli*, *karadi*, *parai*, *udukku* have been explained with the additional attribute 'instruments like'.

4.7. Compromising with the Administrative Terms

The translator mostly gives the translated equivalents for the names of administrative posts which are native words. There are mismatches between the Tamil Terms and the English equivalents given by the translator. The lexical gaps have been filled up by the translator by the available translation equivalents due to want of the exact translation equivalents. So, the equivalents may not be exact. The following instances will exemplify this.

E.g. No.	Original	Translation
1	*Taanaatikaari*	head of finance
2	*Taanyaatikaari*	head of food supply
3	*ciRRaracaraiyum, kooTTattalaivaraiyum, periyakuTittanakaararaiyum*	princeling, nobleman or squire
4	*makaataNTa naayakarumaana*	Commander-in-Chief

Tamil Lexicon gives the meaning 'superintendent of charities' for *taanaatikaari*. Similarly, *taanyaatikaari* means 'officer for food'. *atikaari* in both cases is translated as 'head' which is not true; it simply means 'officer' in Tamil. *taNTa ndaayakar* means 'head of an army'; translating *makaa taNTa ndaayakar* as 'commander-in-chief' is just filling the lexical gap with the available term in the target language.

4.8. Understatements

The translation is not free from understatements or wrong statements. Few stray instances are found here and there. The following examples will exemplify this. Understatements are committed by the translator due to some overlooking. It is difficult to find reasons for the drawbacks.

E.g. No.	Original	Translation
1	*palaac cuLai*	Jack-fruit
2	*vaatamiTTa muuvaril oruvar*	One of the debaters

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In example 1, *palaac cuLai* means 'a piece of fruit inside jack fruit' and not simply 'jack-fruit'. This is a case of understatement. (Jack fruit is hyphenated unnecessarily by the translator.) In the example 2, the original means 'one among the three debaters.' This is also another instance of understatement.

4.9. Over Statements or Under Statements

The translation is not free from over statements **or** under statements. Few stray instances are found here and there. The over statements or wrong statements are committed by the translator due to some overlooking.

E.g. No.	Original	Translation
1	*kurutai enRu collaateeTaa! kutirai enRu col! enRaan innoruvan*	"Don't say mule. Say mare," corrected the other.
2	*ilakkooNa aaraaycci*	semantic research

Kurutai is the spoken (metathesized) form of *kutirai* 'horse'. *kurutai* does not mean 'mule' or 'mare'. Mule is denoted by "*kooveerikkazutai*" and mare is denoted by "*peNkutirai*" in Tamil. *kurutai* is used by Kalki as a spoken form, may be to denote the inferior quality of the horse (as visualized by the character who uttered it) and definitely not to denote mule or mare. If that is the case, Kalki would have made use of the right Tamil words mentioned above. The instances could be attributed to the translator's imagination. Similarly, "*ilakkooNa aaraaycci*" denotes 'grammar research' and not 'semantic research' in English. The above mentioned utterances seem to be instances of overstatements and understatements respectively.

4.10. Mismatches and Omissions

There are stray instances of mismatches and omissions in the translation. The following table will exemplify this. Mismatches and omissions are committed by the translator due to some overlooking.

E.g. No.	Original	Translation
1	*kamuku maTTaikaL*	platters of plantain-flower petals
2	*virundtukkup piRaku kaLiyaaTTam, caamiyaaTTam, kuravaik kuuttu ellaam naTaipeRum. kuravaik kuuttup paarkka veeNTum enRu enakku aacai!*	After the feasting there would be several entertainments: music, pantomimes, miracle plays, gypsy dancers and mystic oracles. I wish to see the gypsy dance and hear the oracle.
3	*calli, karaTi, paRai, pullaangkuzal, uTukku aakiyavai ceerntu captittana*	Several kinds of drums, flutes, pipes and instruments like *salli, karadi, parai*, and *udukku* were being tuned together.

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In example 1, *kamuku matai* means 'platters of areca nut' not 'platters of plantain-flower petals' as given in the translation. In example 2, there is no mention of 'miracle plays' and 'mystic oracles' in the original. There are many mismatches in the 3rd example. The original has only the following statement: *calli, karaTi, paRai, pullaangkuzal, uTukku aakiyavai ceerntu captittaana* which can be translated as '*salli, karadi, parai, flute, udukku* were being tuned together'. This series is distorted in the translation with the addition of 'Several kinds of drums, flutes, pipes'; of course, *flute* which comes after *parai* in the original.

4.11. Retention of Metaphors and Similes

The metaphors and similes used by Kalki are retained in the translation with the original connotation. The following instances will justify this observation.

E.g. No.	Original	Translation
1	*veLLaip paaykaL virikkappaTTa eezeTTup periya ooTangkaL, veNciRakukaLai virittuk koNTu niiril mitandtuvarum annap paTcikaLaip pool, meelak kaaRRinaal untappaTTu viraindtu vantu koNTirundtana.*	About seven or eight large boats with white, spreading sails filled with the breeze were coming swiftly like white swans floating with wide-spread wings.
2	*oru maamalaic cikarattin miitu kariyakoNTal onRu tangkiyatu pool*	looked like a dark cloud resting atop a mountain peak.
3	*ungkaL aRivu ulakkai kozundtutaan!*	Your brains are like budding shoots on a pounding block.
4	*kaTampuur maaLikaiyin kariya periya mattakajattin miitu pazuveeTTaraiyar, erumaikkaTaa miitu ematarman varuvatu pool vantu koNTiruntaar.*	Lord Pazluvoor was coming seated on the dark, huge elephant from Kadamboor Fort: like Yama, the God of Justice seated upon a huge water-buffalo!

Translation of metaphor and simile is always a challenge to a translator. The selection of parallel metaphor or simile may sometimes cause confusion and misunderstanding. The translator of *Ponniyn Selvan* has to be appreciated for carrying out the meaning conveyed by these two types of expression to the TL successfully almost in all her renderings. For example, the simile "*veNciRakukaLai virittuk koNTu niiril mitantuvarum annap paTcikaLaip pool*" is translated as 'swiftly like white swans floating with wide-spread wings'. The selection of translational equivalents carries the original meaning as such in this expression. The same thing can be said for the simile in the second example too. But metaphors are not easily amenable to translation. The metaphor used in TL in the example 3 is a difficult one as it is very much a socio-cultural term which is unknown to the TL readers. "*ulakkai kozuntu*" which literally means 'rounded end of a pestle' (as

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given by Tamil Lexicon) which metaphorically means 'stupid person'. The literally translation of metaphor into TL does not carry the metaphorical sense of SL to TL properly. In the 4th example the simile "*erumaikkaTaa miitu ematarman varuvatu pool*" is translated as 'like Yama, the God of Justice seated upon a huge water-buffalo'. *Kriyavin taRkaalat tamiz akaraati* (KTTA) gives the meaning of *eman* as 'god of death (who rides he-buffalo)' and *erumai* as 'buffalo'. But the translator translates *ematarman* as 'God of Justice' which may be due to the attributive head *tarman* 'god of justice' and *erumai* as 'water-buffalo'. Tamil Lexicon gives the meaning of *eman* as 'god of death' and *erumai* as 'buffalo'. The translator might have preferred 'water-buffalo' with the attributive noun 'water' to distinguish it from other species of oxen.

4.12. Vivid Style of Translation

The translator adopts a style of translation which definitely makes the reader to feel that they are reading the original. The translation at the word, phrasal level and sentential level is worth commendable. The whole of the translated book is full of such instances.

E.g. No.	Original	Translation
1	*tanta niRat tennangkurttukaLal capparangkaTTi izuttukkoNTu*	dragging their carts covered with canopies of sandal-colored, supple coconut-leaves,
2	*kariya tirumeeniyar oruvar viiRRiruntaar. mattakajattin meel anta viirar*	A dark, well-built man seated on a finely decorated elephant
3	*min oLiyuTan kaNNap paRitta anta vaaL cuzanRa veekattinaal avanuTaiya kaiyil tirumaalin cakkaraayutattai vaittuk koNTu cuzaRRuvatu pool toonRiyatu*	The swirling sword flashing like swift lightning in his hand appeared like God Vishnu's spinning Chakra (discus)

The above mentioned examples stand to exemplify the vivid style of translation used by the translator.

4.13. Adherence to Discourse and Tempo

Coherence in the discourse is the salient feature of novels. The tempo has to be kept inducing the reader to continue reading. The translator successfully maintains the coherence in the discourse in her rendering as well as she keeps the tempo of the original intact. The following instances will justify this observation.

E.g. No.	Original	Translation
1	*aakaa! Itu evvaLavu*	Aha! How huge is this lake? How wide and

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	piramaaNTamaana eeri? ettnai niiLam? ettnaai akalam? toNTai naaTTil pallavap peeraracarkaLin kaalattil amaitta eerikaLellaam inta eerikku munnaal ciRu kuLangkuTTaikaL enRee collattoonRum allavaa? vaTa kaaveeriyil viiNaakac cenRu kaTalil vizum taNNiiraip payanpaTuutuvataRkaak maturaikoNTa paraantkarin putalvar iLavaracar iraajaatittar ita kaTal poonRa eeriyai amaikka veeNTumenRu eNNinaaree?	how long? Can we not say that the tanks built by the great Pallava monarchs in the Thondai Kingdom are mere ponds and pools compared with this immense reservoir? Did not Prince Raja-aditya son of King Paranthaka who conquered Madurai, think of building this great tank to conserve the waters of the North Cauvery which were going wastefully into the sea?
2	*"aTaTee! itu enna vintai! unakku eppaTi avaLuTaiya niRattaip paRRit teriyum? nii avaLaip paarttirukkiRaayaa, enna? engkee,eppaTi paarttaay? pazuveeTTaraiyarukku maTTum itu terintaal, un uyir unnuTaiyatala..."*	"Hey! What is this wonder? How do you know about her complexion? Why, have you seen her? Where? How did you see her? If Lord Pazluvoor knows of this, your life is not yours!"

The translator has defiantly translated these emotion laden passages using relevant translational equivalents keeping in mind the discourse structure and the tempo of the discourse. At the same time the translator resorts to translation with the native language style. Sometimes this type distortion gives the translation the source language flavour which most of the Indian translators invariably do. One can see such nativization or Indianization in novels written in English by the Indian authors.

4.14. Persistent Style

The translator retains the narrative style of the Kalki while resorting to translation. The flow of the original book is retained in the translation too. The whole translation stands to testify this statement. There are many joyous occasions in this volume with joyous poems. The translator keeps the style of the original by translating these poems without sacrificing the tempo of the original.

E.g. No.	original	Translation
1.	*"vaTavaaRu pongki varutu vantu paarungkaL, paLLiyaree! veLLaaRu viraintu varutu veeTikkaip paarungkaL, tooziyaree*	Come, oh ye young maidens, Look at the North river bubbling by! Come watch, oh ye friends, Look at the White river rushing by!

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	kaaveeri puraNTu varutu *kaaN vaarungkaL, paangkiyaree!*	Come, oh come all ye girls, To look at the Cauvery tumbling by!
2	*"paciyum piNiyum pakaiyum azika!* *Mazaiyum vaLamum tanamum peruka!*	Let hunger and disease be destroyed; Let enmity be routed; Let rain and fertility increase; Let bounty grow boundless.

Throughout the translated text, the translator mains her style keeping in mind the historically oriented source language style.

4.15. Successful Transferring of the Scenery Descriptions in the Original

The translator is very successful in transferring the description of scenery beauties in the original as such in translation. There are many such instances of such vivid descriptions transferred to the translation. The following is one among many.

E.g. No.	Original	Translation
1	*aaTip patineTTaam perukkanRu coozanaaTTu ndatikaLilellaam veLLam irukaraiyum toTTuk koNTu ooTuvatu vazakkam. andta ndatikaLiliruntu taNNiir peRum eerikaLum puuraNamaaka nirampik karaiyin ucciyait toTTuk koNTu alaimootik koNTiruppatu vazakkam. vaTa kaaveeri enRu paktarkaLaalum koLLiTam enRu pootu makkaLaalum vazangkappaTTa ndatiyiliruntu vaTavaaRRin vaziyaakat taNNiir vandtu viira ndaaraayaNa eeriyil paayntu atai oru pongkum kaTalaaka aakkiyirundtatu.*	It was common for rivers of the Chozla Kingdom to run with flood waters touching both banks during the Aadi month festival of Padhinettam Perukku. The lakes fed by these rivers would also be filled to capacity, with waves jostling and colliding upon their embankments. Waters from the river called North Cauvery by the devout, but commonly known as Kollidam, rushed into the Veera Narayana Lake, through the Vadavaru stream and made it a turbulent sea.

The text is full of such instances. The translator adherently follows the source text in the description of sceneries which is very much essential for carrying the readers to the historical past.

5. Conclusion

From the point of view of standards of translation explained in the beginning an attempt has been made here to understand the strategies adopted by the translator to render the original in Tamil into English. We can guess that the translation is meant for non-native speakers, especially for those who know English and not Tamil. The translator has to assume that the readers of the translation are not acquainted to the socio-cultural

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environment of the novel under consideration. The translator's dictions should be understandable to the readers and at the same time should not mislead them. In spite of the stray instances of lacunae, we must say that the translator has successfully translated *Ponniyin Selvan* in Tamil into English. The strategies adopted by the translator are highly commendable. A translator can learn man things from the translation strategies adopted by Neelameggham.

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Transliteration used: அ = a, ஆ = aa, இ = i, ஈ = ii, உ = u, ஊ = uu, எ = e, ஏ = ee, ஐ = ai, ஒ = o, ஓ = oo, ஔ = au, க் = k, ச் = c, ட் = T, த் = t = p, ற் = R, ங் = ng, ஞ் = nj, ண் = N, ந் = nd, ம = m, ன் = n, ய் = y, ர் = r, வ் = v, ள் = L, ழ் = z, ஹ் = h, ஜ் = j, ஷ் = sh.

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Relevance of Listening and Speaking Skills for Engineering Students in Their Professional Career

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Abstract

Communication is a fundamental element of people's life. It became an accomplishment in every business. An aspirant can aspire for goals and achieve goals when he/she has a good command over communication skills. The central idea of communication is to convey clearly and unambiguously. Communication becomes effective and successful only when the beneficiary gets the similar message as preferred by the sender. Communication includes the basic four skills viz. listening, speaking, reading, and writing. English being a universal language, communicating easily in English has become the most requisite for those who seek to shine well in the professional as well as academic domain. Engineering is one of the leading fields of learning in the world and. But it is experiential; though the students are technically superior they are in dire need of effective communication skills which decide their job opportunity in MNCs. The focus of this research paper is on listening as receptive skill and speaking as productive skill, which are simultaneously used in the process of communication. The researcher is a staff in Engineering College teaching Communication Skills. Thus, the researcher was instigated to find the factors responsible for their poor communication and discussed its importance and types of listening and speaking skills.

Keywords: Importance of Listening - Types of Listening - Listening Skills and an Engineer Listening for an employee - Importance of Speaking - Speaking skills for a Student and employee

Introduction

Communication has become the input to conquest in every organization. An individual cannot be winning and reach his goals if he does not possess good communication skills. On the other hand, an aspirant cannot survive without the adeptness of these skills. The main idea of communication is to express any content coherently and cohesively. Communication becomes effective and successful only when the recipient gets the same message as desired by the sender.

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In modern days, effective communication plays a very high-flying role in the life of professional engineers. Communication is an essential part of people's life. Active or passive, verbal or nonverbal, written or oral, intentional or unintentional, communication is needed everywhere, whatever we do. We can achieve many of our goals and destinations through communication. The advancement of science and technology has witnessed a sea-change in the field of communication. Therefore, effective communication is needed for proper exchange of information. A small misunderstanding may cause problems and hindrances in the communication process. People have a tendency to commune with others. Whether specialized or own the success of any endeavor depends on the potentiality of his/her communication. According to Keith Davis, "Communication is the transfer of information and understanding from one person to another." To quote Bartol and Martin, "Communication is the exchange of messages between people for the purpose of achieving common meanings."

Statement of the Problem

Though a lot of research has been done on speaking and listening, most of the students are facing many problems in learning speaking and listening skills. Particularly the first year Engineering students are facing problems on getting awareness their importance in their professional life, students' life as well and its usage with proficiency, accuracy and brevity.

Aim of the study

The paper aimed to enable the students to analyze the elements of language and establish the appropriate relationship among linguistic or speaking and listening components.

And To acquire knowledge on speaking and listening skills
To improve speaking and listening skills with more proficiency
To classify the elements of speaking and listening skills

Research methodology

The present paper is based on the collection practical materials and qualitative research methodology. Practical materials involve: to conduct a questionnaire about students' attitude toward speaking and listening skills; to identify learning efficient activities in developing listening and speaking skills; and to find solutions in improving listening and speaking skills of students. The subjects of the study are 100 first-year students from different groups, they were randomly chosen. They range from 16-18 years of age. The reason of choosing the first-year students for the study is our academic curriculum that focused on speaking and listening skills. The aim of questionnaire was to elicit students' background of English, students' attitude to listening and speaking skills, students' difficulties in listening and speaking. This questionnaire

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helped us to find fruitful learning activities in developing listening and speaking skills, and to find solutions to reduce difficulties in listening and speaking skills

Hypothesis

The aim of this study is to analyze the importance of listening and speaking skills in a target language acquisition in the engineering classroom in Hyderabad in Telangana. The main objective of this paper is to explain the difference between listening and speaking skills and to justify their importance in a target language.

Importance of Listening

Listening is an important part of effective communication. Successful listening means not only to comprehend the words, or the message being communicated, but also to be apprised of how the speaker feels about what he is communicating. Listening is clue to successful working relationships among employees and between management and staff. It is said that the good listeners are often some of the best speakers. Asha Kaul in her book 'Business Communication' (2012 p 85-86) writes that the listening process comprises of three stages: Leveling, Sharpening, Assimilation. Successful progress and completion of these three stages determine the accuracy of the listening process. The authoress explains the process of listening with the example of planting a sampling. The first stage in the process of planting a sampling is that of leveling the ground and sifting the soil. The second stage sharpening is marking spots in the soil where the saplings are to be planted. The final stage assimilation is when the saplings are planted and watered. The authoress observes that during normal circumstances, the mind is kept open for flow of information. This is the first stage -leveling. The essential and relevant information is focused. This is the second stage – sharpening. The assimilation of relevant text takes place. This is the final stage – assimilation.

There can be no mutual understanding without listening. The objective of communication is to make others understand and act accordingly. Lel and Brown says, "Listening is an activity that can be turned on and off consciously and unconsciously. It starts with the receiver's becoming aware that they should listen and become attentive to what is being said." According to M.V. Rodriques, "Listening is a process of receiving, interpreting and reacting to the messages received from the communication sender."

Types of Listening

Listening is of six types: a) Informational listening b) Selective listening c) Active listening d) Critical listening e) Appreciative listening f) Evaluative listening

Informational Listening

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This type of listening demands conscious effort from listener and requires his/her full involvement. We use this listening most of the time in our lives. When a person listens to the news, watches a documentary an advertisement, all these come under informational listening. Most of our learning takes place because of informational learning. Much of the listening where people are engaged in their daily life falls under informative listening. At workplace, at schools and colleges, at the shopping centers, at the railway station or at the airport, informative listening plays a remarkable role in human communication. Informative listening is related with receiving facts and understands the message.

Robert Frost says – "Education is the ability to listen to almost anything without losing your temper or your self confidence."

Selective Listening

The listener listens to only significant and specific information. The listener does not pay attention to other topics or issues in the speech but he only pays his full attention to information and ideas related to his field of profession or his area of study or interest. Listeners listening span is conditioned by his/her urgency of needs and strength of information. This is a type of negative listening.

Active Listening

Active listening requires attention, concentration, careful, deliberation and ability to comprehend the ideas of the speaker. The listener participates in communication process actively. He nods his head, leans forward or shows positive body language; which supports and encourages the speaker to communicate more enthusiastically. It is a way of listening and giving response quickly to another person which develops rapport between the speaker and the listener. Active listening involves communication technique. The listener during active listening fully concentrates, comprehends, retains and gives responses about what is spoken.

Jimmy Buffet reflects, "Older and wiser voices can help you find the right path, if you are only willing to listen."

Critical Listening

This type of listening involves critical evaluation of the speaker's thoughts and ideas. The listener makes an estimate of value and relevance of speaker's ideas, thoughts and opinions. This kind of listening is used in seminars, conferences and group discussions. Critical listening means to scrutinize what is being listened.

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Richard Branson, "Being a good listener is absolutely critical to being good leader; you have to listen to the people who are on the front line."

Appreciative Listening

The listener appreciates and supports the speaker. The listener inspires and applauds the speaker which encourages the speaker to continue with zeal and enthusiasm. This is observed when people listen to music, attend concerts or theater, entertainment programmes, etc. The main idea of this listening is enjoyment and pleasure. Appreciative listening is for enjoyment and entertainment. A few examples are listening to music, watching T.V. The appreciation varies from person to person depending upon taste of every individual.

Evaluative Listening

It is very appropriately said, "Critical listening is a rational process of evaluating arguments put forward by others." Whereas Evaluative listening involves evaluation of the oral message or commentary and developing a line of thought, the listener interprets and analyses what he or she listens to in order to comprehend both the implicit and the explicit meaning of the oral message. The chief reason of evaluating listening is to evaluate the content of the oral message to select suitable information. Evaluative listening is particularly opposite when a person tries to influence us. We also try to distinguish between delicacies of language and understand the deeper meaning of what is said. Moreover, a person tries to find out the pros and cons of an issue. In evaluative listening, the listener fully understands the speaker and then evaluates that message. The listener evaluates if the information received is significant or insignificant, biased or unbiased, correct or incorrect, organized or unorganized. For example - A voter who listens to the stunning speech of a politician can decide; if the points stressed by the politician/speaker were really worth to earn his vote.

Advantages of Listening: the following can be advantages of listening
- Reduction of Tension
- Productivity Increases
- Boosts Confidence
- Listening Improves Thinking
- Knowledge is enhanced

Listening Skills and an Engineer

In the present globalised communicate world, engineers are expected to possess effective listening skills. It is said, "Effective listening is a skill that underpins all the positive human relationships; spend some time thinking about and developing your listening skills - they are the building blocks of success." Many business personalities and top leaders acclaim their success to

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better listening skills. Listening is a quality that a leader should possess. Those who listen to their employees are in an advantageous situation to lead the entire team. Gone are the days, where it was believed that one approach fits all. Now people who incorporate listening skills are regarded to be more successful in life. In fact, one cannot imagine any academic professional or business work where expertise in listening skills is not required. Lee Tacocca says, "I only wish I could find an institution that teaches people how to listen. After all, a good manager needs to listen at least as much as he needs to talk… real communication goes in both directions." It is a known fact that students have to listen a lot during their academic and professional career.

Listening for an Employee

After completing their engineering graduation, engineers as professionals are required to attend various conferences, seminars, meetings, workshops and symposia. During all these occasions they have to listen with utmost interest to the speakers which will help them not only to enhance their knowledge but also to furnish them the points on which they can reflect or speak. Only a good listener can exhibit his knowledge and talent properly in the form of speech. Engineers have to attend and listen to presentations on various occasions and reasons. Malcom Forbes rightly puts, "The art of conversation lies in listening." Moreover, everyday they have to listen to a lot of people like friends, colleagues, clients, juniors and seniors.

Importance of Speaking

All the four skills of language – reading, writing, listening and speaking are all interdependent and interlinked. Expertise in every skill is essential to become an effective communicator, but the capability to speak proficiently bestows the speaker with various benefits. The ability to speak effectively enables the speaker to build up his confidence level. Effective speaking skills help to draw the attention of the audience, providing a chance for the speaker to make the message understand. A good speaker can draw the attention of his spectators with meaningful words. He can deliver his speech or message in an effective and informative way which is appreciated and understood by everyone. Effective speaking skills can put on a pedestal one's negotiation skills. An increasing sense of satisfaction evolves from the speaking in front of a large public and in due course, a kind of credibility to the speaker. Speaking skills are crucial for successful career but definitely not restricted to one's professional desires. Effective speech can improve one's personal and social life too. Speaking skill is and will always be a noteworthy skill which needs to be enriched completely. Effective speaking skills help you to make new friends, way to various job opportunities, openings for creative works, possibilities to travel and many more. It is through effective communication that we grow and prosper. A speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997). Speaking capability needs much effort. An idea, however great might be, cannot be effective, if it is not properly communicated. Speaking helps a person to learn concepts and improve vocabulary.

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Occasions for Speaking
Presentations

Professionals particularly engineers have to give presentations on various occasions. The presentations may be for their juniors or superiors or clients or colleagues. Presentation is not an act but communicating and talking with others. A presentation is a formal talk addressed to a group of people. The speaker conveys his ideas or information in a clear, concise and structured way by his presentation. The presenter or speaker has to keep in mind the following aspects while giving a presentation.

The speaker during presentation should take heed of his audience. In other words, the speaker should know their expectations and what bothers them.

The speaker should choose a topic which should be interesting and create a positive impact among the audience. Moreover, the presentation should be effective and properly presented.

The speaker should give the presentation in a novel or new way. The audience expects a change. Thus, if the presentation is tedious or traditional, the audience will not attentive towards the speaker. Thus, the speaker should make sure that he/she should get the attention of audience. The speaker should be highly energetic and enthusiastic while giving the presentation. Otherwise, even if the ideas are significant and perfect, the presentation may fail, if it's un-stimulating and uninspiring.

The speaker should involve his/her audience to be attentive and curious towards the speaking by interacting with them and questioning them in regard his/her content. This he can do by interacting with them. The speaker can ask questions, satisfy their curiosity and clarify their doubts, crack jokes occasionally and share humorous quotes. The audience will get a feeling that the speaker is directly talking with them. The speaker should take care of his speed during presentation. It should neither be too fast or too slow. The speaker should keep in mind that an average person speaks about one twenty five words per minute.

Meetings

According to Oxford dictionary, "A meeting is an occasion when people come together to discuss or decide something." During a meeting, a decision is taken on a specific matter or on an issue which involves the interest of everyone. Meetings are organized so that members discuss freely on a particular topic and express their views, opinions, thought or ideas and finally a decision is taken where different and distinguished people has to make their points in relation to the meeting.

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Group Discussion

It is structured and purposeful oral activity. It is defined also as, "The process of examining or considering something in detail in a group." Group discussion is executed as a tool by esteemed organizations for ruling solutions, for intriguing discussions and for absorbing candidates for employment. Generally, group discussions are organized to assess if the applicants have the anticipated qualities or not. If the applicants are found to be satisfactory in all respects, then obviously they are selected by the competent authority. In a group discussion, a candidate has to speak fluently to influence others. For influencing others, a candidate has to speak effectively and simultaneously, impress his co-partners by his knowledge in the subject. Audre Lorde aptly says, "When we speak, we are afraid our words will not be heard or welcomed. But we are silent, we are still afraid. So, it is better to speak." A candidate who succeeds in drawing the attention of the public creates a positive impression. Engineers should possess expertise in speaking skills. Effective speaking skills not only will help them to fetch a decent job but also aid them to grow and prosper and progress in career constantly.

Public Speaking

There are many occasions where an engineer is required to speak in front of a huge crowd. It could be social or official gatherings. No matter what your area of responsibility or the type of organization for which you work, you will sooner or later, expected to make a speech. You may be asked to speak with juniors, seniors, clients, suppliers, colleagues or the common public. Speaking fluently and powerfully is a talent which is worth learning. Fortunately, public speaking can be learnt and enhanced. Irrespective of whom you are speaking to, the topic or the span of your presentation and your capability to communicate powerfully with the public and involve them directly reflects on your company and you. If you are unsuccessful to present your work and ideas professionally or represent your organization properly, then it will surely affect company's reputation as well as damage your career goals or prospects. Public speaking is the art of diluting a two-minute idea with a two-hour vocabulary." – Evan Esar Public.

Interviews

An interview is a conversation between two persons – the interviewer and the interviewee. Here various questions are posed by the interviewer to identify the innate talents, traits and also to procure information from the interviewee. The most important phase of an engineer in his life is once he completes his engineering graduation, he looks for a decent job; for which he has to appear for an interview. Job interviews play a crucial role in the life of an engineer. During the interview, the employer looks out for candidates who are excellent in communication skills particularly speaking, listening as well. An engineering graduate may be academically excellent, but he needs to prove himself in front of the interviewers. He has to express himself confidently.

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Advantages of Speaking:
- Confidence is Increased
- Growth in Career
- Gains Recognition

Speaking Skills for a Student

Students have to speak with their faculties and their peers. The students have to speak during academic discussions, during practical and oral examination, during technical presentations, seminars, workshops and many more occasions. As a student of engineering he has to take part in many activities and programmes where speaking in English is mandatory. He has to speak in English while giving technical presentation, extempore, group discussion, debate, inter college competitions, oral and practical examination and on many such occasions.

Speaking for an Employee

After having completed their engineering graduation, engineers as professionals are required to speak in conferences, seminars, meetings, video conferences, telephonic conversations and so on. In fact engineers can attain success in the present day, not simply by procuring professional knowledge but also the talent to exhibit that knowledge properly in the form of speech. Engineers have to give presentations on various occasions and reasons. The presentations may be for their juniors or superiors or clients or colleagues. A presentation is a formal talk addressed to a group of people. The speaker should take care of his body language, gestures, postures, eye contact and voice modulation.

"Speak clearly, if you speak at all. Carve every word before you let it fall." – Oliver Wendell Holmes.

"Think like a wise man but communicate in the language of the people." – William Butler Yeats
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Booker T. Washington and His *Up From Slavery*

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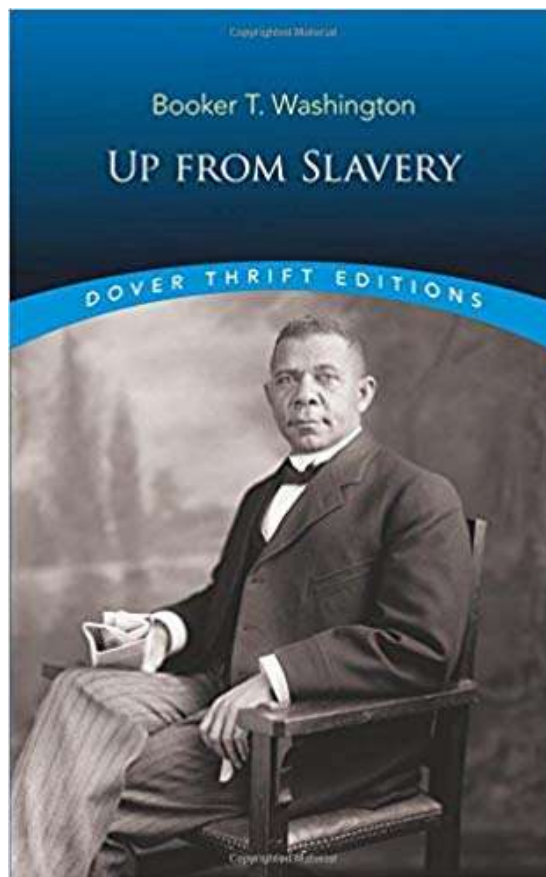
Booker T. Washington (1856-1915)
Courtesy: https://www.amazon.com/Up-Slavery-Dover-Thrift-
Editions/dp/0486287386/ref=sr_1_2?keywords=up+from+slavery&qid=1574301221&s=books&sr=1-2

Booker T. Washington (1856-1915) is considered to be a great African American Educationist, social activist and an African American leader who was highly respected and listened

to by African Americans, Native Americans and social justice conscious White leaders. He emphasized that African Americans, Native Americans and other minorities needed to pursue education and acquire trade (professional) skills so that they also would be able to come up in life and have their own self-dignity strengthened. Instead of advocating and following an agitational approach to seek justice and equality as well as economic prosperity for African Americans and other minorities in White dominated United States, he focused on steps that African Americans could pursue to improve their living conditions. He established a trade school for African Americans Tuskegee Institute in Alabama.

Some of the quotable quotes of Booker T. Washington are available in this link. https://www.brainyquote.com/authors/booker-t-washington-quotes. Reading these quotes reveal to us Booker T. Washington's approach to life, even when he suffered a lot where he grew up as the son of a slave mother. An unusually positive view of life and life struggle.

Up from Slavery is considered to be a collection of autobiographical essays. The contents of this book were serialized in a Christian newspaper called *The Outlook*. The book has 17 chapters. The titles of the chapters indicate the progress of life and living conditions as well as goals and aims of Booker T. Washington.

Chapter 1 A Slave among Slaves

Chapter 2 Boyhood Days

Chapter 3 The Struggle for an Education

Chapter 4 Helping Others

Chapter 5 The Reconstruction Period

Chapter 6 Black Race and Red Race

Chapter 7 Early Days at Tuskegee

Chapter 8 Teaching School in a Stable and a Hen-House

Chapter 9 Anxious Days and Sleepless Nights

Chapter 10 A Harder Task than Making Bricks without Straw

Chapter 11 Making Their Beds Before They Could Lie on Them

Chapter 12 Raising Money

Chapter 13 Two Thousand Miles for a Five-Minute Speech

Chapter 14 The Atlanta Exposition Address

Chapter 15 The Secret of Success in Public Speaking

Chapter 16 Europe

Chapter 17 Last Words

Booker T. Washington writes in his Preface, "Much of what I have said has been written on board trains, or at hotels or railroad stations while I have been waiting for trains or during the moments that I could space from my work while at Tuskegee." His last chapter Last Words presents a very hopeful future for his race as well for all races of the United States:

"If my life in the past has meant anything in the lifting up of my people and the bringing about of better relations between your race and mine, I assure you from this day it will mean doubly more. … During the next century and more, my race must continue passing through the severe American crucible. We are to be tested in our patience, our forbearance, our perseverance, our power to endure wrong, to withstand temptations, to economize, to acquire and use skill; in our ability to compete, to succeed in commerce, to disregard the superficial for the real, the appearance for the substance …" The book ends with a positive note for the life of Black people in the future. Most critics and Black people seem to agree that his hope did not materialize fully as Booker T. Washington believed.

I will now focus on Chapter 1 Slave among Slaves. Booker T. Washington is not sure of when he was born. He was not sure of where he was born, except the knowledge it was in a plantation in Franklin Country, Virginia. He writes, "My life had its beginning in the midst of the most miserable, desolate, and discouraging surroundings. … I was born in a typical log cabin, about fourteen feet by sixteen feet square. In this cabin I lived with my mother and a brother and sister till after the Civil War, when we are all declared free." "Of my ancestry I know almost nothing. In the slave quarters, and even later, I heard whispered conversations among the coloured people of the tortures which the slaves, including, no doubt, my ancestors on my mother's side, suffered in the middle passage of the slave ship while being conveyed from Africa to America." Booker T. Washington did not know who his father was: "Of my father I know even less than of my mother. I do not know even his name. I have heard reports to the effect that he was a white man who lived on one of the near-by plantations." He did not "provide in any way in rearing" him. Booker T. Washington does not blame him: "He was simply another unfortunate victim of he institution which the Nation unhappily had engrafted upon it at that time."

"The cabin was not only our living place but was also used as the kitchen for the plantation." "There was no wooden floor in our cabin, the naked earth being used as a floor. In the centre of the earthen floor there was a large, deep opening covered with hoards, which was used as a place in which to store sweet potatoes during the winter. … While the poorly built cabin caused us to suffer with cold in the winter, the heat from the open fireplace in summer was equally trying. … The early years of my life which were spent in the little cabin, were not very different those of thousands of other slaves. My mother had little time in which to give attention to the training of her children …"

Slaves had to steal chicken, etc. in the night to feed their children: "One of my earliest recollections is that of my mother cooking a chicken late at night and awakening her children for the purpose of feeding them. How or where she got it I do not know. I presume, however, it was

procured from our owner's farm. Some people may call this theft. If such a thing were to happen now, I should condemn it as theft myself. But taking place at the time it did, and for the reason that it did, no one could ever make me believe that my mother was guilty of thieving. She was simply a victim of the system of slavery."

Booker narrates several episodes of his hard work and suffering in this chapter. "During the time that I spent in slavery I was not large enough to be of much service, still I was occupied most of he time in cleaning the yards, carrying water to the men in the fields, or going to the mill to which I used to take the corn, once a week, to be ground."

This chapter, as in the other chapters, clearly reveal the suffering of the slaves and their miserable living conditions. The treatment they received from the Whites was described in painful words, but not hatred is expressed through these words and descriptions. For example, consider this quote: "In order to defend and protect the women and children who were left on the plantations when the white males went to war, the slaves would have laid down their lives. The slave who was selected to sleep in the "big house" during the absence of the males was considered to have the place of honour. Anyone attempting hard "young Mistress" or "old Mistress" during the night would have had to cross the dead body of the slave to do so." He also declares that "there are few instances, either in slavery or freedom, in which a member of my race has been known to betray a specific trust."

To understand and appreciate Black Literature written by leading Black writers and to understand their psychological and social foundations, Booker T. Washington's autobiography will be a good beginning. Booker T. Washington's positive attitude and emphasis on education and acquisition of trade and professional skills present one aspect of the ideology of Black Literature and Black History. The other aspect of agitational approach, while emphasizing education and acquisition of professional skills, calls for a different attitude and assessment of current living conditions of the Black people. The living conditions of his childhood and boyhood described by Booker T. Washington are relevant and widely found in many areas of Indian life as well.

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