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Dalits and Indian Literature

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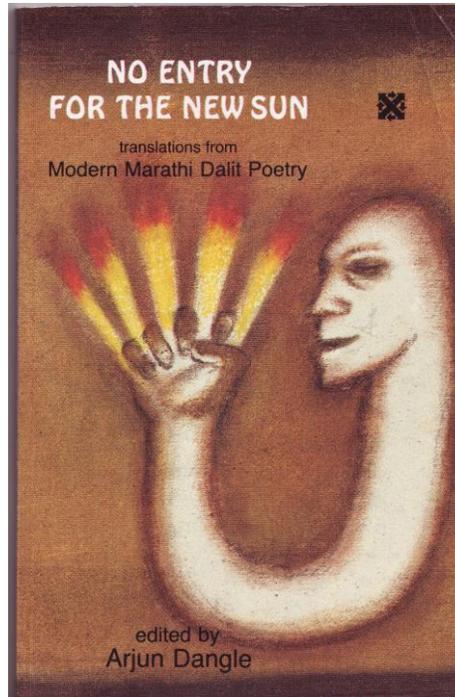
Traditional Caste Hierarchy and Atrocities Committed Against the Dalits

Besides the four main castes, there is a fifth group - the Dalits treated as the untouchables in the society. Oppressed, downtrodden and exploited, the Dalits are hardly considered to be part of the human society even some time ago. When the Constitution of India assures everybody equal rights and opportunities, many among the Dalit community are yet to receive and exercise such natural rights. The Dalits were seen as polluting the society and were generally banned and segregated physically from participating in Hindu social life. While some change has taken place, the lot of the majority of this section of Indian society continues to be woeful, to say the least.

The Dalit Movements

Against these atrocities, the subalterns, especially the Dalits, initiated several movements in Indian history. Today, a majority of these discriminated subaltern communities identify themselves as Dalits, thereby acquiring a new identity by coming together with the perspective that "Dalit is dignified".

The Dalit movements, aimed at the liberation of Dalit folk from the oppressive structures in Indian society, are directly connected to subaltern movements. They reject the sub-human status imposed on them by the Hindu social order. Sathianathan Clark remarks that "the subordination and subjection that marks the life of Dalits in India bring them into the contours of a particularly contextual assembly of subalternity. (*Dalits and Christianity,* p.6)

Oliver Mendelshon and Marika Vieziany express similar opinion, 'Untouchables (Dalits) have retained their identity as a subordinated people within Indian society, and by this we mean to identify a condition that is far more severe than merely being bottom of an inevitable hierarchy.' *(The Rights of Subordinated People*, p.115)

Explaining the term 'subaltern' Homi Bhabha, a key postcolonial scholar, emphasizes the importance of social power relations in his working definition of 'subaltern' groups as "oppressed, minority groups whose presence was crucial to the self-definition of the majority group: subaltern social groups were also in a position to subvert the authority of those who have hegemonic power. *(The Post-Colonial Question,* p.210)*

Questions Focused in This Article

Given these circumstances, a question may be naturally raised: How are the Dalits introduced and portrayed in Hindu upper caste dominated Indian literature? How do the Dalit litterateurs look at themselves in the post-independent India? How are Dalits observed by the non-Dalit Hindu, Muslim and Christian writers as well as by the Dalits themselves?

The Dalit issue has an added new dimension as well, in its close proximity to issues concerning the feminist literature, within Indian literature.

A Picture from the Writings of Premchand

Arun P. Mukherjee has made a distinction between 'a voice for' and 'a voice of' (The Exclusion, p.36) the dalit taking into account all the texts on dalit issue. Conforming to this feature, in the first section of this article, a collage of Dalit-life from the writings of some representative upper caste Indian littérateurs is presented to evaluate their observation on this sensitive issue in a given socio-economic and cultural situation. The second section is a collage of pictures from the Dalit authors as they consider and evaluate themselves in order to make a comparative assessment of how both these two - upper caste and the Dalit littérateurs - present the Dalit issue in their creative writings.

A pioneer among the upper-caste Hindu writers is **Munshi Premchand** who identifies untouchability as one of the worst evils of the exiting Indian society dominated by the Hindus. In his very first short story, he expresses his strong condemnation against the insensitivity and heartlessness of the upper caste educated people against the Dalits.

The story `The Lone Voice' (Sirf Ek Aawaz) shows a syanasi makes a fervent appeal to the audience to love those subjugated people who are in their present state of affairs because of their exploitation by the upper caste people. At the end of his lecture, he asks ". . . Are we really so cruel? I know I can depend on you. You are our brave young men. Stand up on your seats all of you who promise me today that you will be tolerant and kind to the outcastes." *(Selected Short Stories* p.78) Only one man, Thakur Darshan Singh, a conservative old man, rises up when he finds nobody standing up and accepts the challenge.

What Premchand wanted to convey was that the very eyes that turn bloody, shot with passionate patriotism, remained silent on the question of tolerance towards the Dalits as their brothers and to lend a hand to them to have the benefits of their human rights.

The predicament of the Dalits and the extent of violation of their human rights by the upper caste people form the theme of many short stories of Premchand during the 1920s especially after the end of the Non-Cooperation Movement when nationalist movement was at its low ebb.

Thus, "Shudra" is a tale of an untouchable woman who is transported as a part of a racket involving trafficking in women. These poor underdogs of the society often become easy prey to the cunning traffickers. "Mandir" is a pathetic tale of a wretched Dalit mother who is desperate to take her sick child to the temple to pray for his recovery. But the priest will, by no means, allow her to enter the temple and defile it. "Salvation" gives a picture of inhuman torture by a Brahmin on a poor illiterate *chamar* who is innocent enough to honour the Brahmins as the representatives of God on earth even after their ruthless inhuman torture on the poor Dalits.

Dukhi, the chamar, died out of starvation and exhaustion while trying to cut a log of wood for the *thakur*. A contrastive picture of the leisurely life led by the *thakur* intensifies the inhumanness of the upper caste people. The account becomes all the more gruesome when the *thakur* is found

dragging the body of Dukhi outside the village into the field for the jackals and vultures to feed on, showing no sign of repentance for his callous action. The Dalits deserve hardly any sympathetic behaviour even after their death.

Raja Rao's Insight

In *Kanthapura* (Raja Rao*,* 1938), Moorthy, the envoy of M. K. Gandhi in his village, dithers for a while to drink a glass of milk from a pariah woman in her house. This picture reveals that the tradition of distancing oneself from the untouchables, at least initially, persists on as a legacy among the upper caste – sensitive or callous, whatever s/he may be.

Premchand wanted to draw the attention of the upper caste Indians to this insensitive behaviour relating to the Dalits so that the Dalits might be treated at least as human beings. The underlying message conveyed by Raja Rao in *Kanthapura* is that traditional caste structure and values have a stronghold over even those who come out to help the Dalits. Such a hesitation and thinking over the immediate encounter with a Dalit may be explained also by the assumed lack of cleanliness or the unhygienic surroundings assumed to be closely associated with the Dalit colonies.

This is an age-old reservation and assumption. This also is a clever ploy to wash away the sense of guilt for failure to participate fully in the interactions with the Dalits. So, a devoted Moorthy could not do away with, initially for a short while, with the socio- cultural tradition of untouchability, when the pariah woman offered him a glass of milk in her house.

Mulk Raj Anand and Dalit Suffering and Shame

Speaking about the real test of the novelist, the other upper-caste sympathizer, Mulk Raj Anand contemplates that a writer should be the fiery voice of the people, and be able to give a new vision of life realizing the pains, frustrations and aspirations of others, and by cultivating his incipient powers of expression, transmutes in art all feelings, thoughts and experiences.

But in his novel, the problem of the untouchable seems to have not been properly addressed. Undoubtably, in *Untouchable* Mulk Raj Anand has enunciated the maltreatment of an exploited class with concern. No doubt, he is, indeed, the "fiery voice" of the untouchable caste. Yet if the goal of the writer, as Anand himself states, is to transform words into prophecy, then the reader seems to miss this.

Anand has sought to address a specific question in *Untouchable* through the dramatization of Bahka. For Bhaka, the satisfaction is that a new machine will relieve them of their dirty work. But can this be an answer to the age-long social problem?

Moreover, the three "prophecies" or answers stated by the novel -- the rhetoric of the Christian Missionary, Mahatma Gandhi, and the poet Iqbal Nath Sarshar - fail to provide an adequate

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prescription for freedom of the untouchable community. The reader doubts the viability of Bakha as the most appropriate figure to challenge the abuses of untouchability.

For the readers, subaltern characters in Premchand or Anand may, at the most, attract sympathy like Lamb's chimney sweepers or Dickens's orphans, whose lives and work have been permanently devalued, misappropriated and made into stagnant categories by repressive traditions of history.

Mahasweta Devi

In the post-independent period, the Dalits found no respite from the inhuman behaviour of the upper caste people. The novels of Mahasweta Devi, Arundhuti Roy and Rohinton Mistry deal with the problem in a different manner than their predecessors.

The novella, *Doulati*, by Mahasweta gives a gruesome picture of the exploitation of a Dalit girl by the upper caste Brahmins. While the upper caste people are fully aware of the significance of 1947 and 15th August, the concept of a nation and fruits of independence are enjoyed only by the upper castes, while the lower castes Dalits and others are quite ignorant of these concepts. Doulati was born in 1947 and died coughing out blood on the night prior to 15th August when she was twenty-seven years. She fell down dead on a map of India drawn by the school teacher for the following day programme. Her body had been mercilessly but systematically exploited by the upper caste persons for nearly fourteen years. The message of the picture substantiates the fact further that there is no end to slavery especially for the Dalits even in independent India. Mahasweta conveys the message that the same strategy is seen at work with regard to the male bandhuas.

True, Mahasweta does not expect revolution to begin among the doulatis in the brothels. Her male characters too are fatalists and take it as God's law and never think of changing their condition. But the message she wants to convey is that for any resistance to be successful, the initiative has to come from within the oppressed section. Interestingly, Mahasweta has introduced the characters of some researchers, satirically though, who go to these places not to solve the problem of these hapless people but to justify their hypothesis. The bandhuas - Prasad Mahato and Bono - comprise another type that is rebellious against the existing system.

Prasad Mahato feels the peaceful demonstrations and knocking the doors of the government departments requesting help are futile activities. His encounter with Doulati and other bandhuas-prostitutes changes him. Realising their unbearable sufferings, he goes underground and with the active support from the Naxalites in 1971 forms Palamu Bonded Labour Liberation Front. He wants to fight for just law for better livelihood.

The other character, Bono, involved himself in the murder of a thug, manages to escape punishment, becomes a convert and joins the church as an assistant of a Father. He keeps on learning and as he learns he changes himself and goes on informing and educating the members of his caste about his knowledge. Thus he stands for daring acts as well as for freedom.

The novella can be read as a plea for the nation to be defined by the Dalits, rather than by the ruling, parasitic groups. It is also a plea for a radical change at the structural level to fashion out an alternative vision of a more decent and less unbalanced India. Interestingly, there is an indirect reference to Gandhi but, as it appears, she mocks at the philosophy of non-violence.

Rohinton Mistry

The picture of brutality on the Dalits seems to be multiplied in Rohinton Mistry's novel, *A Fine Balance.* He narrates how the upper-caste ruling class mocks at the democratic rights to be enjoyed by the Dalits and other down-trodden class in India. An impression of this reality is being conveyed almost photographically here in the novel through a pitiable tale of Om and his grandson Prakash, the two born in a Dalit family in a small village of India and brought up as "untouchables". After Independence, the caste distinctions were abolished officially but the respite from humiliation was hardly ensured. The landlords in the village exerted inhuman torture to subdue the Dalits.

The desperateness shown by Prakash's father to ask for his own election ballot, instead of just giving his fingerprint and not allowing the landlord to vote for him is an act of defiance; hence, a threat for the authoritarian landlord in the village. So, the incensed landlord sends his goons to torture the Dalit family unto death.

Om flees to a nearby city and gets shelter in the house of a Muslim friend from the village. He finds more similarities with the Muslims than with the people of his own religion. But soon there is a Hindus-Muslim riot. Mistry points out that a slumlord, also a liquor-baron called Thorkay decides who gets burned and who survives during the riots. (Fine Balance p.163) And there is his agent, Nawaz. It is through him, the baron extracts money from the poor slum dwellers. Nawaz explains how the extracted money is distributed among the corrupt government officials:

> . . . These fellows bribe the municipality, police, water inspector, electricity officer. And they rent to people like you. (Fine Balance p.163)

At the same time, Nawaz is a hypocrite too, and innocent people like Om and Ishvar are his victims.

> On this last night, Nawaz's relief spurred him to greater generosity… If you prefer, you can sleep indoors. The thing is, that's where I was going to put you anyway, when you first arrived. But I thought to myself, the house is so cramped and crowded, better outside in the fresh air.
>
> . . . Miriam brought the food to the table and left. Even obscured by the burkha, Ishvar and Omprakash had been able to see her eyes cloud with embarrassment at her husband's hypocrisy. (Fine Balance p.163)

Function of the Caste System as Viewed by Mahasweta and Rohinton

The unique feature of the Indian caste system is that there is no chance for any upward movement for a low caste person. If there is any attempt by the lower caste people to challenge this idea by moving up, they are to face dire consequences which Mistry vividly portrays in his novel *A Fine Balance*. Om and Ishvar break the unwritten rule by breaking out of their caste. These baseborn leather workers become tailors with the help of a Muslim friend who has apprenticed them in his tailoring business. As tailors they are employable and have opportunities. They have a means to re-shape their destinies, but a series of tragedies awaits them.

With Om and Ishvar, the reader discovers that cruelty has no bounds. Shockingly though, this brutality has been legitimized by the governmental systems. In the mid-1970s, during Indira Gandhi's Emergency Rule, she subjugates the nation into submissive "programmes" and "plans" in the name of reformation. These programmes sound great but are extremely inhuman by nature. In the same manner, beautification programmes are meant to clear slums and make thousands homeless. All these programmes take their toll on Om and Ishvar's lives. However, they get friends in Dina Dalal and Maneck Kohlah, who are kind to them. Dina Dalal has a struggled life throughout. Her struggle begins when she loses her father, a doctor who volunteers for a hazardous job, falls sick and dies. Dina is forced to leave school at age fourteen, denied a university education that would have been her right, and as an adult, is harassed by her older brother to marry rich but unappealing suitors. In order to get rid of her elder brother, she strives hard to manage some sources of earnings of her own. Her experiences teach that suffering people do not have any caste barrier, no man- woman division. So, she is happy to provide shelter to Ishvar and Om, the two tailors, to start a garment manufacturing business in her flat and she takes in a student boarder, Maneck. They come to feel like a family there when circumstances throw them all together after Ishvar and Om are kicked out of their slum. As all the four people of divergent caste and culture integrate in Dina's small apartment, we feel how a little sympathy and friendship can beget immense result for the have-nots.

Mistry ruthlessly criticises the existing social pattern in India - an India that claims to have attained new heights. He feels that the nation needs to uproot its caste system to achieve real progress for the citizens.

There is a similar picture of coercion and torture in Mahasweta Devi's *Daulati*. Both Mahasweta and Mistry fervently attempt to expose the misfortunes, discrimination, oppression and the endless suffering of the Dalits in India even after independence. Moreover, both the novelists demonstrate that political power - be it at the village or at the national level- seek to enjoy and succeed in continuing authoritarian forms of governance under the guise of democracy. With the proclamation of Emergency, even this pretension of democracy is shrugged off to expose the authoritarianism at the heart of Indian politics.

In his novel, Mistry prefers the name "Dukhi," for one of his characters, may be, to create a literary lineage to portray untouchability, where the defeat is pre-determined for his Dalit

characters. In Premchand's short story *Salvation,* Dukhi is an untouchable protagonist who dies of hard work and starvation. In contrast, Mistry's Dukhi survives the poverty of his position and saves his sons from the occupational stigma of being leather workers. But a generation after, all his descendants were brutally killed, except for a son and a grandson, who slide into beggary. Through the possible inter-textual references, Mistry shows that the system of atrocity on the Dalit and the poor has remained unaltered for generations together despite the rhetoric and the occasional examples of upward mobility.

In their novels, both Mahasweta and Rohinton seem to assume that the acute ill-treatment, both subtle and manifest, with justification from tradition and scriptures, by the powerful Hindus enabled conversion by the Dalits to Christianity and Islam, since Christians and Muslims assure them with the required protection from the violence inflicted upon them.

Arundhati Roy

The God of Small Things narrates the same shocking experience of inhuman torture on the Dalits. Both Mahasweta and Arundhati are social activists as well, and have worked among the Dalits, tribes and other exploited classes of the society. They also have first-hand knowledge of their life-struggle, and have participated in and spearheaded many movements against what they consider to be Government's anti-poor and undemocratic stand.

Velutha, the paravan and professionally a skilled carpenter, is introduced as bare bodied - referring himself to be an untouchable and not a middle-class. He is a trade-union activist trying to shed his untouchable stigma wearing a white shirt and mundu. As a boy, he used to go with his father to the Ayemenem's house to deliver coconuts. But he did not have access to anything that the touchables touched. Recollections from Mammachi's childhood demonstrates a gruesome picture of inhuman treatment by the upper-castes on the paravans those days –

> "the paravans were expected to crawl backwards with a broom sweeping away the footprints so that Brahmins or Syrian Christians would not defile themselves by accidentally stepping into a Paravan's footprint." (*The God of Small Things* Pp.73-74)

To escape the scourge of untouchability, Velutha's grandfather embraces Christianity but finds their problems multiplied. They become casteless and therefore devoid of the benefits guaranteed by the constitution.

Although having a vocation different from other paravans, Velutha cannot escape the humiliation as a paravan. Velutha is rebellious by nature. So, Vellya Paapen, his conservative father, expresses fears when Velutha grows into a young man. Velutha's manner of saying something, his style of walking, his tendency not to pay heed to the suggestions of Vellya, etc. are just audacity for any paravan. Velutha misreads his father's caveat as his grudge against Velutha. The misunderstanding leads him often not to come home and one day he disappears. Coming back home a year after, he finds many appalling incidents have taken place in the mean time. Nevertheless, Mammachi gives him the charge of the general maintenance of the factory which caused some resentment among the other

higher caste workers. Mammachi appeased them by paying Velutha less.

By this time, Velutha has already grown as a rebel - enough to shake the existing pattern of the society causing his father seriously worried. He sees Velutha and Ammu making love with each other. He reports the matter to Mammachi. Baby Kochamma rushes to the police station to explain that Velutha is suddenly dismissed from his job to contain the scandal. Ammu too goes to the police station to set the record right. The confused and worried police inspector feels that the paravan has not snatched anything from the touchable world; instead he is offered the same. The rebellious Velutha asserts not to be to be kicked out like dogs any longer. The confused inspector ensures support of the local communist leader, K.N.M. Pillai on Velutha-issue. Pillai assures the police that no patronage or protection of the party will be provided to Velutha - all this done by Pillai with an eye to the vote bank.

The death of Sophie Mol helps Pillai much to dissociate him further from Velutha. The police arrests Velutha on false allegation of raping Ammu and kidnapping her two children and their cousin. But, as everybody knows, he has only transgressed the caste-barrier. An insensate torture is on Velutha to his last breath. Velutha's desire to live as a touchable was his only crime. He has the strength to kill at least two of his enemies but he remains all along a Gandhian. He is sincere and skilled tradesman, a loyal party worker, a good friend of Estha and Rahel. In his affairs with Ammu, he is unique too. Arundhuti Roy gives him the height of a tragic hero to convince her readers of the unique qualities that a paravan can also attain.

Based on the laws of Manu, history gives the Indian caste system the authority and sacredness. The police and even the Marxist politicians join hands to maintain this historical process thereby becoming the agents of the caste system despite their ostensible affiliations. Roy raises question about the progress of history. In spite of their best attempts, Velutha and Ammu cannot resist the process of history. History wins because it has the power and the weapons to destroy whatever challenges the existing norms. Thus God of Small Things, according to Roy, is also God of Loss. The role of fiction here is significant as it rejects its allegiance to history and joins hands with poetry to give voice to the subtle delicate impulses of passion of the subalterns.

Fiction of Mahasweta Devi, Mistry and Roy

Mahasweta Devi, Mistry and Roy's fictions demonstrate the persistence of oppression that exists unchanged even after the independence in a democratic India notwithstanding the high claims of socio-economic and political reforms. Political and legislative solutions are ineffective, incompetent and futile. So, Mahasweta, Mistry and Roy turn to the small things on the human scale as providing places where the human spirit is tested and where it occasionally triumphs through sheer endurance, where inequalities are born and where they may be extinguished, and where humanity's grand pretensions finally terminate.

Dalit Story as Told by the Dalits

Writing a literature of their own story, the Dalits, more so the Marathi Dalit writers, have given a new dimension to the understanding of Indian literature. In mid-19th century, Mahatma Phule organised the movement for Dalit and other castes (Shudras and Ati Shudras) occupying the lower rungs of the traditional Hindu society. Perhaps this stage should be considered as the beginning of new Dalit literature and new literary theory for Indian literature.

As an impact of the radical socio- economic changes in the Indian society, a group of Dalit youth emerged as an educated class by the end of the sixties. These youths got either white or blue collar jobs in the towns while their parents still lived their traditional lives of mohars in the villages. An eagerness for upward mobility was found among these youths. That was in 1967, when, in a conference of Maharashtra Boudhha Sahitya Parishad, M.N. Wankhere called for a new literature for the Dalits as *Ramayana* and *Mahabharata* did not speak for the Dalits - similar to that of the blacks in North America. Nevertheless, the dalits feel their condition is worse than the Blacks in North America for they are to experience an exiled life in their own land. Thereafter, in a *Dewali* edition of the journal *Marathawara,* there were a good number of write-ups on the definition and history of Dalit literature, so much so that the term began to refer to a new type of literature. Afterwards, another journal *Asmitadarsha* became the mouthpiece of the Dalit literature.

Currently, a spirit of protest dominates Dalit writings, largely written by affected people in a caste - oppressed Indian society. They have made a reversal of the order of this universe in their writings.

The short story collection of Baburao Bagul maintains this distinction adding an aesthetic value to the stories. Upper caste people fall from their height and are subjected to the gaze of those who never dared to look at them on any earlier occasion. As a reaction, there was an upheaval both in the political and literary world. The seat of power prickled those enjoying an unchallenging authority so long over the Dalits. In 1990s, the Dalit literary movement spread out its periphery to form Telugu Dalit literary movement.

Radical Political Movement

Creative writing was not all, and so, in 1972, Namdeo Dhasal, Arjun Dangle and J.V Pawar initiated a strong political movement known as **Dalit Panther**. The definition of Dalit literature was further modified to be a literature of the Dalits, by the Dalits and for the Dalits. A wave of writing began describing experience in provocative language. This might be the first time in India when creative writers were politically active forming an organization. Thus, this literature would be an ambit for them to be distinguished as Dalits.

The Emergence of Dalit Aesthetics

The Dalit littérateurs were busy to formulate what they called Dalit aesthetics. While doing so, they were keener to reject rather than accept the traditional concepts and terminology of the existing upper caste literature. They preferred the structure of poetry by the Black Americans, the words of the prostitutes, of the criminal world, and locutions of the underworld dons (*Dalit* p. 12.) Expressions like 'maggots', 'ravishment', 'gag', 'vomiting fire', 'hole to fuck in', 'cock in your pocket', 'whore',

'piss in the bastard gutter' are the preferred expressions in these dalit writings. They rejected the upper class Hindu littérateurs writing on the Dalit life. Not only this, those Dalits who did not protest against the Hindu-subjugation of the Dalits in their writings, were also eliminated from the list of the Dalits.

Thus Chokhamela, a member of the Mahar caste and a saint in Maharashtra in the 14th century, was also rejected by them. His poems were regarded to be a blatant resignation to the Hindu religion and his devotion as a defeat. With such separatist and isolationist strategies in literature, they've succeeded in creating a specific genre in Indian literature across Indian languages. However, this sort of pursuit for distinct identity seems to have brought in other consequences such as a feeling of exiled life in their own land. The basic assumption that only a Dalit-creative writing can be part of Dalit literature demands closer scrutiny.

Dalit Poetry

More or less, in a deeply caste-ridden society, Dalit poetry is a quest to verbalise the complexities of finding an identity as a human being. The Dalit poetry takes the lead to be the impassioned voice of the third generation of the Ambedkarite movement. This voice reverberates in almost all the poems of the anthology *No entry for the New Sun*. The poems express pain to be an outcaste in the upper-caste dominated society. Often, a sense of identity crisis too leads to anguish in these poems.

Similarly, these poems also sound militancy. In a poem in the collection "To be or Not to be born", the Dalit poet L.S. Rokade, rejects the meek and submissive manner of the older generation. Here, the character plays upon the word `mother' symbolising both his mother and the motherland. The motherland discriminates against the Dalit son. He is hurt to such an extent that he promises not to be born again. As he goes to collect water, he is humiliated by the upper caste for his Dalit identity, although it is in abundance in his motherland. So, he bewails:

Rivers break their banks
Lakes brim over
And you, one of the human race
Must shed blood
Struggle and strike
for a palmful of water (*Poisoned Bread* p.2*)*

Intolerable is the injustice meted out and he reacts violently `I spit on this great civilisation.'

The continuous exclusion of the Dalits by the upper caste people is the theme of Vilas Rashinkar's poem `No Entry for the New Sun'. He scoffs at the racial policy. The low caste, the poet corroborates, is the new sun and the leader of the new social order. The existing Vedic social order of the high caste is debauched and appears to be ridiculous to the poet.

> This is the empire
> of ancestor-worship,
> of blackened castoffs,
> of darkness. (*Poisoned Bread,* p.24)

"That single Arm" by Tryambak Sapkale gives an impressive contrast between the outlook of the older and the younger generation. While the father accepts it to be their lot to be trampled by the rich upper caste, the son, Raja takes a razor blade and `slices off the attacker's arm from the shoulder.' (p.3) This imagery itself gives an impression of the mindset of the new generation. Added to this is the use of local dialect, concrete and down to earth, which in itself confronts the hegemony of the upper caste. *In Which Language Should I speak?* The poet raises a vital question:

Picking through the Vedas
his top-knot well-oiled with ghee,
my Brahmin teacher tells me,
"you idiot, use the language correctly!"
Now I ask you,
Which language should I speak?(*No Entry*, p.54)

The dalit demands equal opportunity in order to contribute as an equal to the society. Assurance of human rights can elevate any lower caste poor to the level of the higher caste. Education is considered to be one of the means to Dalit empowerment. In `Send my boy to School' by Waman Kardak, a mother is determined to send her son to school to prepare him withstand the educated high caste.

He'll be a lawyer; nobody's fool Send
my boy to school *(No Entry, p. 8)*

Focusing on Protest

Dalit poetry should be read as a product of a psychological situation. Even in this 21st century in states like Bihar, Uttar Pradesh, Madhya Pradesh, Karnataka, etc., Dalits are inhumanly tortured and barbarously burnt to death in front of the police for some trifling reasons. Thus, Dalit writings describe with strong emotions the contours of an unequal society where they never dare to claim their genuine demands for human rights.

Namdeo Dhasal

Namdeo Dhasal, another founder leader of the Dalit Panthers movement, favours protest in poetry choosing the language from the Red Light area and from the underworld of Mumbai but he himself is not a part of this world. He is concerned with the community's submerging into the sea of darkness, of the fear of a community's annihilation which, in turn, may have detrimental effects on the civilization itself. Therefore, with his unique style, Dhasal revolutionises the Marathi literary landscape inspiring a whole movement of Dalit literature in the rest of the Indian languages in order to kindle the light of knowledge among the Dalit. Namdeo observes that Dalit literature is flowing into the 21st Century mixed with blood, sweat and anger, flowering into greatest poetry that this country is producing now. The recent Marathi literature as well as the political movement of the Dalit Panthers demonstrates this trend.

Dhasal's first collection of poems *Golpitha* (1972) took Marathi literary circles by storm challenging the existing rules of traditional Marathi literature. *Golpitha*, named after a red light district of Mumbai city, caused uproar as Dhasal employs vulgar language of the Red Light area.

> Let all this grow into a tumour to fill the universe, balloon up
> And burst at a nameless time to shrink
> After this all those who survive should stop robbing anyone or making others
> their slaves
> After this they should stop calling one another names white or black,
> Brahmin, Kshatriya, Vaishya, or Shudra;
> Stop creating political parties, stop building property, stop committing
> The crime of not recognising one's kin, not recognising one's mother or sister
> One should regard the sky as one's grandpa, the earth as one's grandma...
>
> (From *Man, You Should Explode* from *Golpitha*)

One of his poems is on Dr. B.R. Ambedkar:

> You are that Sun, our only charioteer,
> Who descends into us from a vision of sovereign victory,
> And accompanies us in fields, in crowds, in processions, and
> in struggles;
> And saves us from being exploited.
> You are that Sun
> You are that one—who belongs to us. (*Ode to Dr. Ambedkar*:
> *Golpitha*)

Dalit Fiction

The 1980s have seen a considerable development of autobiographical works by the Dalit litterateurs is to write autobiographies, where the first stage of the Dalit life ends with his marriage. After his marriage, a new phase opens up - the life of a Dalit citizen. (*Dalit*, p.16) These writings capture the

nuances of their struggle through a wide variety of regional , experiential and linguistic means.

There is a distinction between testimony and something of deeper personal and cultural import in these narratives. The narratives are more than an account of or a testimony to achievements in one's individual life. Instead, they help articulate for the writer a social as well as a personal identity.

To that extent, they fashion a self in the articulation as much as they situate this self within a larger social and cultural context. They speak not merely to an individual identity but to a collective identity. The narratives themselves experiment with formal language use in a variety of ways.

Daya Pawar 's *Balut* (1989) is told as a story by Dagdu Pawar to the more literate Daya Pawar – both Daya and Dagdu being the same person in different situation. These writers use particular spoken dialects , connected to the region, locality and caste from which they narrate. (Handbook, p.373) There is another variety which the dalit writers prefer the most besides poems – the short story writing.

The Poisoned Bread presents a collection of short stories and poems wherein the present status of the Marathi Dalit life is vibrantly accessible.
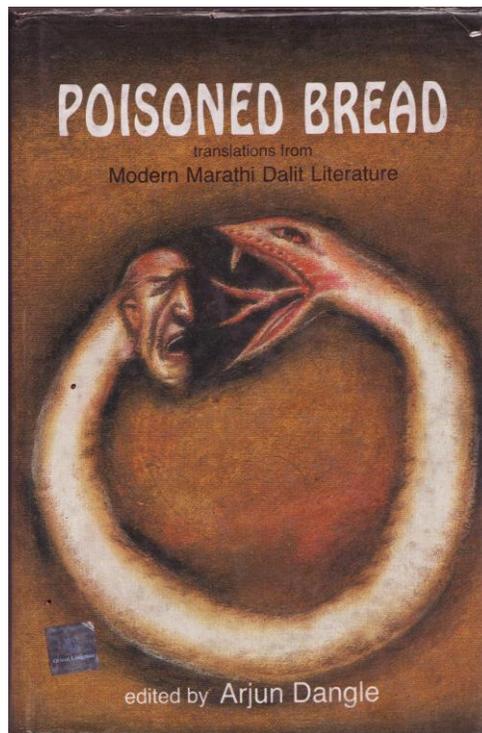
The Poisoned Bread begins with a distasteful comment of Bapu Patil, the upper caste representative when he finds the Dalit, Yetalya in the morning

> Hey, what brings you here at such an early hour? Hope you haven't come
> here with your mind set on evil? (*Poisoned Bread* ,p. 147)
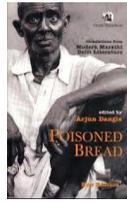
Yetalya, the narrator's grandpa, bore this insult meekly as if supposed to be abused always. The claims of the Dalits for equality appear to be intolerable for the upper caste in the village. But Bapu's foul language happens to be excruciating for the narrator, a third generation Dalit spokesperson:

> I could take it no more. I felt my cheeks burning. But I quelled my temper and, cutting Bapu Patil short in the middle of his fiery tirade, burst out, Patil, will you kindly tell me what you meant when you accused us of forgetting religion, abandoning our caste and of polluting the god? And if a religion can't accept one human being treating another simply as a human being, what's the use of such an inhumane religion? (*Poisoned Bread* ,p.148)

But this audacious (?) stance of the narrator cost him very much. Although the grandpa tries to make some rapport, Patil imposes upon them a huge workload as punishment to be completed by the evening to get their dues for their evening meal. But they cannot complete the work in spite of their best efforts. Patil refuses to give them anything - even a few measures of jowar (*Poisoned Bread* ,p.151). At last the grandpa begs Patil for some stale bread smeared with dung and urine. As they are returning home the grandpa opens up his heart to the narrator.

> Do you think I feel happy about being oppressed by the landlords and the
> rest of the villagers? I too want to retaliate and have a good fight for the
> humiliation and injustice they have been piling upon us. But, my boy, I
> am helpless! I see no end to this suffering (*Poisoned Bread* ,p.151)

The stale bread costs the life of the grandpa but before he dies he advises his grandson

> Get as much education as you can. Take away this accursed bread from
> the mouths of the Mahars. This poisonous bread will finally kill the
> very humanness of man (*Poisoned Bread* ,P.153)

In *The Storeyed House* the punishment is awarded in the form of burning down to ashes a newly built house by one Bayaji, a retired employee who has returned from his workplace to settle down in his own native village. He wants to build a `storeyed' house with his hard earned pension money to accommodate the members of the family. The local Patil objects to his proposal because it

means a threat to his authority. Out of fear Bayaji has to abandon plans . . . 'but the middle portion is elevated a little and a small first storey fixed up there with a wooden flooring' (*Poisoned Bread* ,p.159). This small deviation costs his life and also the newly built house. `The govt**.** officers, quite expectedly the biased ones, records it as an accident due to a 'petromax flare-up.' (*Poisoned Bread* ,p.161) But his sons are desperate enough to start constructing that very day a new house- regular two `storeyed' building as a symbol of an angry protest.

Another short story by Arjun Dangle *Promotion* gives the picture of the precarious status of a Dalit who gets promotion in his office from his reserved category but the upper caste Godbole will not accept him as officer. A friend of his caste comes to him to say, "Remember no one has obliged you by promoting you in the reserved category .... Listen it's only now that we are being promoted to the `Saheb' positions in this 33% category. But remember these other people have enjoyed the privilege of being in the 100% reserved category for centuries". (*Poisoned Bread,* p.169) As an officer, he now wants to dissociate himself from his comrades and relatives. His wife weeps at his changed attitude but he tells her that `Don't talk too much. Learn to maintain your status. After all, you're an officer's wife' (*Poisoned Bread* ,p. 172). But the moment he comes to know about the bruised knee of his five-year-old son and the cause behind it, `his newly sprung wings of promotion fall off and a mere mortal named Pandurang Satwa Waghmare crashes helplessly into the abyss below'. (*Poisoned Bread* ,P.172)

A Picture of Inhuman Behaviour

The collage of pictures of Dalit-life presented in both the upper-caste and Dalit littérateurs gives an impression of inhuman behavoiur by the upper caste on the Dalits. Nobody opposes the view that the Dalits are no better than bonded labourers even in an independent India. There are laws banning untouchability but every Indian knows how far it is effective even in the twenty-first century. The low caste has remained untouchable even to this day in their homeland and this state.

Attempts to move up the hierarchy have tragic consequences for the Dalits. True, many upper-caste writers and philosophers have sympathized with the miseries of the Dalits in their own country but, as Mahasweta has pointed out, that for any resistance to be successful, the initiative has to come from within the oppressed section.

Drawing a miserable picture of the Dalit life deprived both by the goons and by the government officials, Rohinton Mistry wants to affirm that it is impossible to separate casteism from Indian mind. There is an "invisible line of caste" (*Fine Balance*. p.97) which the downtrodden can never cross. The poverty-stricken Dalit women become vulnerable to sexual abuses. Most of the violence against the Dalits , as Mistry has pointed out, comes from landowning caste-Hindus equipped with militias and private armies recruited and trained with government assistance and cooperation, initially to combat Maoist-style uprisings from the Dalits and landless people. Against these atrocities by the upper class and the government, the afflicted Dalit poet fervently desires

While I write this at night
it's three o' clock
Though I want to have a drink
I don't feel like drinking.
Only I want to sleep peacefully[1]
And tomorrow morning see no varnas. (From the poem: "Ambedkar: 1980", in **Tuhi Iyatta Kanchi**; translated by Asha Mundlay and Laurie Hovell.)

As mentioned by Ranjit Guha, Indian nationalism for a long time has been dominated by elitism and bourgeois nationalist elitism. Setting a new dimension, Dalit literature in India is an attempt to bring to the forefront the experiences of discrimination, violence and poverty of the Dalit.

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Perception of Phoneme Contrast in Noise in Children with Normal Hearing and Cochlear Implant: A Comparative Study

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Introduction

Speech perception is the process of transforming a continuously changing acoustic signal into discrete linguistic units (Rvachew & Grawburg 2006). The development of language-specific speech perception begins in infancy and continues into late childhood (Hazan & Barrett 2000). Phoneme perception is a form of auditory perception in which the listener and speaker distinguish among the sound contrasts in a language. Nicolosi, Harryman & Kreschech (1978) defined discrimination as the process of distinguishing among the speech sounds or words by differentiating them as same or different.

The relative effects of cochlear damage on the perception of various speech features are well established. It has been shown that subjects with sensorineural hearing loss perceive suprasegmental features better than segmental features, vowels better than consonants, vowel height better than vowel place (front, back), word initial consonants better than word-final consonants and consonant voicing and continuance better than consonant place (Risberg 1976; Hack & Erber 1982). Raja, Kumar, Prakash & Reddy (2010) studied the perception of vowel contrasts and consonant contrasts in normal hearing, children with hearing impairment using cochlear implants and hearing aids. They found that children using cochlear implant

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perform better than children using hearing aids and the mean scores of children with cochlear implants were almost equal to normal hearing group.

Review of literature shows that children with cochlear implants performed better than children with hearing aids. Although children with cochlear implants performed better, it is expected that perception of phoneme contrast ability would be lessened in the presence of background noise. There is a dearth in research studying the phoneme contrast perception in cochlear implanted children compared with normal children in the presence of background noise especially with reference to Telugu language. Research findings related to specific Indian language are needed to build up the much needed data base for pedagogical and clinical purposes.

Aim of the study

The current study aims at investigating and comparing the phoneme contrast ability between children with hearing impairment using cochlear implants and children with normal hearing in the presence of background noise in Telugu language.

Method

Subjects

A total of 30 children with an age range of 8-12 years (mean age of 10.6 years) participated in the study. The subjects were divided into two groups; each group consisted of 15 children. Group I: Consisted of children with normal hearing (NH), while Group II included children with bilateral severe to profound sensorineural hearing loss using cochlear implants. All the children in group II had a minimum experience of 3 years with cochlear implant. Three of the children were with bimodal stimulation (i.e. using hearing aid in the non-implanted ear along with cochlear implant in the other ear).

Participants' selection criterion

Group I (NH): The children with normal hearing were chosen for the study as control group. The age range was between 8 - 12 years. These participants had no history of hearing loss, middle ear pathology or no disorder with speech and hearing ability. They had 20 dB HL or better pure-tone average (PTA) bilaterally. They were having normal intelligent quotient and no illness on the day of testing. They were native speakers of Telugu and could read Telugu words.

Group II (CI): The children with bilateral severe-profound sensorineural hearing loss were chosen for the study as experimental group. All the children were using CI 24 RE (CA) with freedom Speech Processor. Children with an age range of 8-12 years were selected and were Telugu native speakers. They were having normal intelligent quotient and no illness on the day of testing.

Stimuli Used

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The tool for assessing input phonological processing in Telugu developed by Vasanta & Dodd (2007) was used as stimuli for the current study. The test consists of a total of 100 phonemic contrasts divided into four parts, such as 1) 20 vowel contrasts in Telugu 2) 30 consonantal contrasts in Telugu 3) 20 vowel contrasts in English and 4) 30 Consonantal contrasts in English. The items from the Telugu subtests were used as stimuli for the study. The contrasts included in the test encompass the following features in Telugu language: vowel height, vowel place, vowel duration, consonant place, consonant manner and consonant voicing.

Most of the test items for vowel and consonantal contrasts included bisyllabic words. For the vowel contrasts, each test item made use of simple syllable structures, where as the consonantal contrasts were signalled using both simple and complex syllable structures i.e. geminates or clusters. All items were meaningful words justifying the testing for discrimination of each pair of items.

Procedure

Instrumentation

Computer software was developed for the purpose of test administration. Auditory stimuli were constructed by recording each of the test item words as spoken by young female Telugu speaker. Recordings were performed using a unidirectional microphone in a sound treated room. Image files of each of the test items created by typing the words in Microsoft power point were used as visuals. The software was developed using visual basic.net 2003.

Test Administration

The children were seated comfortably and tested individually by the experimenter in a sound treated room with minimum distraction. Auditory stimuli were recorded in quiet and +10 dB SNR condition by a young female speaker and were presented through loud speakers. Each test item pair was administered in ABX paradigm. The stimulus was presented through audio-visual mode; similar mode of presentation was used for both normal hearing group and cochlear implant group. Images of the written form of items A and B in each test pair appeared on the screen followed by the auditory presentations of the two items in order of appearance at 60 dB SPL via loud speakers in 0' azimuth. Children were required to look at a pair of A and B items on the computer screen and had to decide whether the X item was either A or B. Most children indicated their preference by pointing to A or B on the screen after hearing the third 'X item' when tested through audiovisual mode.

Examples of presentation of each item pair are shown below.

Contrast	Item A	Item B	X	Answer
/e-a/	pe:lu	pa:lu	pe:lu	1
/m-n/	mi:ru	ni:ru	ni:ru	2

The inter stimulus interval between the presentation of each of the items was 2 seconds. The inter stimulus interval between each pair of test item was 5 seconds. Stimuli once presented

were not repeated. The presentation of words in each test item pair as displayed on the computer screen through the software.

Scoring

Total score for vowel and consonant contrast perception were 20 and 30 respectively. Thus a maximum possible score was 50 for combined vowel and consonant contrast perception. Each correct response was credited as 1 point and the wrong or incorrect response was scored as 0.

Statistical Analysis of data

The obtained data was analysed and compared by computing the mean scores and standard deviations for each of the group. Inter group comparisons were done with appropriate statistical tools. The data was subjected to independent comparison t-test in order to find out significant difference between the groups and paired comparison t-test to find out significant difference between conditions (Quiet and +10 dB SNR) in same group.

Results

The present study aimed to compare the vowel and consonantal contrast perceptual ability in Telugu among children with normal hearing and children using cochlear implants in the presence of background noise. The perceptual ability of above mentioned children was assessed in audiovisual conditions. The results are discussed below:

I Perception of Vowel Contrast:
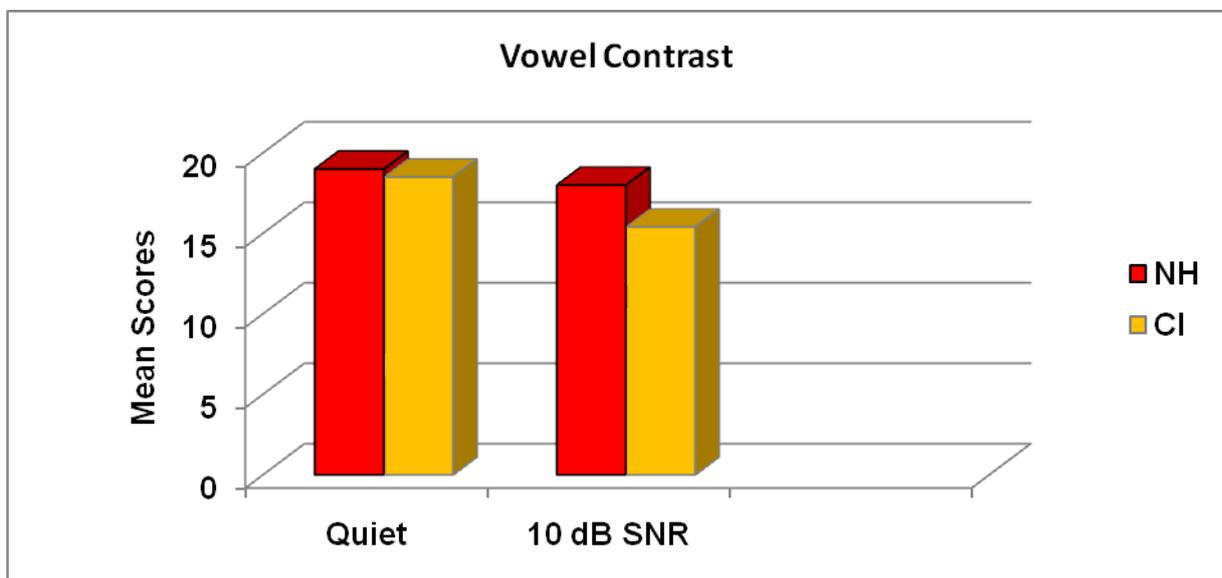
Figure 1: Comparison of mean scores of vowel contrast perception between quiet and noise for two groups

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As shown in Figure 1, the NH group obtained an overall mean score of 19 (out of 20) as compared to the mean score of 18.5 (out of 20) obtained by CI group in quiet condition for vowel contrast.There was no significant difference found for vowel contrast perception between NH and CI groups in quiet condition (p>0.05). The NH group obtained an overall mean score of 18 (out of 20) as compared to the mean score of 15.4 (out of 20) obtained by CI group in +10 dB SNR condition for vowel contrast.There was a statistically significant difference (p<0.05) found for vowel contrast perception between NH and CI groups in noise.

II Perception of Consonant Contrast:
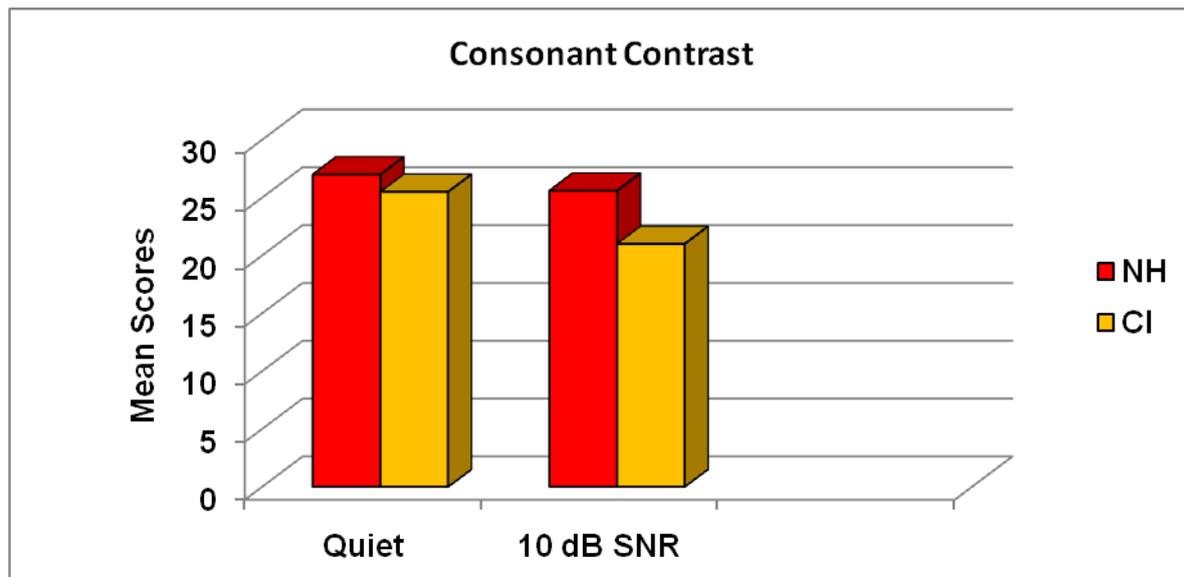
Figure 2: Comparison of mean scores of consonant contrast perception between quiet and noise for two groups

As shown in Figure 2, the NH group obtained an overall mean score of 27 (out of 30) as compared to the mean score of 25.5 (out of 30) obtained by CI group in quiet condition.There was no significant difference found for consonant contrast perception between NH and CI groups in quiet condition. Whereas, the NH group obtained an overall mean score of 25,6 (out of 30) as compared to the mean score of 21 (out of 30) obtained by CI group in +10 dB SNR condition.There was a statistically significant differece (p<0.05) found for consonant contrast perception between NH and CI groups in noise.

III Overall mean scores (Vowel & Consonant Contrasts):

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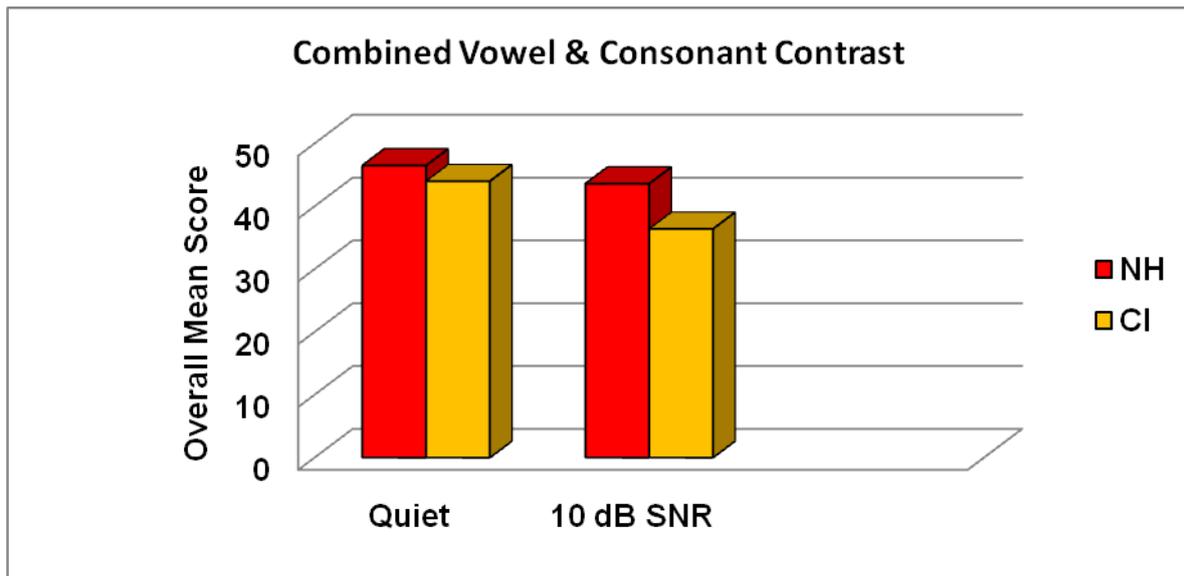
Figure 3: Comparison of overall mean scores between two groups in quiet and noise

As shown in Figure 3, the NH group obtained an overall mean score of 46.5 (out of 50) as compared to a mean score of 44.5 (out of 50) obtained by CI group in quiet condition. There was no statistically significant difference found between two groups in quiet. Whereas, the NH group obtained a mean score of 43.6 (out of 50) as compared to a mean score of 36.4 (out of 50) by CI group in +10 dB SNR condition. There was a statistically significant difference ($p < 0.05$) between two groups in noise.

Discussion

The present study aimed to compare the vowel and consonant contrast perceptual ability among normal hearing group and children using cochlear implants in Telugu under noise and quiet conditions. Overall both normal hearing children and children with cochlear implants have performed similar in both vowel and consonant contrasts perception in quiet. Significant advances over the years in cochlear implant technology, speech coding strategies and surgical techniques have resulted in substantial improvements in the auditory-only speech understanding abilities of cochlear implant recipients (Dowel 2005). Moreover, children using cochlear implants simultaneously perceive the voicing feature and are less dependent on the visual cues when compared to children using hearing aids with similar degree hearing losses (Geers 2003).

However, the same CI group performed poor in noisy situation as compared to NH group. This could be attributed to the reason that the actual amount of information that can be transmitted to CI users is severely limited by a host of additional physical and physiological factors such as the electrode-nerve interface, nerve survival, and brain plasticity. These limitations result in 6 to 10 functional channels and poor temporal and spectral cues, compared with most normal-hearing listeners, in a typical cochlear implant user (Kong, Cruz, Jones & Zeng 2004; Nascimento & Bevilaqua 2005). The same signal processing and physical and physiological limitations also contribute to the problem facing most current

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cochlear users who can achieve a high level of speech recognition in quiet but suffer greatly in noise particularly when the noise is temporarily fluctuating, such as competing voice (Nelson, Jin, Carney 2003; Stickney, Zeng, Litovsky & Assmann 2004).

Another reason could be that binaural fitting have been traditionally applied to hearing aids, monaural stimulation has commonly pertained to cochlear implants. Children who receive monaural cochlear implants will not get the benefit of binaural hearing. Providing binaural hearing is a vital component of aural rehabilitation as it uses auditory inputs from both ears and helps to localize sounds and to understand speech better in adverse listening situations such as presence of noise (Ching 2005). Most of the subjects from CI group participated in the study were monaural cochlear implant users (only 3 children were using bimodal stimulation).

Conclusion

Cochlear implants have presented significant advances for the past decades relative to speech codification strategies, but current devices still do not restore normal perception of speech, especially in adverse situations such as presence of noise. The findings of the current study highlight the variation in phoneme contrast perception in children using cochlear implant in the presence of background noise. Cochlear implantees performed poorer in the presence of noise due to lack of binaural advantage and limited capacity to extract speech from noise. Thus the findings of the present study depict the importance of binaural hearing in speech perception in noise. Hence, it can be concluded that bilateral cochlear implantation or bimodal fitting with cochlear implant may provide a better phoneme contrast perception in noise.

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A Study of Arabic Interference in
Yemeni University Students' English Writing

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L. Ramamoorthy, Ph.D.

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Abstract

This study aimed to analyse and describe features of Arabic interference in paragraph writing by Yemeni university English students in the academic year 2009/2010 semester 1 at Amran and Hodeidah Universities.

Four levels of Arabic interference, namely, the missing Verb to be, the missing indefinite articles (a/an), word-order and subject-verb agreement were analyzed from samples of the students' paragraph writing.

It was found that the absence of 'be' and indefinite articles 'a/an' in the Arabic language led the Yemeni students to make errors in using them. The difference between Arabic and English word order leads the learners to make errors and, because of literal translation of Arabic words into English mainly represented features of L1 lexical interference in the students' written English.

Keywords: Arabic interference, interlingual errors, language transfer

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A Study of Arabic Interference in Yemeni University Students' English Writing

Introduction

Arabic is the official language in many countries, including Egypt, Iraq, Libya, Saudi Arabia, Yemen and Morocco. Arabic is also the language of the Qur'ran, so Muslims of all nationalities, such as Indian, are familiar with it.

There are many Arabic dialects, but there is one version that is taught in schools and used by the media across the Arab world.

Within each country, often in quite small areas, a wide variety of colloquial dialects have developed, differing from one another, not only in pronunciation, but also in common lexical items and, to some extent, in structure . The differences from one country to another are more marked than differences between UK, US and Australian English.

As it is a Semitic language, its grammatical structure is very different from that of Indo-European languages. There are far fewer areas of facilitation, and far greater areas of interference. This must be borne in mind when Arabic speakers are mixed with foreigner students.

The Three-Consonant Root in Arabic

The basis of Arabic language is the three-consonant root. A notion such as writing, cooking or eating is represented by three consonants in a particular order. There is a large potential for errors of interference when Arab learners produce written or spoken English.

All words (parts of speech) are formed by combining the three-root consonants with fixed vowel patterns and, sometimes, an affix. Arab learners may be confused by the lack of patterns in English that would allow them to distinguish nouns from verbs or adjectives.

Root	/k/ /t/ /b/	=writing
A person who does this for a living	Kateb	=a writer
Past participle (passive)	Maktoob	=written
Present tense	Yaktubuh	=He writes

Table 1- (Swan & Smith (2001)

Language Transfer and Interference

Language transfer is considered one of the most problematic phenomena in Second Language Acquisition. It plays a big role in the learning of another language.

It has been defined differently in different theories of L2 acquisition.

On the one hand, Behaviourists' view as exemplified in the Contrastive Analysis Hypothesis (CAH) considered transfer in terms of habit formation. On the other hand, the Minimalist position, which appeared as a rejection to the CAH, tried to diminish the importance of the L1

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and to emphasize the contribution of universal processes of language learning, such as hypothesis-testing.

However, it is now widely accepted that the influence of the learner's L1 cannot adequately be accounted for in terms of habit formation. Neither transfer is simply a matter of interference or of falling back on native language, nor is it just a question of the influence of the learner's L1, as other previously acquired languages can also have effect.

Odlin (1994: 27) offers this definition of transfer: "Transfer is the influence resulting from the similarities and differences between the TL and any other language that has been previously (and perhaps imperfectly) acquired." Odlin (2003) also stated that language transfer is also known as cross-linguistic influence, language interference, the role of the mother tongue, native language influence and language mixing. Similarly to Odlin's definition and in accordance to Brown's opinion, transfer will be viewed as "the interaction of previously acquired linguistic and/or conceptual knowledge with the present learning event to facilitate a new language learning task." (2007:117).

According to Mitchell and Myles (2004), the phenomenon of language transfer is also known as a cross-linguistic influence from the first language. This conveys meaning that language transfer is taken as the effect of speakers' or writers' first language on the perception of his or her second language. Indirectly, the knowledge of their first language will be used in the second language or target language as a way to acquire the second language itself.

Transfer can act as a language facilitator through general similarities between languages that "influence language development even in the absence of specific overt similarity" (Gass, 1996). When there are a large number of similarities, the learner is free to concentrate on other aspects of the grammar. In contrast, it could also be seen as a constraint on the hypothesis that the learner makes about the TL. Such constraints are strongly influenced by previous knowledge, which includes not only knowledge of the native language or other languages known, but also whatever is acquired of the TL, which is usually referred to as interference.

That is why we can say that the two, language acquisition and language transfer, are linked because language transfer is a process that goes hand in hand with the learning of a second language since once a person starts learning another language the transfer process begins.

Kellerman and Sharwood-Smith (1986) said that transfer is a process that leads to the incorporation of elements from one language to another.

Finally, the most specific definition is the one that Weinreinch (1953) called *interference* and defined as having two functions. The first one is when it works as an impediment to the production of the language learning and this by producing incorrect forms. The second one functions as a facilitative tool that helps in the learning of a second language

After defining the term transfer and after discovering that transfer is divided into two poles, the positive transfer and the negative transfer, let us see the difference between the negative transfer and the positive one.

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The Negative Transfer

Negative transfer is a term used to define the use of prior linguistic knowledge in the production of second language that results unacceptable forms. This negative transfer hinders or blocks the learning and the accurate performance of appropriate target language forms. As Corder (1983) said that any native language influence would" actually inhibit, prevent, or make more difficult the acquisition of some feature of the target language.

Subsequently, however, other linguists opposed the Behaviorists' views and their "stimulus response theory" and there comes the cognitive school that accounted for the transfer theory. They defined *transfer* as: **"**to transfer the forms and meanings of their native language and culture to the foreign language and culture**"** (Lado in James, 1998:14).

Positive transfer is similar to negative transfer in the sense that it is the use of prior knowledge or skill in the learning of a target language but the only difference that exists between the two is that the Negative transfer hinders the learning whereas the positive one helps and accelerates progress in the learning of the target language.

As O'Malley and Chamot (1995) defined, "it is the use of previous linguistic or prior skill to assist comprehension or production."

In this respect, positive transfer unlike the negative one has a positive effect on the learning of the target language and this if and only if the two languages, the previously learned and the target ones, have similarities in terms of grammar for example word order.

According to James (1998), interlingual error (Mother-tongue influence) is one of four causes of errors. These kinds of errors are influenced by the native languages which interfere with target language learning. Learners translate word by word idiomatic expressions, vocabulary and even the grammatical rules of the learners' first language into the second language. In contrastive analysis, it is believed that the type of errors made by the learners of the target language can be predicted and their causes can be determined.
Interlingual errors have a structure similar to semantically equivalent phrases or sentences in the L2 learner's L1. They refer to L2 errors that reflect L1 structure, regardless of the internal processes or external conditions that give rise to them.

The sources of interlingual errors are all conditions that result in the premature use of the L2 by the language learner. These would include pressure to perform in the L2, living in an environment where the use of the L2 is very limited, conscious L2 language processing, and so forth. Krashen (2002) mentioned that first language interference is one of the several sources of errors learners make.

Mother Tongue Interference

Mother tongue interference is one of the major causes leading to leaner's committing errors. Norrish (1987) states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When learner strives to learn a new habit, the old ones will interfere with the new ones. In other words, the term "first language interference" best summarizes this phenomenon.

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Besides, being able to express fully one's ideas in another language is always a demanding task. Thus, when learners' second language is not sufficient in expressing themselves, it is likely that they will rely on their first language to express their ideas. Edg (1989: 7) is in line with this thought: "when people do not know how to say something in a foreign language, one possibility is to use words and structures from their own language and try to make them fit into the foreign language."

Johanson (1975) states that to use two languages familiarly and without contaminating one by the other, is very difficult. Various researchers have concentrated on errors, which demonstrate the influence of one's native language to second language acquisition.

It is a traditional version of the contrastive analysis hypothesis which predicts that elements of a foreign language that are similar to the student's native language will be simple, and those elements that are different will be difficult, and where differences exist, errors would be bi-directional. For example, French speakers learning English and English speakers learning French would make errors on parallel linguistic features (Lightbown and Spada 1999:73).

Hagege (1996) argues that the teacher should know that a child who is in the process of acquiring a second language will subconsciously invent structures influenced by knowledge, he already possesses and this may constitute errors which are completely natural.

Arabic Situation

In reviewing some studies conducted on the interlingual/syntactic errors committed by Yemeni EFL learners, Diab (1996) states that most of the syntactic errors committed by EFL Arab learners are attributed to the influence of L1 'Arabic' linguistic structures. He also states that Arab learners depend heavily on their mother tongue in FL. He also asserts that one "common syntactic error that students commit as a result of transfer is faulty word order."

Noor (1996) presents a justification for analyzing such syntactic errors to better understand strategies utilized by EFL students when they write in a FL. Noor's study is considered a review of the most frequent syntactic errors made by Arab EFL learners. The important discovery of Noor's study is that the most frequent and common source of error is the influence of the native language in processing English syntactic structures.

Our Study

As this study investigated interlingual errors in omission of required elements ,word order and subject verb agreement syntactic categories made by Yemeni EFL learners, the study offers plausible explanations of the occurrence of errors within the omission of required elements as one of the most important syntactic categories in the process of second language acquisition.

This study also offers new information about the importance of the differences between the two varieties of the subjects' native language and the confusion happening while trying to write in English, especially with respect to the omission of the two elements 'be' and 'a/an' category. Furthermore, this study differs from other studies conducted in the same field as it

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mainly focuses on interlingual interference from learners' L1 as one of the major linguistic factors which may affect FL acquisition

Methodology

The subjects who participated in this survey are 200 first and fourth-year University students aged between 18 and 25 taking English as a foreign language in two public universities in Yemen. The research material used is a written composition. The students were asked to write the composition during the first semester of the academic year 2009 / 2010.

Discussion

The analysis of written composition gave the following results:

Types of Interlingual Errors

Error type	Occurrences	Percentage
omission	229	69.39%
Word order	52	15.76%
Subject verb agreement	49	14.85%
Total	330	100%

Table: 2

Most of the errors are due to the omission of some required elements as 'verb to be' and 'indefinite article' because in Arabic language there are no equivalent elements. So, Yemeni students do most of their errors in this type. The omission errors constitute 69.39 % of the total number of the errors made by the Yemeni students, which is a high percentage in this category.

The word order errors constitute 15.76 % of the total number of the errors. In many cases, the learner may transfer the Arabic word order during their writing.

The subject verb agreement errors constitute 14.85 % of the total number of the errors. It seems that the linguistic structures of the mother tongue are the main cause of interference when writing in the second language. Students tend to apply the rules of their first language when they do not know the rules of the second language.

Sample of Errors

Interlingual errors

The interlingual errors were classified into three types: omission, word order and subject verb agreement.

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These omission errors were divided into omission of 'verb to be', and 'indefinite articles' because there are no equivalent words in Arabic language.

The missing/ omission of verb (be)

In English, the verb, "be" is the most common verb form used in many different ways. It is used as an auxiliary, as a main verb, as a linking verb; it is used to indicate someone's identity, age and cost; it is used with prepositional phrases ,with "to" infinitive, in questions and negative clauses, in continuous tenses.

In Arabic, there is no equivalent usage to encompass all of the above- mentioned function. The following examples were taken from students' writing:

> *English important for Islamic society.
> *I learning English.
> *It important in the world.
> *My   plan for future to be a good student in English language.
> *The future very nice.

The above sentences show that there is a direct influence from the mother tongue during writing in English.

The omission of the indefinite article (a, an)

The absence of (a, and an) article in the Arabic equivalent leads the students to make errors in using them so the following sentences show written by students with the missing of articles.

> 1-* I will be teacher.
> 2-*it is modern language.
> 3-*The Arabic language important language
> 4-*I like to be in future good teacher.
> 5-*It helps me to find job**.**

The above sentences show the missing article by the students. The third sentence shows that there are two-missing elements 'verb to be' and 'indefinite article'.

Word order

Classical Arabic tends to prefer the word order VSO (verb before subject) rather than SVO (subject before verb). However, the word order is fairly flexible, since words are tagged by case endings, whereas SVO is more common in spoken Arabic.

The word order errors constitute 6.3% of the total number of the errors.

In many cases, the learner may transfer the Arabic word order during their writing, as illustrated in the following examples:

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1-* English is language international.
2-*He is learning grammar English.
3-*You like reading story English.
4-* I want to be teacher English excellent.
5-* I speak always English inside the class.

The above sentences show different kinds of word order. The first one is in the noun phrase where the order of noun phrase in Arabic language follows this order: N + adj but the order of the noun phrase in English is different. The   adjective word must be before the noun, not after. So, the Yemeni students make many errors in this type because they have influenced by their mother tongue.

The second word order which is shown in the above sentence is the position of adverb. The correct order of adverb must be before main verb.

    * I speak always English inside the class.
    I always speak English inside the class.

Subject verb agreement

The subject verb agreement errors constitute 14.85 % of the total number of the errors. Subject verb agreement errors occur when the subject and verb in the sentence do not agree. Singular verbs need "s" at the end while plural verbs do not. In the Arabic language, when the subject is singular, the verb must be singular and when the subject is plural, the verb must be plural. The following sentences are correct in the Arabic language but wrong in English. The subject verb agreement in English must follow the following structure:

    1-Subject(He/ she/ it) + verb + present marker 's'
    2-subject (I/ they/ we / you) + verb
    1-* My parents wants me to help them.
    2-* English become the best language.
    3-* Arabic language play an important role.

Conclusion

The aim for this study was to investigate the errors produced in essays written by Yemeni students, and to look into some specific types of errors where Arabic interference from the L1 could be the main reason why they occurred. Judging by the results, negative transfer plays a significant role in the English language production by Yemeni students. Of the categories of errors included, the omission of some required elements was the category with the highest frequency of instances.

The total identified errors from the whole group were 330. Of these errors, the most frequent errors made were found in the omission of 'verb to be.' The omission of indefinite articles (a/an) accounted for 229 or 69.39 %. The second frequent errors made were found in the wrong use word order, which accounted for 52 or 15.76%. The third frequent errors made were found in the wrong use of subject-verb agreement, which accounted for 49 or 14.85%.

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In identifying the total frequencies of the errors made by individuals, the greatest numbers of errors were found in the omission of 'be' and 'a/an', word order, and subject-verb agreement.

It can be concluded from the study that the most frequent errors in writing were due to the interference of the Arabic language. This is because the learners apply the structures of their mother tongue when they write in English. The differences in the structures of the two languages cause the problems in writing the second language.

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Effects of Some Students-Related Factors on Their Metacognitive Awareness

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Abstract

The impact of some students' related factors on their metacognitive awareness was examined in the present study. 1800 students of grade X participated in the study. The sample was selected from 120 secondary schools. Metacognitive awareness was measured using metacognitive inventory.

Results indicated that metacognitive awareness was significantly correlated with internet use and library habits. It was found that children of highly educated parents were highly metacognitively aware than the children of less educated parents. Results further indicated that there was no significant difference in the metacognitive awareness of male and female students.

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Key words: Metacognition; metacognitive awareness; cognitive processes

Introduction

An early definition of metacognition by Flavell (1976) has become regularly quoted in the literature. He referred metacognition as "One's knowledge concerning one's own cognitive processes and products or anything related to them...Metacognition refers, among other things, to the active monitoring and consequent regulation and orchestration of theses processes in relation to the cognitive objects or data on which they bear..." (p. 232). Later Flavell (1979) expanded the term "metacognition" and the concept to include the (i) metacognitive knowledge and (ii) regulation of cognition.

After Flavell, the concept of metacognition was expanded by Brown (1980). He furnished a broad definition. "Metacognition refers to one's knowledge concerning one own cognitive processes…

> Metacognition refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective"(p.32).

Following the Flavell concept of metacognition, researchers started to explore different forms of monitoring, regulation and orchestration. After Flavell, the concept of metacognition was expanded by Brown (1980). Similarly, Schraw & Moshman (1995) divided metacognition into metacognitive knowledge and metacognitive control processes (regulation of cognition). They argued that metacognitive knowledge is not necessarily stable but children routinely use metacognitive knowledge without being able to express that knowledge. They also classified metacognitive regulation into three skills as planning, monitoring and evaluation.

(i) Planning involves the selection of strategies and the allocation of resources.
(ii) Monitoring refers to awareness of comprehension and task performance.
(iii) Evaluation refers to value judgment.

Metacognition has been defined in many ways and encompasses various dimensions. That is why metacognition has been considered as a fuzzy concept (Flavell, 1981, p37; Wellmann (1981, as cited by Brown, 1987, p. 106)) as it is related to different disciplines (cognitive psychology, developmental psychology, philosophy of mind), and thus has been examined for various purposes from various standpoints. These viewpoints are discussed in below paragraphs:

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Hudgins, Phye, Schau, Theisen & Ames (1983, pp. 68-73) described that metacognition is a cognitive skill which involves not only memory monitoring but also the monitoring of comprehension, problem solving and other cognitive skills as shown below:

Cognitive academic tasks	Cognitive skills	Cognitive processes
Language development Reading Mathematics Writing	Thinking skills Comprehension skills Study skills Remembering skills Transfer skills Inferential skills Problem solving skills Critical thinking skills Creative thinking skills	Attention Recognition memory Memory storage Memory retrieval Metacognitive processing

Table 1 Task, Skills and Processes

Howard, McGee, Shia & Hong (2000) found that metacognitive awareness and regulatory skills comprised of five independent factors: knowledge of cognition, objectivity, problem representation, sub-task monitoring and evaluation.

Kuhn, Amsel, & O'Loughlin (1988) noted that main aspect of metacognitive operations involve "*conscious awareness*": the ability to think about a theory rather than only with it (p. 219). In other words, people are metacognitive when they make their own thoughts "*objects of cognition*" (Kuhn, *et al*., 1988). Baird, Fensham, Gunstone, & White (1991) have described metacognition as,

> A person's knowledge of the nature of learning, effective learning strategies, and his/her own learning strengths and weaknesses; awareness of the nature and progress of the current learning task (i.e. what you are doing and why you are doing it); and control over learning through informed and purposeful decisions making (p. 164).

Blakey and Spence (1990) consider metacognition as a three-step process:

(1) Connecting new information to previous knowledge
(2) Deliberately selecting thinking strategies
(3) Planning, monitoring, and evaluating the thinking processes

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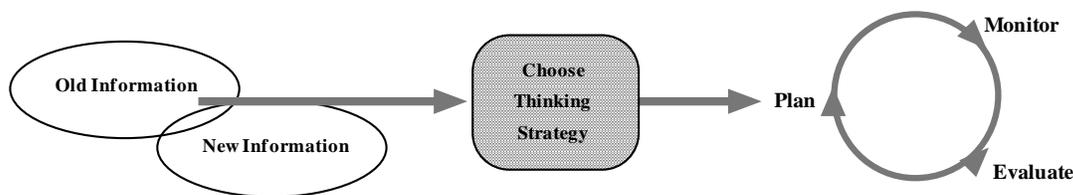
Figure 1 Three steps in Metacognition (Source: Blakey and Spence, 1990)

Although metacognition has been a part of discussion of educational psychologists for more than twenty years, but a clear definition of metacognition, is still not agreed upon. However, researchers agreed to divide it into two constructs: metacognitive knowledge and metacognitive control and regulation (figure-2)
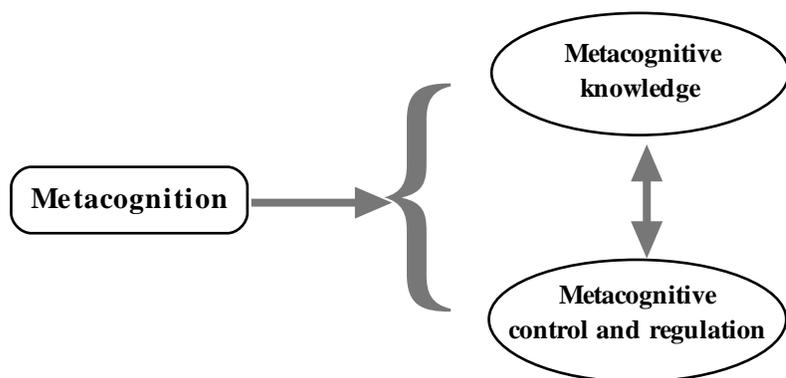
Figure 2   Metacognition: the two constructs

From the above discussion it may be concluded that in defining metacognition, there were three major obstacles which included: conceptualizing the main aspects of metacognition, establishing the relationship between these aspects, and distinguishing between cognition and metacognition (Wilson & Clarke, 2002).

The above cursory review of literature illustrates the multidimensional character of the term metacognition. Metacognition is therefore characterized as:

(1)   An awareness of one's own thinking;
(2)   An awareness of the content of one's conceptions;
(3)   An active monitoring of one's cognitive processes;
(4)   An attempt to regulate one's cognitive processes in relationship to further learning; and
(5)   An application of a set of heuristics for helping people to organize their methods of solving problems.

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Metacognition is an important concept both for teachers and students to evaluate their background knowledge related to the topic under consideration. It enables them to identify what is new knowledge and establish a connection between new and previous knowledge.

Research on Metacognition

Research on metacognition sought to answer questions, such as:

(i)   How does metacognition develop?
(ii)   Can metacognitive teaching make a difference?
(iii)   Does metacognitive teaching lead to better regulation of one's cognitive activities?

Metacognition & Learning

Metacognition is a predictor of learning. It makes students to work independently and flexibly. The high level of awareness that distinguishes metacognition is associated with a desire for self-knowledge, whereas low self-consciousness results in intellectual defensiveness (Luca & McMahon 2004).

Reid (2005) stated that the role of metacognition in learning is of great importance as it is related to the learner's awareness of thinking and learning. Tunmer and Chapman (1996) have shown how dyslexic children have poor metacognitive awareness that leads to inappropriate learning behaviours in reading and spelling.

Kim (2005) examined the effects of a reflective thinking tool on learners' performance and metacognitive awareness in the context of on-line learning. Findings of the study showed that students' metacognitive awareness was significantly increased by the activity of reflective thinking. Results also indicated that students having a higher level of reflective thinking show a higher regulation of cognition.

Various studies have revealed that learning can be enhanced if students use metacognitive processes, i.e.; they are aware of, monitor and control their own learning (Baird, 1998; Hacker, 1998; White & Gunstone, 1989 as cited by Conner, 2006). Good learners are metacognitively adept and poor ones metacognitively deficient in how they tackle learning tasks in most subjects (Baird, 1986, 1992, 1998; Shuell, 1998; Wang & Peverly, 1986 as cited by Conner, 2006).

Conner (2006) reported that probably all learners are metacognitive to some extent. The degree of awareness of metacognitive processing influences the extent to which individuals preferentially use strategies. Students spontaneously interpret tasks according to what they think the task demands. It means that most students apply their knowledge

or strategies as best they can.   He also reported that those students who were aware of and used strategies to plan, monitor and evaluate their work created high class essays. Corliss (2005) investigated the effects of reflective prompts and collaborative learning on problem solving and metacognitive skills in hypermedia problem based situation. He concluded that collaborative learning combined with reflective prompting did not benefit students on the near transfer task and the metacognitive awareness inventory (MAI) score.

Adesope, Leacock, Nesbit and Winne (2005) found that scaffolds influence learning and other computer based metacognitive activities. Baadth and Dutke (2005) found a significant relationship between metacognitive control processes and executive functioning. Thus individual having poorer central executive switching abilities have less metacognitive control in updating social mental models. The result of the study by Webster (2005) indicated that the ability of each individual to develop a personal learning resource and reflect on the role of metacognitive characteristics could be a useful instrument in the development of the independent lifelong learner.

Mittlefehdt & Grotzer (2003, p.19) concluded that metacognition plays an important role in the transfer of casual models between topics in science. They also supported that during learning within group contexts, students are more likely to test the limitations of their ideas by using a broader range of metacognitive strategies than they tend to use when they individually reflect on their thinking.

This also indicates that presenting new ideas to students, it is helpful to use more than one metacognitive strategy to involve students in reflective thinking. They further support the idea that connecting new ideas to previous knowledge helps students understand learning objectives and the student can effectively compare their ideas to other students. Similarly, Davidowitz & Rollnick (2003) investigated the growth of metacognition by giving an insight into four university chemistry students with the introduction of competency tripod model and flow diagrams. The students were found to engage in metacognitive practices as a result of that intervention.

Dori and Saar, (2004) investigated the effectiveness of a self-developed metacognitive tool for high school chemistry students' comprehension of adapted scientific articles. In this study 300 chemistry students were asked to assess the quality of the questions according to three dimensions classification taxonomy, which characterize "complex and deep question" by reading five scientific articles and responding to two types of pre- and a post-questionnaire. The students were divided into experimental and control groups. Students in the experimental group used the metacognitive tool; while students in the control groups only read the articles and responded to the questionnaires. It was found that the metacognitive tool was effective in raising students' declarative metacognitive knowledge and their awareness to the way they regulate scientific text comprehension, indicating that this tool should be further explored.

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It may be concluded that highly metacognitive people have the ability to think about their thinking. Such people can stand outside themselves and evaluate and monitor their thinking. Also the learners who frequently use their metacognitive abilities are aware of their thinking. Thus metacognition improves learning. Research literature also mentioned same effects of metacognition on reading ability of students as indicated below:

Metacognition and Reading

Role of metacognition in reading is an important contribution of cognitive psychologists. Research on metacognition has identified self-regulatory processes that improve achievement and instructional practices in reading comprehension.

Metacognitive readers know both their own learning characteristics and the task demand. They are able to select, apply, monitor, and evaluate strategies, and are able to recognize and mend comprehension failures (Schraw & Moshman, 1995).

Myers and Paris (1978) focusing on metacognative knowledge about reading processes found that younger children showed lack of knowledge about critical reading parameters as compared to older children.

Collins (1994) reported that relation between metacognitive knowledge and reading comprehension was investigated in 13 studies. In most studies, metacognitive knowledge (knowledge of task demands) was correlated with reading variables (e.g. strategies, prior knowledge) and reading comprehension. Metacognitive knowledge and reading comprehension were related significantly in 92% (n = 12) of the studies. Significant findings were reported in 10 experimental studies (Chan, et al., 1987; Idol; Idol & Croll; Wong & Jones, cited in Billingsley & Wildman, 1990; Pressley, cited in Harris & Pressley, 1991; Rottman & Cross, 1990; Schunk & Rice, 1992 Studies 1 & 2; Schunk & Rice; Weisberg & Balajthy, cited in Weisberg, 1988; Simmonds, 1990), 1 quasi-experimental study (Wong & Wong, 1986), and 1 non-experimental study (Taylor, cited in Paris, et al., 1991).

Cross-and Paris (1988) reported significant increase between the third and fifth grades with respect to knowledge about cognition and regulation of cognition during reading. Knowledge of cognition was measured using a 15-question reading awareness interview and a strategy-rating task while regulation of cognition was measured by comparing pre and posttest measures of error detection proficiency and changes in reading comprehension. Unlike the treatment group, significant changes did not occur among control subjects. Similar results reported by Kurtz and Borkowski (1987) and Palincsar and Brown (1984) as cited by Schraw & Moshman, 1995.

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It is concluded from the findings of the above research studies that metacognition is positively correlated with reading comprehension. As metacognition enables a student to think about, plan, and monitor performance on an educational task; it therefore, provides students motivation for learning. Metacognition is the knowledge of one's own thinking processes and strategies and it affects academic achievement /success of learners.

Objectives of the Study

The main objectives of the study were to:
- Measure metacognitive awareness of students
- Assess impact of some students' related factors on their MAI
- Measure gender differences in MAI among students

Research Hypotheses

For literature review a number of research journals have been studied which lead to the formulation of the following hypotheses:

1 There is a significant difference between Metacognitive awareness of male and female students.
   H_o: There is no difference between metacognitive awareness of male and female students.

2 There is a significant difference between mean score of children of highly educated and less educated mothers' on metacognitive inventory.
   H_o: There is no difference between mean score of children of highly educated and less educated mothers' on metacognitive inventory.

3 There is a significant difference between Metacognitive awareness of urban and rural students.
   H_o: There is no difference between metacognitive awareness of urban and rural students.

Methodology

This was a survey study. Metacognitive awareness of students was assessed using metacognitive inventory (MAI). The impact of following student related factors were taken into account

   Mother Education
   Parent guidance
   Tution availability
   Use of Internet
   TV watching

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Library habit
Locality
Gender

Information about the above factors was collected along with the metacognitive inventory.

Research Instrument

For assessing   student metacognitive awareness a review of empirical studies and standardized instruments was carried out so that a culturally suitable and valid and reliable inventory may be adapted. After an extensive literature review the researcher adapted Schraw and Dennison, 1994 metacognitive awareness inventory (MAI) because it is a reliable and valid instrument available. The inventory represents two component categories of metacognition, knowledge of cognition and regulation of cognition. The knowledge component included the declarative, procedural and conditional knowledge while the regulation component included the planning, management strategies and evaluation. The inventory was a five point Likert scale ranging from "Always" to "Not at all" in which the participants were asked to tick appropriate box. The responses were coded as:

Always = 5   Frequently = 4
Sometimes = 3   Undecided = 2   Not at all = 1

In order to measure validity and reliability of the inventory a pilot test was conducted. Before administration of the instrument, the students were informed about the objectives and application procedure of the instrument. The respondents were asked to read the statements carefully and indicate their response by tick marking the appropriate box. They were told that there are no right and wrong answers to the statement in the inventory. They were further asked to rate themselves on use of metacognition as accurately and honestly as they could. Average completion time for the inventory was ten minutes.

Participants

For this study a random sample of 1800 students of grade X enrolled in science group was selected. The sample consisted of 900 urban students (525 male and 375 female) and 900 rural students (525 male and 375 female). The sample was chosen from 120 secondary schools. From each school a group of 15 students was selected randomly.

Data Analysis

Mean and standard derivation was performed for assessing the metacognitive awareness of science students. Multivariate analysis of variance and independent sample test were used for testing the hypotheses of mean differences of male Vs female science students. Hypotheses were tested at alpha .05 level. SPSS version 13.0 for windows was used for the analysis of data.

It is possible to consider several variables and see whether they relate to the metacognitive awareness of the students. The variables are: mother education, parent guidance, tuition availability, use of Internet, library book reading, locality and gender. The data analysis is discussed in tables below.

Table 2   MAI Mean Score of Students by Gender

MAI Sub Scales	Male students		Female students		Statistics	
N = 1800	*M*	*SD*	*M*	*SD*	*t-test*	*P*
Procedural knowledge	16.0	2.5	15.7	2.3	2.6	$p < 0.01$
Declarative knowledge	24.6	3.1	23.9	3.1	5.1	$p < 0.001$
Conditional knowledge	16.7	2.3	16.8	2.4	-0.6	n.s.
Planning	21.1	2.8	20.6	3.1	3.3	$p < 0.001$
Management strategies	40.7	4.9	43.3	4.9	-10.8	$p < 0.001$
Evaluation	28.2	3.9	27.4	4.3	4.1	$p < 0.001$

Table 2 discloses a comparison of male and female students for different sub scales of the inventory. Table reveals that male students possessed high mean score on declarative knowledge, and evaluation while female students have high average score on management strategies. However, the differences, although highly significant, are very small.

Table 3   Students' Mean Score on different Components of MAI

		Knowledge of Cognition			Regulation of Cognition			MAI Score		
	N	*M*	*SD*	*t-test*	*M*	*SD*	*t-test*	*M*	*SD*	*t-test*
Urban	900	58.4	5.8	T = 11.2	91.6	8.7	t = 4.9	150.0	12.4	t = 8.4
Rural	900	55.3	6.0	P < 0.001	89.5	9.8	p < 0.001	144.8	13.9	p < 0.001

Table 3 presents a picture of MAI mean score of students of urban and rural localities. In every case, the urban students perform better.

Table 4   Students Mean Scores on Different Components by Gender

	N	M	SD	t-test	M	SD	t-test	M	SD	t-test
		Knowledge of Cognition			**Regulation of Cognition**			**MAI Score**		
Male	1050	57.3	6.2	t = 3.4	90.0	8.8	t = -2.8	147.3	13.0	t = -0.4
Female	750	56.3	5.9	p < 0.001	91.3	9.9	p < 0.01	147.6	14.1	n.s.

It is revealed from table 4 that male students have higher mean score than female on knowledge of cognition while the female students performed better on the regulation of cognition.

Table 5   Mother Education Vs Student MAI

N = 1800	Option	Frequency	%	Student MAI Score (Mean)
Mother's Education	Illiterate	1210	67	147
	Primary	323	18	148
	Middle	21	1	151
	Matric	151	8	150
	Inter	34	2	150
	Bachelor	61	6	152

It is possible to correlate the mother's education level with the student MAI score (r = 0.07, p < 0.01) and test score (r = -0.03, n.s.) using Kendall's Tau-b. This means that students tend very, very slightly to be more self aware in terms of metacognition if their mothers are better educated.

Table 6   Parental Guidance related to MAI

Variable	Option	Frequency	%	Student MAI Score (Mean)
Parents'	*Not at all*	319	18	147

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Guidance				
	Sometimes	512	28	146
	Always	969	54	149

It is possible to correlate the student perceived level of parental guidance with the student MAI score (r = 0.03, n.s.) using Kendall's Tau-b. This means that the student perceived level of parental guidance is not related to metacognitive awareness.

Table 7   Tuition Availability & MAI

Variable	Option	Frequency	%	Student MAI Score (Mean)
Tuition	*Not at all*	783	44	148
	Sometimes	561	31	145
	Always	456	25	149

It is possible to correlate tuition availability with the student MAI score (r = 0.03, n.s.) using Kendall's Tau-b. This means that tuition availability was not related to metacognition.

Table 8   Internet Use & MAI score of Students

Variable	Option	Frequency	%	Student MAI Score (Mean)
Internet use	*Not at all*	826	46	146
	Sometimes	466	26	148
	Always	508	28	149

It is reported in table 7 that internet use can be correlated with MAI of students (r = 0.06, p< 0.002) by using Kendall's Tau-b. It is highly likely that those with access to the internet and an interest in using it will be those who are more metacognitively aware.

Table 9   TV watching & Metacognitive Awareness scores

Variable	Option	Frequency	%	Student MAI Score (Mean)
TV watching	*Not at all*	151	8	147
	Sometimes	796	44	147

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| | *Always* | 853 | 47 | 148 |

It is reported in table 8 that TV watching can be correlated with MAI of students (r = 0.05, p< 0.005) by using Kendall's Tau-b.

Table 10   Library Use & MAI score of Students

Variable	Option	Frequency	%	Student MAI Score (Mean)
Library use	*Not at all*	893	50	146
	Sometimes	641	35	148
	Always	266	15	150

It is reported in table 10 that library use can be correlated with MAI of students (r = 0.07, p< 0.001) by using Kendall's Tau-b.

Table 11   Testing of Research Hypotheses

Hypothesis	Statistics	p	Results
Hypothesis 4: There is a significant difference between Metacognitive awareness of male and female science students. H_0: There is no difference between metacognitive awareness of male and female science students. H_1: The average score of the male science students on metacognitive inventory is higher than average of female students on MAI. H_2: The average score of the female science students on metacognitive inventory is higher than male students.	t = -0.40	n.s.	Null hypothesis accepted, there was no significant difference between MAI score of male and female students,
Hypothesis 5: There is a significant difference between Metacognitive awareness of urban and rural science students. H_0: Average score of metacognitive	t = 8.41	< 0.001	The scores in the MAI test of urban students are very much higher than the scores of rural

awareness of urban science students is higher than rural students. H₁: Average score of metacognitive awareness of urban science students is higher than rural students. H₂: Average score of metacognitive awareness of rural science students is higher than urban students.			students			

The urban students are clearly showing behavior characteristics related to learning which is much more positive than those of the rural students. This probably reflects the different paces of educational development in urban and rural areas. There is also a strong tendency for those who perform better to be those who are more educational aware.

Table 12 Regression Analysis Results for variables predicting Students' MAI Score

Model	Variables	R^2	B	SE B	β	t	Sig
1.	Mothers' Edu	.161	.297	.087	.290	3.403	.001

Table 12 shows that an another regression analysis was also performed using students' MAI score as dependent variable and parents' qualification, parents' guidance, tuition, use of internet, TV watching, library books reading, gender, and locality as independent variables. Independent variables were correlated to test that a correlation existed between dependent and independent variables. Results indicated that mother's education was significantly accounted for difference in MAI score of students, β= .29, at p=0.001. The results further show that all other variables did not significantly account for students' metacognitive

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Findings and Discussion

The results of the study indicated that there was no significant difference between metacognition of male and female science students. Thus the present study did not found any significant gender differences in metacognitive awareness. The results also provided a mean of support to previous researches on relationship of metacognition and students related factors. The results of the study indicated that mothers' education and parents' guidance might play an important role in metacognition of students. One of the research hypothesis of the study was that there is a significant correlation between metacognitive awareness and mother education of students. The statistical analysis indicated that the children of highly educated mothers were highly metacognitively aware.

Another important finding of the present study was that there is a significant correlation between computer use and metacognition which is in line with the findings of past researches. The results of the study also revealed that students with library habits performed better on the inventory than other students. One of interesting findings of the study was that students who always watched TV were highly metacognitively aware.

This study also has some limitations, which may require attention in future research. Firstly, the sample of the present study consisted of science students of grade X. So the inventory may be applied to students of different subjects at different level.

Secondly, that metacognitive awareness of students was assessed with the help of inventory. The inventory used is self-report assessment tool, and for a broader perspective different assessment measures may be taken in future research. Furthermore, the inventory may be subjected to factor analysis for revalidation. However, as a first step the present study provides significant information about the concept and assessment of metacognition.

Recommendations

1. Computer may also be introduced as compulsory subject for students from the beginning as it has also linked with metacognitive awareness of students.
2. Mothers' education may be given due attention as it plays a positive role in the metacognition of children.
3. Proper attention may be given to develop library habits in students as it has a positive impact on the metacognitive awareness of students.
4. This was a co-relational study based on quantitative data. The study was delimited to secondary school science students and subject of chemistry therefore a study may be conducted on other subjects and level.

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Youth, Modernization and Social Transformation – A Study of Rural and Hill Society in Uttarakhand, India

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Abstract

Modernization is an extremely complex phenomenon, which involves a large number of interrelated changes of many different kinds. Modernization refers to processes in which the society goes through such as industrialization, urbanization and other social changes that completely transform the lives of individuals. The new force of social change like Westernization, Modernization, Industrialization, Globalization, Politicization of issues and Media exposure have changed the norms and the values of the youth throughout the country.

Many values of the parent's generation in regards to education and employment are now put in jeopardy. It erodes the traditional mystique of the parental authority and guidance defining youth's aspirations, their life style and future planning. The global culture has influenced the youth in multidimensional ways from their career choices, family and community interaction, leisure time activities to their inter-generational relations and socialization process.

Youth represents the dynamic character of human society. Youth has the capacity to absorb new challenges and evolve new values in a fast changing society. Thus, through its youth, a society copes with new challenges and demands and passes from a traditional mould to modernity.

In the present paper an attempt has been made to assess the attitude of the youth especially rural youth towards various issues i.e. view regarding marriage, superstitious beliefs, views regarding gender equality etc.

Key words: Modernization, Youth, Social change, Education.

Introduction

Every thing is changing very rapidly be it our culture, customs, norms and values, change have been seen in every phase of life. New concepts like live-in- relationship, gay relationship etc. have emerged as a result of modernization.

Modernization is an extremely complex phenomenon, which involves a large number of interrelated changes of many different kinds. The concept of modernization is multidimensional incorporating economic development, technological revolution, rationality and scientific temper, emphasis on achieved status, equality, social justice and individualism (Dube 1973).

Modernization refers to the processes which the society goes through such as industrialization, urbanization and other social changes that completely transform the lives of individuals. It does not mean that traditionalism and modernity are two extremes and the two cannot co-exist. S.C.Dube and Yogendra Singh are of the view that the two can co-exist. Accepting traditionalism does not mean completely rejecting modernization.

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It may simply mean regulating the forces of modernization. Simply accepting modernization does not mean complete rejection of traditionalism. It means accepting only those elements of traditionalism which are considered by the society as functional for it, in view of the collective goal.

Thus the nature of social change in India is such that we find a synthesis of tradition and modernity. On the one hand, we have discarded those traditional beliefs, practices and institutions which we believe were more dysfunctional. On the other hand, we have imbibed those modern values and have created those modern institutions which we thought will help us in achieving our basic goals of "Change in quality of life of the people" (Sharma 2007).

Social Transformations and the Youth in India

In the course of India's different phases of social transformations, significant changes are seen in their societal norms and values which have deep impact on the youth. The new force of social change like Westernization, Modernization, Industrialization, Globalization, Politicization of issues and Media exposure have changed the norms and the values of the youth throughout the country.

Many values of the parent's generation with regard to education and employment are now put in jeopardy. Currently the traditional mystique of the parental authority and guidance defining youth's aspirations, their life style and future planning is eroded. The global culture has influenced the youth in multidimensional ways, from their career choices, family and community interaction, leisure time activities to their inter-generational relations and socialization process.

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Responsibilities of the Youth in Modern Times

The following are the responsibilities as enumerated by the National Youth Policy:

- To contribute to sectoral, family and self development and to promote social and inter-generation understanding and gender equality
- To extend respect to teachers and elders, parents and the family, in consonance with our cultural norms and traditions
- To uphold the unity and integrity of the Nation, maintain peace and harmony, observe Fundamental Duties and respect the Fundamental Rights and Freedoms guaranteed under the Constitution to all sections of the people
- To respect others' faiths and beliefs in the religious, cultural and social spheres and to different schools of thought and to neither exploit nor be instrumental in the exploitation of fellow citizens and other persons, especially women
- To promote appropriate standards of ethical conduct in individual and social life, to maintain honesty and integrity of character and be committed to fight against all forms of corruption, social evils and practices
- To preserve and protect the Environment; and to commit themselves to create a discrimination and exploitation free environment and to devote their time and energy in nation building activities.*(National Youth Policy 2003,* Ministry of Youth Affairs & Sports, Govt. of India*, www.nyks.org/2003/2003_Responsibilities.html*)

Representation of the Dynamic Character of Human Society

Youth represents the dynamic character of human society. Youth has the capacity to absorb new challenges and evolve new values in a fast changing society. Thus, through its youth, a society copes with new challenges and demands, and passes from a traditional mould to modernity.

A positive growth has been seen in the field of science and technology in the country, but, on the other side, population growth, unemployment and crime against women are on the increase. No change in gender-ration has been seen so far. Instead the status of women in the society continues to decline in various sectors.

Traditionalism and superstitious belief were still prevalent in the rural as well in urban areas.

Focus of This Paper

Keeping all these factors in mind an attempt has been made in the present paper to assess the attitude of the youth especially rural youth towards certain important societal issues. Generally youth are considered as the future of the country so it is necessary to know their views regarding certain issue which has been discussed in the present paper.

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Empirical Studies

Sharma (2007), in his study, 'An analytic study of values and beliefs of youth in context of social change with special reference of modernization', reveals that although major and relevant changes have taken place over the years in the cultural patterns of the lifestyles of the youth, their structural values like the consent of elders in choosing their life partners, respect for the elders and women have not undergone major changes. Traditional ties with family and caste are becoming less important. Thus in modern world, technology has greater and bigger role than even in the process of industrial revolution. The information revolution is now playing a bigger role in social change.

Palanithurai (2005), in his study, 'Role of Youth in Governance at Grassroots', reveals that youth clubs and mahila mandals are the vital social capitals which can work effectively with the Panchayats in mobilising people for plan preparation and for collecting needed data from the people and other organisations. For social development activities, people have to be mobilised frequently. In the whole process, all millennium development goals could be achieved by utilising the existing schemes and programmes of the government with the active participation of people. All government programmes and schemes can be monitored, supervised and evaluated by the youth groups with the support of the Panchayats. For many of the works people have to be mobilised and sensitized and the same could be done by the youth clubs and mahila mandals. Governance of education and health at the grassroots with the active involvement of the youth clubs and mahila mandals through the Panchayats could be achieved. By performing this task Millennium Development Goals can be achieved. Panchayats can be transformed into a citizen's centre which can provide information to the citizens. By doing so the Million 2007 Goals of creating every village a 'Knowledge Centre' can be achieved. It will become dialogue centre, discourse centre and discussion centre. By involving the youth club and mahila mandal members in the Panchayat activities Panchayat will become a strong and vibrant citizen's centre.

Agochiya (2005) finds that the Indian youth community today is going through a period of uncertainty about their future leading to a sense of frustration and cynicism. Avenues for productive employment are limited and young people are getting increasingly involved in crime and other anti-social activities. A generation brought up in despair and hopelessness can never become an asset to the nation. It is, therefore, imperative that the agencies responsible for planning and delivering youth development programmes should address these concerns and problems urgently. The mandarins of the Ministry and senior functionaries of the Nehru Yuva Kendra (NYK) and the National Service Scheme (NSS) should realize that they need to move away from an adhoc approach to the one that lends unequivocal direction and focus to youth development programme. It is necessary to identify strategic areas for action that ensure all-round development of youth, preparing them not only for productive employment but also for facing new challenges of modern day life. Only then will they be able to play a positive role in national reconstruction.

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Jha (1999) concluded that boys gave top priority to political values whereas girls gave more emphasis to religious values. Aesthetic value was preferred least by both the groups. Boys and girls differed significantly in respect of their performance for theoretical, economic, aesthetic, political and religions values.

Chakavarty (1975) found that traditional attitudes among the younger generation are changing very rapidly but their modern attitudes are not being reflected in actual process.

Objectives of the Study

The main objective of the present study is to assess the awareness and attitude of the youth towards social values and practices regarding marriage, towards gender equality and towards superstitious beliefs.

Area of Study and Methodology

The present study is undertaken in the Government Degree College Munsyari located in the District of Pithoragarh, Uttarakhand State in India. The college is located in a place about 300 km near a main city of Uttarakhand, Haldwani.

The main reason for selecting this particular college is that it is located in a remote area which is cut off from the main city of Uttarakhand. We were also guided by the fact that environment plays an important role in shaping the attitude and perceptions of the youth. The social environment and its compulsions in a remote area such the place we've selected for study are more conservative in nature. Keeping all these facts in mind the Government Degree College, Munsyari is selected for the study. Out of the total 400 students, only 100 respondents were selected using random ranking method. The primary data were collected through well structured interview schedule.

Major Findings of the Study

Attitude of the College Students towards the Traditional Practices Governing Marriage

Through this question, researchers tried to assess the view of the college students towards traditional practices regarding marriage. In Indian traditional society, usually marriage is arranged by the parents without consulting their boy or girl, especially in the case of a girl child. It was found during the study that majority of the students 90% prefer the current spousal choice practices, which involve the choice of spouses as suggested by their parents. Majority of the respondents preferred marriage in the same caste as they don't believe in the system of inter-caste marriage. The main reason given in support of this was that marriage outside caste would defame their parents' respect. According to them, the tradition of selecting bride or groom in the same caste was in practice from ancient times. Only 10% respondents were of the view that inter-caste marriage is not bad, but must be done after consulting with the parents.

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Thus, it is clear from the above that no change has taken place relating to the practices followed in spousal choice and fixing marriage. The view and the attitude of the respondents were same as of the traditional society.

Attitude of the College Students Regarding Gender Equality

In India, a preferential treatment was extended to male children within a family. Generally speaking, a girl is considered as a *Praya Dhan* (Praya Dhan is a saying; it means that girls have to marry into another family, so they are not supposed to be the member of the original family; that's why girls are considered as Prayadhan) and spending money on their education was considered to be of no use as she would leave her parents' home and go another family. Keeping this question in mind, the researchers tried to find out the views of the college students towards gender equality. It was found during the study that all the respondents believe in gender equality. According to them there must be no discrimination based on sex. They should be treated on equal terms.

Majority of the respondents (60%) were also of the view that no reservation in jobs, enrollment, etc., should be provided for either on the basis of gender, caste or religion. 40 % were of the view that instead of reservation in jobs, etc., reduced school/college fees or additional scholarships should be provided to the girls. They have to prove themselves without any help. There must be open competition so that the deserving candidates reach the right place. Thus, it was clear from the above analysis that a positive approach was developed among the college students in the sense they believe in gender equality and want equal treatment to members of both genders.

Views regarding Superstitious Beliefs

In this era of information technology, superstitious beliefs are still prevalent everywhere, village, town or big cities. However, the beliefs, interest, values and attitude, and practices are in the process of tremendous change.

In the present research work researchers tried to find out the opinion of the respondents towards superstitious beliefs (a belief which has no basis in scientific and logical reason/s and which cannot be applied everywhere as a universal fact may be considered as a superstitious belief). However, it is, indeed, difficult to define what a superstitious act is. So, the researchers carefully observed the activities and beliefs and treated those beliefs and activities (not based on logical reasons) that restrict the productive behavior of individuals as superstitious beliefs or practices. Examples given below in the next paragraph as part of the analysis will reveal this position.

It was found during the study that majority of the respondents (65%) have faith in superstitious beliefs. It was found during the study that pregnant women in the villages are not allowed to do anything. They are generally considered as impure and during this period they were not allowed to cook food and not allowed to sit in the midst of family

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members. They were kept in separate room/s for a period until they gave birth. Another superstitions belief found in the village was cat-crossing. When an individual walks toward another place in order to perform some work or the other, if a cat crisscrosses his or her path, he or she will change their direction or postpone his or her work for a day because cat-crossing is generally not considered auspicious. About 90% of the respondents readily agree with the view that cat-crossing brings bad luck. No social change so far has been seen on the life of rural people in this area.

Views regarding Determinants of Status

In traditional Indian society, status is usually determined by the gender, caste and money. Status may be determined by other factors such as education and intelligence in modernized communities.

According to Ralph Linton status are of two types.

1. **Ascribed status** Ascribed status is the social status a person is assigned at birth or assumes involuntarily later in life.

2. **Achieved status** Achieved status is a social position a person takes on voluntarily that reflects both personal ability and merit (Gupta & Sharma, 2001:158).

In the present study the researchers tried to find out the view of the college students regarding the determinants of status. It was found that majority of the respondents, 80 % believe in achieved status. According to them, in this era of information technology, nothing is impossible if you have adequate zeal to succeed. Everything can be achieved. So, according to them, the main determinants of status are education and intelligence. Only 20% believe in ascribed status, that is, status determined by money. Thus it was clear from the above analyses that majority of the students believe in achieved status.

Opinion regarding Traditional Health Practices

Women in Uttarakhand suffer mostly due to the child delivery practices. In the rural areas some of the traditional practices still continue, though education, rising economic standard and social awareness have somewhat reduced their suffering. Many women who deliver babies are still subjected to isolation in unhealthy conditions, deprivation of proper nutritional food and other amenities due to false beliefs. Also there is also widespread practice of Dais as "Baby Deliverers" in villages and small towns. These daises (midwives) are experienced in traditional ways of delivering babies. These traditional midwives are preferred by elders in the family rather than the qualified nurses and doctors. It was found during the study that majority of the respondents (57%) still believe in Dais. According to them, they are more experienced than doctors because they are doing it for decades, embracing several generations.

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In Uttarakhand, more than 82 % of the deliveries occur at home in rural areas. More than half of these get assistance from dais. Only one of seven births that occur outside a medical facility receives a postpartum check-up within two months of delivery. Facilities available for emergency obstetric care are grossly inadequate in the rural hill area. Public health facilities in Uttarakhand consist of an extensive network of Government health institutions catering to the health needs of the people. These include district hospitals, 49 Community Health Centers (CHCs), 232 Primary Health Centers (PHCs), 1765 Sub-Centers and 389 State Ayurvedic Dispensaries (SAD) which dispense medical services to the far flung rural populace. However, the network of dispensaries and hospitals is not adequate and the access to health services in the rural areas still remains a challenge. This problem is further compounded by the non-availability of trained doctors, paramedics and diagnostic equipment in the interior areas.

Rural families have more faith in dais instead of doctor. One of the important reason behind this is low level of awareness and unwillingness of doctors to visit rural hill area. Almost one third (32 %) of women in Uttarakhand are undernourished as per the weight for height index or the body mass index. Nutritional deficiency is more prevalent among rural, illiterate women and women belonging to households with a low a standard of living. Thus life of people in the area is same as before. No sign of improvement has been clearly seen so far.

Conclusion

A number of striking findings emerged from interviews with youth that warrant further attention. A positive approach of the youth towards gender equality has been seen, but other important issues which need attention are neglected by the youth. In this era of modernization, globalization and information technology, youth are in the stage of transformation. They are still in the stage of transition. We can only hope that as the time passes a new approach may be developed among the young people and a major social change may be seen over the years.

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Lexical Cohesion in the Speeches of His Majesty, King Abdullah II of Jordan

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King Abdullah II of Jordan

Abstract

The study of words and meaning in isolation may not reveal the exact use of words. The analysis of lexical cohesion in speech will help to identify the actual usage of the words. This type of discourse analysis is helpful to understand the texture of a speech or text.

This paper deals with the lexical cohesion aspects in the speeches of His Majesty Kind Abdullah II of Jordan.

Key words: Discourse, Word repetition, Synonyms, Super ordinates and general, opposite and related words, lexical cohesion.

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Introduction

1. Background of the Study

King Abdullah II of Jordan has delivered more than 200 speeches from the year of his inauguration as the King of Jordan in 1999 up to the year 2010. His Majesty's political speeches have dealt with not only political issues but also economic and religious issues.

2. Aim of the Study

The language of politicians is coded carefully in order to influence their audiences about the validity and relevance of their own messages and themes. How lexical cohesion is used in the speeches of His Majesty plays a crucial role in drawing the attention of his audiences. The investigator aims to give examples from the speeches of His Majesty to show how word repetition, synonyms, super-ordinates and the general, opposite and related words function in these speeches.

3. Method of the Study

This paper deals with the political speeches of His Majesty, with the political, economic and religious issues that confront Jordan and the world at large which were delivered locally (in Jordan), or nationally (in any Arab country), or internationally (anywhere in the world).

4. Literature Review

Discourse analysis - Its origins and development

Discourse analysis is primarily linguistic study examining the use of language functions along with its forms, produced both orally and in writing (Carter, cited in Wisniewski 2006). Zellig Harris studied the relation between sentences and developed the concept of 'discourse analysis', which became a branch of applied linguistics (Cook, cited in Wisniewski 2006).

Earlier 'discourse analysis' was not regarded as an independent field of study but Harris suggested extension of grammatical examination which reminded and resembled syntactic research. Discourse analysis has become very popular in psychotherapy, psychology, sociology, and anthropology (Trappes-Lomax, cited in Wisniewski 2006). Also during 1960s and 1970s, the researchers interested in pragmatics played an important role in the development of the study of discourse analysis. The Linguists of Prague school emphasized on the arrangement of information in communicative products, the relation between grammar and discourse and the roles of text analysis (McCarthy, cited in Wisniewski 2006).

Definitions of Discourse

The term *discourse* has very wide meanings. The word *discourse* emerged from Latin '*discursus*' (Wisniewski 2006).

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Discourse: a continuous stretch of (especially spoken) language larger than sentence. Often constituting a coherent unit such as sermon, agreement, joke, or narrative (Crystal, cited in Wisniewski 2006).

According to Cook cited in Wisniewski 2006, short conversations or even groans might be equally rightfully named discourse.

Beaugrande proposes seven criteria for both written and spoken texts as discourse:

1. **Cohesion** - grammatical relationship between parts of a sentence essential for its interpretation.

2. **Coherence** - in order of statements relates one another by sense.

3. **Intentionality -** the message has to be conveyed deliberately and consciously.

4. **Acceptability -** indicates that the communicative product needs to be satisfactory in that the audience approves it.

5. **Informativeness -** some new information has to be included in the discourse.

6. **Situationality -** circumstances in which the remark is made are important.

7. **Intertextuality -** reference to the world outside the text or the interpreter's schemata (Beaugrande cited in Wisniewski 2006).

According to OTuathail cited in Korf (2006) discourse is a set of capabilities that allows us to organize and give meaning to the world and our actions and practices within them.

The basic meaning of 'discourse', in modern ordinary usage, is 'talk'. Originally, the term 'discourse' came from Latin, *discursus,* meaning 'to run', 'to run on', 'to run to and fro'. (Carter, Goddard, Reah, Sanger, & Bowring 2001:141).

Features of Discourse

Since there is no one single "correct" and particular definition for discourse, there is no agreement about all the features of discourse.

According to Saussure, there are two divisions of wide meanings of language. *Langue* refers to a system that enables individuals to speak as they do, and *parole* indicates a specific set of produced statement.

Following this division, discourse relates more to parole, for it always occurs in time and is internally characterized by successfully developing expressions in which the meaning of the later is influenced by the former, while langue is abstract.

To list some additional traits: discourse is always produced by somebody whose identity, as well as the identity of the interpreter, is significant for the proper understanding of the

massage. On the other hand langue is impersonal, that is to say, more universal, due to society. Furthermore, discourse always happens in either physical or linguistic context and within a meaningful fixed time, whereas langue does not refer to anything. Consequently, discourse only may convey messages thanks to langue which is its framework (Wisniewski 2006).

There are several discourse types such as narrative, persuasive, descriptive, expository, conversational, and procedural (Cherney, cited in Dijkstra 2004:264).

Types of Discourse

As there is no agreement about the definition of discourse, the same is true for its types.

According to the Organon model, there are three different types of discourse, one is informative type of discourse, second one narrative type, and third one is argumentative discourse, all related to written communication discourse (Wisniewski 2006).

As regards spoken communication discourse, according to Steger, we have six different types: public debates, reports, interview, message and presentation (Steger, cited in Wisniewski 2006).

Previous Studies of Political Speeches

Savoy (2009) has analysed 189 speeches of the Senators John McCain and Barak Obama during the year 2007-2008. He compared the frequency of words which are used by the two leaders. The result showed that the word "the" occurs more frequently in ordinary language (6.9%) than in the political speeches (4.77%). As regards Sentence Length, McCain's speech had 25.46 words per sentence, whereas Obama's sentences had 26.05 words.

Discourse and Texts

To illustrate the operation of single discourse: If you say 'my head hurts so I must be ill', you will be employing a medical discourse; if you say 'my head hurts so I cannot really want to go to that party', you will be employing some psychodynamic discourse, and if you say 'my head hurts but not the way that yours does when you are trying it on in the way women do', you will be employing a sort of sexist discourse. (Parker as cited in Wooffitt 2005: 148).

Salkie (1995) has divided cohesive devices into two main groups: **lexical cohesion** and **other kinds of cohesion.**

Lexical cohesion includes:

a- *Word repetition* which contains *function words and content words.*

 b- *Synonyms*

 c- *Super-ordinates and general* , so the general word is the *super ordinate* whereas the specific word is called hyponym, and

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d- *Opposite and related words* according to him there are two types of opposite one is *binary opposite* and *absolute opposite***.**

O**ther kinds of cohesion** include:

Firstly *substitutes* which cover noun substitute,

Secondly *more substitutes* which have *verb substitute* and *clause substitute*

Thirdly *Ellipses*

Fourthly *Reference word*

Fifthly *Connectives* which have

1-   Addition connectives
2-   Opposition connectives
3-   Cause connectives
4-   Time connectives

According to Wisniewski (2006), cohesive devices have five types: *Substitution, Ellipses, Reference, Conjunction and Lexical cohesion.* According to him, lexical cohesion is a branch of cohesive devices which have two types: one is *reiteration* like synonyms, repetition, hyponym or anatomy, and the other is *collocation* which is the way in which certain words occur together, which is why it is easy to make out what will follow the first item.

According to Crane the principles of cohesion are:

1. *Referencing* which has three types in general. Homophoric referencing, which refers to shared information through the text; Exophoric referencing, which refers to information from the immediate context of situation, and Endophoric Referencing, which refers to information that can be "Retrieved" from within the text. According to him there are three main cohesive references personal, demonstrative and comparative

2. *Substitution and Ellipses,* which have three types of classification: nominal, verbal and clausal.

3. *Conjunction*: Conjunction acts as a semantic cohesive type within text in four categories Additive, adversative, casual and temporal.

4. *Lexical Cohesion* the two basic categories of lexical cohesion are reiteration and collocation.

(i)   Word Repetition
(ii)   Synonyms
(iii)   Super-ordinates and general
(iv)   Opposite and related words

i. Word Repetition

In fact, repeating words makes a text coherent (Salkie 1995:3).

Content and Function Words

Content words are words which refer to a thing, quality, state or action and which have meaning (lexical meaning) when the words are used alone. Content words are mainly nouns, verbs, adjectives, and adverb, e.g. *book, run, musical, quickly*. Content words are also called full words, lexical words.

Function words are words which have little meaning on their own, but which show grammatical relationships in and between sentences (grammatical meaning). For example: conjunctions, prepositions, articles, and, to. These are function words. Function words are also called form words, empty words, functors, grammatical words, structural words, structure words. (Richards, & Schmidt, 2002:116).

A Brief Analysis of the Speeches of His Majesty King Abdullah II

(1) *The conflict* between *Israel and the Palestinians is the* core *conflict* in our region. *It is a* political *conflict*, *and it* demands *a* just, negotiated solution ... one that brings statehood *and* freedom *for Palestinians and* security *and* more regional acceptance *for Israel.* (King Abdullah's speech delivered in USA, 2008.)

In the above example the word *conflict* occurs three times, *Israel* occurs two times, *Palestinians* occurs two times, *and* occurs five times, *the* occurs three times, *is* occurs two times, *it* occurs two times, and the word *a* occurs two times.

The above words in italics *conflict, Israel,* and *Palestinians* are content words because they have their own meaning, whereas the italic words *and, the, is, it,* and *a* are function words because they have only a little or no meaning on their own.

Note that the predominant occurrence of selected content words in the above utterance clearly reveals the focus and concern of the speech cited.

Another example:

(2) This is a blessed day, dear to *the* heart *of* every *Jordanian*, man *and* woman, *the* descendants *of the* founding generation who sacrificed immensely for *the* independence *of the* nation *and the* liberation *of the Jordanian* individual's will. (King Abdullah's speech delivered in Jordan, 2006.)

As regards the second example, the word *the* occurs seven times, and the word *of* occurs three times, the word *Jordanian* occurs two times, whereas the word *and* occurs two times.

The word *Jordanian* is a content word, whereas the words *the, of, and* are function words. There are also other content words in the above utterance. However, the content word *Jordanian* becomes the core word around which other content words revolve. In other words, although there may be a good number of content words in an utterance, only a limited

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number of them, in the present case only one, carry the burden of the message of the utterance. Listeners instantly identify such word/words and then tune their listening on to the content word/s.

ii. Synonyms

According to Salkie 1995:9, a synonym is a word that has the same meaning as another word.

Example, from the speeches of His Majesty. King Abdullah II:

(3) I would like to convey my deep *gratitude* and *appreciation* to the Custodian of the Two Holy Mosques, His Majesty King Abdullah bin Abdulaziz for convening this important international conference with the objective of strengthening dialogue among faiths, cultures and civilisations. (King Abdullah's speech delivered in USA , 2008 .)

The words *gratitude* and *appreciation* are synonyms to some extent.

The occurrence of these two synonyms or synonym-like words in the beginning of the sentence focuses more on the speaker than on the subsequent content words. Speaker's intent and attitude to the issue on hand expressed by the other content words dominate. It is more a personal and appealing act which is well recognized and appreciated by a willing audience. What is narrated by the other content words is already an ongoing process, not new, which is recognized by the statement, but what is new and direct is the acknowledgement and revelation of his position in relation to the ongoing process. Synonyms and synonym-like expressions function also for assertion and emphasis.

Another example:

(4) The return of Arab rights and all occupied territories to its people, would guarantee the prevalence of *balanced* and *equal* security to all countries in the region, including Israel. (King Abdullah's speech delivered in Lebanon , 2002 .)

The words *balanced* and *equal* are near-synonyms.

(iii) Super-ordinates and Generals

Hyponymy is another way of linking words in a text and creating coherence. It refer back to a word by using what is called a super-ordinate term. For example, from the speeches of His Majesty King Abdullah II:

(5) On this precious occasion, I would like to extend my congratulations and felicitations, and to express my appreciation and feelings of pride, to every citizen, male and female, in this *country* - in the *Badia, villages, camps* and *cities*. (King Abdullah's speech delivered in Jordan, 2006.)

The word country is a General word (Super ordinates) and the words *Badia*, *villages, camps* and *cities* are specific words (hyponym). Note the order of occurrence: a general word

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followed by specific words. This creates a sense of inclusion and emphasis that everyone or everything is included.

Another example:

(6) And it is the Palestinians' right to enjoy our continued support until they establish their independent state on Palestinian soil; for the Palestinians are our family and our brothers, and we are closest to them in blood ties, in suffering and fate. (King Abdullah's speech delivered in Jordan, 2009.)

The word *family* is a General word (super-ordinate). And the word *brothers* is a specific word (hyponym).

(iv) Opposite and Related words

Example from the speeches of His Majesty. King Abdullah II:

(7) This is a blessed day, dear to the heart of every Jordanian, *man* and *woman,* the descendants of the founding generation who sacrificed immensely for the independence of the nation and the liberation of the Jordanian individual's will. (King Abdullah's speech delivered in Jordan, 2006.)

The words *man* and *woman* are opposite to each other in two crucial features: Firstly, a person in reality is either *man* or *woman*. Generally, therefore, each kind of words includes two possibilities only (*man* or *woman).* They are in fact known as Binary Opposites. Secondly, anatomically and physiologically speaking, an individual is mainly either 100 per cent *man* or at the same 100 per cent *woman*. Thus a person in general cannot be partly *man* and *woman*. This type of opposition is called Absolute Opposites. Note that there may be exceptions in real world, but language use often allots binary features to words of this type.

Consider the speech of His Majesty:

Since the day I was entrusted with my responsibilities, I have always felt and understood the suffering and concerns of every citizen - *male* and *female* - in this country.

This statement simply follows the grammatical categories offered by the language for its syntactic constructions. And yet the statement carries both the authority of the King as well as his concern for the citizens of his country. The use of *male and female* covers all the citizens including those in the borderline cases, either anatomically/physiologically or psychologically.

As regards the related words: words related to each other help to create coherence. For example:

(8) We have reaffirmed on these basis, the importance of respecting the *independence* and *sovereignty* of the State of Kuwait, and guaranteeing its security and territorial integrity, within its internationally recognized borders. (King Abdullah's speech delivered in Lebanon , 2002.)

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The words *sovereignty* and *independence* are related words.

Another example:-

(9) Frustration and despair, poverty and the sense of absence of justice anywhere in this world can constitute a fertile environment for the spread of *violence* and *terrorism*.

The words *violence* and *terrorism* are related words. (King Abdullah's speech delivered in Lebanon, 2002.)

To Conclude

A carefully deliberated speech from leaders always tries to be inclusive. The speech identifies the problems, issues and shortcomings as well. However, the ultimate goal and tenor of such speech is the welfare of all in the present as well as in the future. Carefully chosen words stand linked to each other to bring out a wholesome message. As for His Majesty's speech, the focus is not alliteration, use of metaphors and imagery or even appeal to emotions. The speech assumes a proper tenor to convey what is positive for his countrymen, not arouse or exploit emotions. The mechanics of display and exhibitionism are not exploited whereas dignity is cultivated and maintained.

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Language Acquisition through
Integrative Computer Assisted Language Learning (CALL)

S. Gunasekaran, M.A., M.Phil., Ph.D.

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Computer Is Indispensable!

In this era of information technology, computer has become indispensable in all fields, including Teaching of English as a Second Language. In India, the TESL has passed through various phases and methods involving technologies and there was always a constant search for a new method to realize the needs of the ESL learners.

Recently, the concept of Second Language Acquisition has gained significance and linguists try various techniques to minimize the difference between First Language Acquisition and Second Language Learning. One method which makes use of scientific advancements in TESL research is Computer Assisted Language Learning (CALL). By making use of computers, the CALL enables the learners to have interactive learning experience with the help of various kinds of software.

The current approach in CALL is to integrate the existing software like word processors, spelling and grammar checkers, speech recognition, multimedia, internet etc., to enhance the TESL and the SLA research. This paper describes how the Integrative CALL is different from other

methods and how teaching-learning/acquisition process involving the Integrative CALL becomes a pleasurable experience to learners as well as teachers.

History of CALL

More than four decades have passed since computers have been used in teaching a second language. The history of CALL can be roughly divided into three main stages: behavioristic CALL, communicative CALL, and integrative CALL, based on the technological development and the methods and approaches to language teaching.

Behaviorist CALL

Based on the behaviorist learning model, the Behaviorist CALL was popular during the 1960s and 1970s, concentrating on repetitive language drills and games. This type of drill-and-practice or "drill-and-kill" was practiced more effectively with the help of mainframe computer, a mechanical tutor who never grew tired and always was impartial in assessing the performance of the students. The best-known tutorial system, PLATO, ran on its own special hardware consisting of a central computer and terminals and featured extensive drills, grammatical explanations, and translation tests at various intervals (Ahmad, Corbett, Rogers, & Sussex, 1985).

Communicative CALL

The next stage, the Communicative CALL, emerged in the late 1970s and early 1980s, when new personal computers were creating greater possibilities for individualized work. Proponents of communicative CALL stressed the importance of using computer-based activities to teach grammar implicitly and facilitate the students to generate original utterances rather than affected speech or manipulated prefabricated pattern.

This Communicative CALL stage used the target language predominantly and explicitly, which corresponded to the cognitive theories which stressed that learning was a process of discovery, expression, and development. During this phase, a variety software was developed simulating real life situations and text reconstruction programs that allowed students to rearrange words and discover patterns of language and meaning either individually or in groups and simulations. For many proponents of communicative CALL, the focus was not so much on what students did with the machine, but rather what they did with each other while working at the computer.

Integrative CALL

Though communicative CALL was seen as an advance over behaviorist CALL, by 1990s it was viewed critically by linguists because computers are used for specific purpose that too disconnectedly. This corresponded to a broader reassessment of communicative language

teaching theory and practice. Hence attempts were made to integrate the second language learning skills and use them in authentic social contexts. This led to a new perspective on technology and language learning, which has been termed integrative CALL (Warschauer, 1996b), a perspective which seeks both to integrate various skills (e.g., listening, speaking, reading, and writing) and also integrate technology more fully into the language learning process.

Varying Technologies Used

Hence the first phase behaviorist CALL made use of mainframe technology, the next phase Communicative CALL relied on PC technology and the recent multimedia and network technology rules the Integrative CALL.

The number of teachers using CALL has to be increased markedly in order to equip the students to face the challenges and the growing demands in the educational scenario. Although the potential of the multimedia and networking system for educational use have not been fully explored yet and the computer access is limited to the students, it is obvious that we have entered a new information age in which the links between technology and TEFL have already been established.

The development of the Internet brought about a tremendous change in the TEFL and SLA research, because the increasing number of "netizens" and the gradual credibility in the teaching tools attest the reliability of integrative CALL.

The Components of Integrative CALL – Focus on Internet

The following are the components of the Integrative CALL, which in fact integrated the different facets of a computer such as internet, World Wide Web, word processor, speech recognition etc, in making the TEFL as pleasurable one.

It is the rise of computer-mediated communication and the Internet, more than anything else, which has reshaped the uses of computers for language learning at the end of the 20th century. With the advent of the Internet, the computer—both in society and in the classroom—has been transformed from a tool for information processing and display to a tool for information processing and communication.

For the first time, learners of a language can now communicate inexpensively and quickly with other learners or speakers of the target language all over the world. This communication can be either synchronous (with all users logged on and chatting at the same time) or asynchronous (with a delayed message system such as electronic mail). World Wide Web provides access to the learners of many languages an unprecedented amount of authentic target language information, as well as possibilities to publish and distribute their own multimedia information

for an international audience. Part library, part publishing house, part telephone, part interactive television, the Web represents one of the most diverse and revolutionary media in human history.

Word Processor and Other Facilities

Microsoft Word Processor has come out with various options which facilitate a second language learner. They help a learner to translate document into different languages, summarize a document according to user-defined length, suggests acceptable grammatical form with auto instructional examples, suggests correct form of a word from an inbuilt dictionary and above all do more efficient searches for information in stored documents.

Speech recognition has also made great advances in the last few years. Dragon System's *Naturally Speaking* and IBM's *Via Voice* convert clear but continuous speech to text with an 80-90% accuracy rate. The higher accuracy rate comes after the programs have been "trained" by listening to the used speak about 250 key words. Previous programs required users to pause after each word, making the speech highly unnatural. Several programs for language teaching now incorporate speech recognition, including The Learning Company's *Learn to Speak* series; *Triple Play Plus* from Syracuse Language Systems; Courseware Publishing International's *See It, Hear It, Say It*; *English Vocabulary*; and *Traci Talk*. These programs are not capable of dealing with freely generated speech, but rather recognize a correct multiple choice answer. By limiting the domain, the speech recognition program can work with a relatively broad range of accent and speech styles. By all indications, the use of speech recognition technology will improve and increase as time goes on and computers become faster and more able to do the complex calculations required of natural language processing.

Advantages of the Integrative CALL

The Integrative CALL has tremendous potential as a tool for TEFL. The following are the advantages of the Integrative CALL over the other types of language learning.

Flexibility in Time and Place

Integrative CALL, apart from making use of multimedia or intranet facility, provides access to the internet to the students. All that is required is a computer with a Web browser and an internet connection. Unlike the traditional classroom the students can work at their own convenience.

Easy and Affordable

Because of its utilities and convenience, computer has become an inevitable gadget in all the colleges. No one can deny the significant role to be played by a computer in a student's life. Though not for the students at least for the institutions the computer access is easily affordable when the students' future is considered.

Experiential Learning

Students get the chance of learning by doing things themselves. They become the creators not just the receivers of knowledge. Information is presented in a non-linear way and users develop more flexible thinking skills and choose what to explore.

Motivation

Students are motivated as computers associated with fun and game offer a variety of activities, which makes the students more independent.

Materials for Study

All students can use a wide variety of materials available either at their institution or from their home, in the form of CD-ROM. These materials can be accessed 24 hours a day at a relatively low cost. Also they can download these materials from internet.

Greater Interaction

Responding immediately to an e-mail or chatting with a heterogeneous group develops good interactive skill among the students like any spoken communication situation. Furthermore, some Internet activities give students positive and negative feedback by automatically correcting their on-line exercises.

Individualization

Internet access provides a good platform for the students to shed their inhibition. As network system and chatting provide a safe and secure feeling to the students, they feel free to express themselves. This system could be used to provide a remedial teaching based on the pitfalls of the students.

Global Understanding

A foreign language is studied in a cultural context. In a world where the use of the Internet becomes more and more widespread, an English Language teacher's duty is to facilitate students' access to the web and make them feel like citizens of a global classroom, practicing communication on a global level.

Tips for Better CALL

- Work with the school to make sure that computers are as accessible as possible. The most frequent access your students have to the computers, the more rewards they will get out of using internet.
- Choose the hardware and software that are most user-friendly. An easy-to-use system is usually preferable to a powerful but complicated one.
- Prepare a thorough and easy-to-read handout for the students that covers all the basic instructions.
- Arrange for a couple of assistants during the first class period.
- Send a message to the students before they log on the Internet. They will have something there waiting for them, which can really motivate them.
- Do a sample training session with one or two students first to see what types of problems may arise before attempting to train an entire class.

The Demands on Teachers

As facilitators, they must be aware of a variety of materials available for improving students' language skill, not just one or two texts. They also need to know how to teach learners to use the material effectively. Teachers as facilitators have to be able to respond to the needs that students have, not just what has been set up ahead of time based on a curriculum developer's idea of who will be in the classroom. Teacher training is a key element to success in this more flexible language classroom, so that teachers can use multimedia and other resources effectively.

The role of computers in language teaching has changed significantly in the last 30 years. Previously, computers were used principally for drills and exercises. Technological and pedagogical developments now allow us to better integrate computer technology into the language learning process. Multimedia programs incorporating speech-recognition software can immerse students into rich environments for language practice. Concordance software and large language corpora provide students' the means to investigate language use in authentic context. And the Internet allows for a myriad of opportunities to communicate in the target language, access textual and multimedia information, and publish for a global audience.

Future developments in networked communication, multimedia, and artificial intelligence will likely converge, creating a potentially more central role for the computer as a tool for authentic language exploration and use in the second language classroom. As our focus of attention gradually shifts from the computer itself to the natural integration of computers into the language learning process, we will know that computer technology has taken its rightful place as a important element of language learning and teaching.

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The Syntax of Agreement in Khasi

George Bedell, Ph. D.

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The examples in this paper illustrate subject-verb agreement in Khasi, a Mon-Khmer language primarily spoken in eastern Meghalaya State, Northeast India. They are taken from *Ka Khubor jong ka Jingieit* (2000), and given in the orthography used there, unless otherwise noted. The numbers indicate chapter and verse in Ka Gospel U Mathias (The Gospel According to Matthew). Although the edition cited is recent, the translation was done from the Authorized (King James) English version, sometime in the nineteenth century. Thus the Khasi investigated here differs from Khasi as either spoken or written at the present time. It is difficult for some modern Khasis to fully understand, but it remains in common use. An earlier version of this paper was presented to the third conference of the Northeast Indian Linguistic Society (NEILS), hosted by Gauhati University, Guwahati, January 2008.

Articles and Agreement. Verbs in Khasi show agreement with their subjects, as illustrated in (1) and (2).

(1)   *kata   ka kynthei te <u>ka</u>   la   khiah naduh kata   ka por*
3SF=that 3SF woman and 3SF PAST healed from   3SF=that 3SF time
'and that woman was healed from that time' (9:22)

(2)   *uta   u   khynnah <u>u</u>   la   khiah naduh kata   ka por*
3SM=that 3SM child   3SM PAST healed from   3SF=that 3SF time
'that boy was healed from that time' (17:18)

In (1), the underlined *ka* marks agreement of the verb *khiah* 'be healed' with its subject *kata ka kynthei* 'that woman'. The subject is third person singular feminine, which is also marked by the *ka* di-

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rectly preceding the head noun *kynthei* 'woman'. The remaining *ka* marks the head noun *por* 'time' also as third person singular feminine. In (2), the subject *uta u khynnah* 'that boy' is third person singular masculine, and thus the first *ka* in (1) is replaced by *u*, the corresponding masculine marker. The underlined *ka* in (1) is also replaced by *u*, marking agreement with the subject. The variation between the demonstrative modifiers *kata* in (1) and *uta* in (2) is a related kind of agreement.

Following the literature, the markers *ka* and *u* when preceding a noun in (1) and (2) are referred to as 'articles', even though they differ from what are called articles in most European languages in not providing information about definiteness, but only gender and number. Articles in Khasi belong to a syntactic category D, and take a complement noun phrase (NP) as shown in (i).

(i)
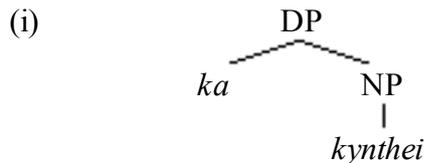
What are referred to here as the 'agreement markers' *ka* and *u*, underlined in (1) and (2), are located before the verb, but possibly separated from it by other verbal markers (for example the past tense marker *la* in (1) and (2)). Agreement markers in Khasi belong to a syntactic category Ag, and take a complement tense phrase (TP) as shown in (ii).

(ii)
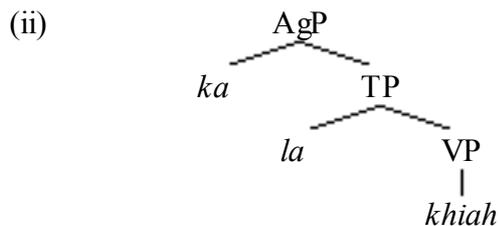
Pronouns. Sentence (3) differs from (1) and (2) in two respects. First it is future tense rather than past; *n sa* marks the proximate future with the *n* suffixed to *nga*. *Nga* belongs to the same class of Khasi particle as *ka* and *u*, marking agreement between the verb *khiah* and a first person singular subject.

(3)   *ngan   sa   khiah*
        1S=FUT PROX healed
        'I will be healed.' (9:21)

The second difference is that in (3), if *nga* is an agreement marker, no first person singular subject appears. It is often assumed (see Appendix I for references) that *nga* in such a sentence is a pronoun and the subject. If that were so, sentences like (3) would lack subject agreement. The primary claim of this paper is that this *nga* is a subject agreement marker and that it need not co-occur with any overt subject. The structure of (3) will thus be (iii) and not (iii').

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(iii)

```
              AgP                          (iii')              TP
            /     \                                          /     \
         nga      TP                                       DP       T'
                /    \                                      |      /   \
              n sa    VP                                   nga  n sa    VP
                      |                                                  |
                    khiah                                             khiah
```
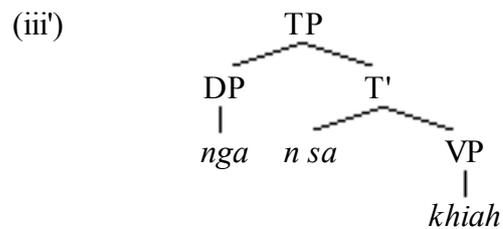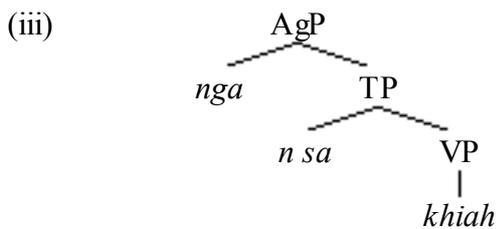
The verb *khiah* 'be healed' in (1), (2) and (3) is intransitive, taking only a subject argument. The related causative verb *pynkhiah* 'heal' is transitive, taking an object argument as well as a subject.

(4) *ka jingngeit jong pha   ka la   pynkhiah ia   pha*
     3SF faith   of   youSF 3SF PAST heal   OBJ youSF
     'Your faith has healed you.' (9:22)

(5) *u   da pynkhiah ia   ka   jingpang baroh*
     3SM SUBJ heal   OBJ 3SF disease   all
     'for him to heal every disease' (9:35)

In (4) the subject is *ka jingngeit jong pha* 'your faith', marked as third person singular feminine by *ka*, both article and subject agreement. In (5) the object is *ka jingpang baroh* 'every disease', also marked as third person singular feminine by the article *ka*. An object in Khasi is marked by the preposition *ia*. In (4) the object is *pha* 'you (singular feminine)', which also occurs in the genitive *jong pha* 'your (singular feminine)'. *Pha* belongs to the same class of Khasi particle as *ka*, *u* and *nga*. Here it can be neither an article nor an agreement marker; it is a pronoun since it occupies a noun phrase position.

Sentence (6) is to be compared with (3).

(6) *ngan   sa   wan pynkhiah ia   u*
     1S=FUT PROX come heal   OBJ him
     'I will come and heal him.' (8: 7)

We take the structure of (6) to be as in (vi). Just as in (3), *nga* in (6) is an agreement marker and not a pronoun subject. However *u* 'him' is the object of *pynkhiah* and this *u* is a pronoun.

(vi)

```
              AgP
            /     \
         nga      TP
                /    \
              n sa    VP
                     /   \
                   wan    VP
                        /    \
                  pynkhiah    PP
                            /    \
                          ia      DP
                                  |
                                  u
```

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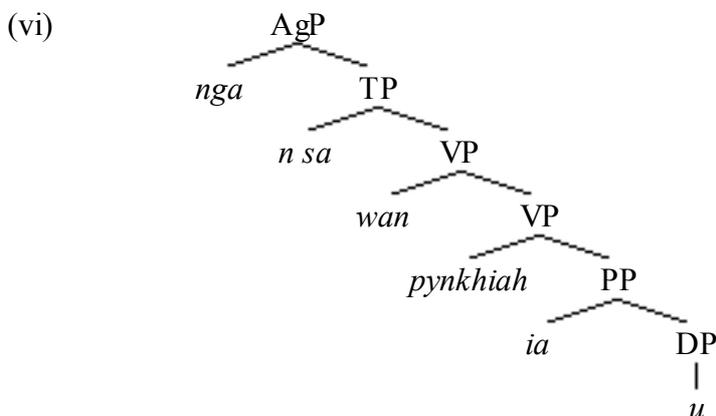
The Khasi particles which behave like *ka*, *u*, *nga* and *pha* are displayed in (7), a total of nine.

(7)

		sg	pl
1st		*nga*	*ngi*
2nd	masc	*me*	*phi*
	fem	*pha*	
3rd	masc	*u*	*ki*
	fem	*ka*	
	dim	*i*	

We will refer to these as 'pronominal clitics'. They may serve as pronouns, articles or agreement markers as illustrated in (1) through (6). The only restriction is that first or second person clitics do not appear as articles. This is because articles must be followed by a noun, and all Khasi nouns are third person. Pronouns can be regarded as a special case of articles which lack a noun complement, as *u* in (vi) above. In our examples, Khasi pronouns are glossed with English pronouns: 'I', 'you', 'he' ..., while Khasi articles or agreement markers are glossed with their lexical properties: '1s', '2PL', 3SF' .... For a similar analysis of the relation between English pronouns and articles, see Postal (1966).

Doubled Clitics. In addition to single pronominal clitics showing subject agreement as in (3), (5) and (6), Khasi has clauses in which two identical clitics appear.

(8)   *ka khuri na   kaba   nga nga sa   dih*
        3SF cup   from 3SF=which I   1s   FUT drink
        'the cup which I will drink from' (20:22)

(9)   *ngi ngim   shym la   beh noh ia ki ksuid ha ka kyrteng jong me?*
        we 1PL=NEG NEG   PAST expel away OBJ3pl demon in 3SF name   of   youSM
        'didn't we cast out demons in your name? (7:22)

(10)   *phi   phi long ka   mluh ka   pyrthei*
        youPL 2PL be   3SF salt   3SF world
        'you are the salt of the earth' (5:13)

(11)   *hynrei ba u un   shakri*
        but   that he 3SM=FUT serve
        'but for him to serve' (20:28)

(12)   *hynrei ki   kim   da   suid ñiew*
        but   they 3PL=NEG SUBJ demon count
        'but they did not care' (22: 5)

These reiterated pronominal clitics appear only as subject, so it is reasonable to assume that the first of the two is a pronoun in the subject position while the second is the corresponding subject agreement marker. That is, the structure of (10) is something like (x).

(x)

```
                        AgP
                  _____|_____
                DP            Ag'
                |        _____|_____
              phi      phi           VP
                               _____|_____
                             long          DP
                                      _____|_____
                                    ka            NP
                                            _____|_____
                                          mluh           DP
                                                   _____|_____
                                                 ka           pyrthei
```
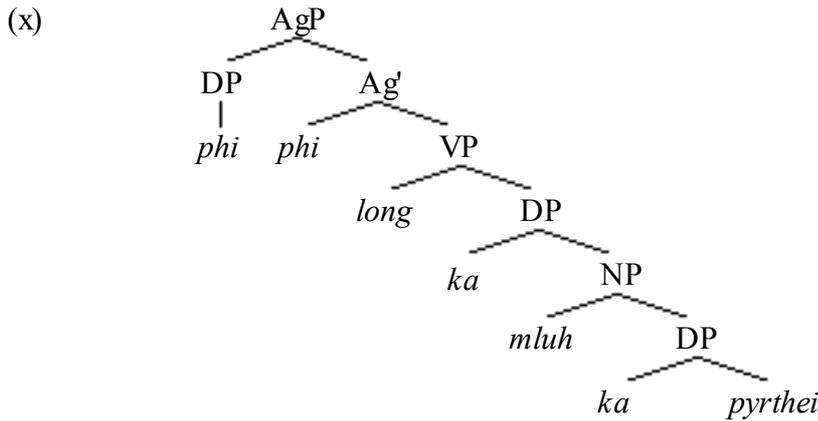
As shown in (x), the subject position is a DP (noun phrase); when a pronominal clitic appears there, it is a pronoun and might be replaced by a full noun phrase as in (1), (2) or (4). The agreement position by contrast is the head of AgP (agreement phrase), and can only be filled by an Ag, that is, by a pronominal clitic.

***Ma* Pronouns**. Aside from the use of pronominal clitics as pronouns, Khasi has an additional set of pronouns formed by prefixing *ma* to a pronominal clitic, as displayed in (13). In *Ka Khubor jong ka Jingieit* (2000), these pronouns are written as two words without hyphen.

(13)

		sg	pl
1st		ma-nga	ma-ngi
2nd	masc	ma-me	ma-phi
	fem	ma-pha	
3rd	masc	ma-u	ma-ki
	fem	ma-ka	
	dim	ma-i	

As illustrated in (14) to (19), these pronouns do not seem to appear with prepositions. They occur in imperative sentences like (14) and (15) emphasizing the subject, though such sentences often do not show subject agreement.

(14)   *kumta   to   leh ma-phi ruh ha ki*
         that-way IMP do youPL   also to them
         'you do that way also to them' (7:12)

(15)   *kumjuh ma-phi ruh, haba phin   iohi ia   kine   kiei-kiei   baroh,*
         likewise youPL   also when 2PL-FUT see OBJ 3PL=these 3PL=what   all
         to   tip   ba ka long hajan, ha   ki   jingkhang
         IMP   know that 3SF be   near   at   3PL   door
         'likewise you too, when you see all these things, know that it is near, at the doors'
         (24:33)

They also appear as complements in equational sentences like (16) and (17), where again no subject agreement is necessary.

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(16)   *ia uba   ngan   doh, uta   long ma-u*
          OBJ 3SM=who 1S=FUT kiss 3SM=that be   him
          'the one I kiss, that is him' (26:48)

(17)   *naba   ym dei ma-phi kiba   kren*
          because NEG be youPL   who3P speak
          'because it is not you who speak' (10:20)

They also appear emphasizing ordinary subjects as in (18) or as bare pronouns as in (19).

(18)   *pynban   ym kumba nga mon ma-nga hynrei tang kumba me mon*
          nevertheless NEG as   1S wish me   but   only as   2SM wish
          'nevertheless, not as I wish, but only as you wish' (26:39)

(19)   *ma-nga, ko Trai?*
          Me   o lord
          '(is it) me, Lord?' (26:22)

Yet, with the possible exception of (15), these pronouns do not appear in subject position.

Te. (20) to (24) differ from (8) to (12) in that the word *te* intervenes between the subject pronoun and the subject agreement marker. *Te* is a conjunction which can be equivalent to English 'and' or 'but'. It may occur at the beginning of a clause, but is often found following the subject.

(20)   *nga te ngan   ym thut   lano-lano ruh*
          I   and 1S=FUT NEG forsake ever   even
          'but I will never forsake (you)' (26:33)

(21)   *phi   te phi ong ba nga long uei?*
          youPL and 2PL say that 1S be   3SM=who
          'and who do you say that I am? (16:15)

(22)   *u te u   la   iathuh ha ki*
          he and 3SM PAST tell   to them
          'and he said to them' (13:28)

(23)   *ka te ka la   iathuh*
          she and 3SF PAST tell
          'and she said' (15:27)

(24)   *ki te kim   treh   ban   wan*
          they and 3PL=NEG consent that=FUT come
          'but they would not come' (22: 3)

An example of *te* following a non-pronominal subject appears in (1) above, and an example of clause-initial *te* appears as (36) below. *Te* may not appear following the subject agreement marker.

(22')   *(u) u te la iathuh ha ki*
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Ruh. (25) to (29) similarly differ from (8) to (12) in that the word *ruh* intervenes between the subject pronoun and the subject agreement marker. *Ruh* is an adverb which can be equivalent to English 'also' or 'even'. It follows a noun phrase (DP) or occasionally other types of phrases.

(25)   *lada nga ruh nga beh noh ia ki ksuid da u   Belsebul*
          if   I   also 1S expel away OBJ 3PL demon by 3SM Beelzebub
          'if I cast out demons by Beelzebub' (12:27)

(26)   *kam   dei   ba me   ruh men   isynei   ia u para shakri jong*
          3SF-NEG proper that youSM also 2SM-FUT have-mercy OBJ 3SM fellow servant of
          me?
          youSM
          'shouldn't you have had mercy on your fellow servant?' (18:33)

(27)   *phi   ruh phin   shong ha ki khadar ki khet*
          youPL also 2PL-FUT sit   on 3PL twelve 3PL throne
          'you will sit on twelve thrones' (19:28)

(28)   *u ruh u   la   mih noh na u*
          he also 3SM PAST rise away from him
          'he came out of him' (17:18)

(29)   *ka ruh ka la   leit lam ha ka kmie   jong ka*
          she also 3SF PAST go bring to 3SF mother of   her
          'she brought it to her mother' (14:11)

Ruh may not appear following the subject agreement marker.

(27')   *(phi) phi ruh yn shong ha ki khadar ki khet*

Baroh. (30) and (31) similarly differ from (8) to (12) in that the word *baroh* intervenes between the subject pronoun and the subject agreement marker. *Baroh* is an adverb which can be equivalent to English 'all'. It follows a plural noun phrase (DP).

(30)   *phi   baroh phin   thut   na nga ha kane   ka miet*
          youPL all   2PL-FUT forsake from me on 3SF=this 3SF night
          'you will all forsake me tonight' (26:31)

(31)   *lada ki baroh kin   thut   na me*
          if   they all   3PL=FUT forsake from youSM
          'if they all forsake you' (26:33)

Baroh too may not appear following the subject agreement marker.

(30')   *(phi) phi baroh yn thut na nga ha kane ka miet*

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Other Phrases. (32) to (36) are additional examples in which various types of phrases are found between a pronominal clitic serving as a subject pronoun and another marking agreement with that subject. In (32) and (33), this phrase is an adverb or adverbial prepositional phrase.

(32)   *phi   ruh katta   phim   pat   sngewthuh?*
         youPL also so much 2PL=NEG again understand
         'and do you still not understand?' (15:16)

(33)   *kumta   phi   ruh, na shabar phi pynpaw kum kiba hok   ha ki   briew*
         that=way youPL also on outside 2PL appear as ones righteous to 3PL people
         'so on the outside you appear righteous to people' (23:28)

In (34), it is a vocative noun phrase (DP).

(34)   *pha   ruh   ka   Bethlehem, ka   ri   Judia,   pham   long iba*
         youSF   also 3SF Bethlehem 3SF   land Judah   2SF=NEG be   DIM=which
         rit   tam   hapdeng   ki   syiem   Judia
         small   most   among   3PL   king   Judah
         'and you, Bethlehem, of the land of Judah, are not least among the kings of Judah' (2: 6)

In (35), it is an adverbial clause.

(35)   *ka ruh, haba ka   la   suh   buit ka kmie   jong ka, ka la   ong*
         she also as   3SF PAST make plot 3SF mother of   her 3SF PAST say
         'as her mother had plotted, she said' (14: 8)

And in (36), it is a modifier of *baroh*.

(36)   *te   ki   baroh arngut   kin   ialong kawei   ka doh*
         and they all   two=people 3PL=FUT become 3SF=one 3SF flesh
         'and the two of them will become one flesh' (19: 5)

None of these phrases could intervene between a subject agreement marker and the verb it marks.

Conclusion. We see in (20) through (36) a number of words or phrases which can follow the subject of a clause, including pronominal clitics serving as subject pronouns, but cannot follow pronominal clitics serving as subject agreement markers. In clauses like (3), (5) and (6), in which a single pronominal clitic precedes the verb, the clitic and the verb cannot be separated by such words or phrases (and such clauses are far more numerous than those like (20) to (36)). This shows quite clearly that the single clitics in clauses like (3), (5) and (6) are not serving as subjects, but rather as subject agreement markers, as shown in (iii) above. Agreement markers can be separated from the verb they mark by a small number of words and suffixes, including the tense markers *la* and *n (sa)*, the mood marker *da*, and the negative marker *m (shym)*. Together with the subject agreement clitics, these words and suffixes form a set of verbal markers which precede the verb and are strictly ordered among themselves. The agreement clitic (if present) is the first of these markers.

It follows that in clauses like (3), (5) and (6) there is no overt subject noun phrase (DP). This is a common pattern in languages with agreement: when agreement adequately identifies the phrase agreed with (in Khasi, always the subject) then there need be no overt realization of that phrase.

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Subject agreement is not found in every Khasi clause; it was noted above that it is not always found in imperatives or equational clauses. Still, subject agreement in Khasi is much more regular and obligatory than the use of pronoun subjects. The alternative analysis, to regard single preverbal pronominal clitics as pronoun subjects, as shown in (iii') above, would entail that such clauses lack subject agreement, something rarely if ever seen in other languages. Not only is this analysis precluded by the distributional facts given above, but it renders Khasi an exception to the usual organization of agreement. Our analysis avoids this result, but Khasi remains unusual in that its agreement markers are duplicates of its pronouns and articles.

The unity of the Khasi pronominal clitics as given in (7) lies in the association of phonological form and lexical properties: person, number and gender. 'Lexical' could be replaced by 'semantic' but for gender, which is partly semantic (as in *ka kynthei* 'woman' in (1) or *u khynnah 'boy'* in (2)), but also partly grammatical (as in *ka por* 'time' in (1) and (2), or *ka jingpang* 'disease' in (5)). Notions like 'article', 'agreement marker' and 'pronoun' are not semantic (or lexical) but rather syntactic (or possibly morphological). Confusion about how to apply these notions to the Khasi pronominal clitics is rooted in confusion between semantic (or lexical) structure and morphosyntactic structure, which need not always be parallel. The erroneous idea that single preverbal pronominal clitics are pronouns rather than agreement markers may reflect the salience of pronouns as a morphosyntactic category (all languages have pronouns, but not all have agreement), or possibly the influence of English and English grammar.

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Appendix I

Roberts (1891) calls the words in (7) 'personal pronouns'. He also says: 'There are four articles in Khassi': §15 (p. 9) and 'the third personal pronoun is the article *u*, *ka*, *ki*, used alone':§48 (p. 40). 'The article is therefore *generally* used before the nominative, and again repeated before the verb': §107 (p. 132). 'When the articles *u*, *ka* and *ki* are used alone in a sentence, they are strictly personal pronouns': §173 (p. 160).

Rabel (1961) also calls the words in (7) 'personal pronouns'. 'Personal pronouns occur in all places where nouns occur (subject and object positions) and they precede almost every verbal construction, regardless of the presence or absence of a subject expressed by a nominal': 241 (p. 66). 'The gender article which precedes almost all nouns is identical with the forms of the third person personal pronoun: 242 (p. 66).

Nagaraja (1995) also seems to regard the words in (7) as personal pronouns. 'Khasi (Standard) has a feature of concordial agreement, in that the pronominal marker which occurs in the subject (NP) gets repeated in the verb (VP). Here the pronominal agreement marker occurs preceding the nominal elements; and in the verbal part these agreement markers occur preceding the verbal elements. In this language the pronominal markers are nothing but the third person personal pronouns': (p. 271).

B. War (2007) calls the words in (7) '(pronominal) clitics', 'that are sometimes referential pronouns with argument functions and sometimes have purely grammatical funcions.' (p. 1) 'It is important to note here that the third person clitics also occur pre-nominally as articles, pre-verbally ... as agreement markers': (p. 1)

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Appendix II

It was suggested following the presentation of this paper at NEILS 3, and independently following a subsequent presentation at Payap University, that our assumption that the first of two identical pronominal clitics in examples like (8) to (12) occupies the subject position of the clause whose verb agrees with it is weak. In particular it could be a kind of topic and the second clitic an anaphoric pronoun bound by that topic. That is, an example like (10) ought to be glossed, 'you, you are the salt of the earth'. There are several serious problems with this proposal.

First, the phenomenon is not restricted to main clauses; an example like (8) could hardly be glossed *'the cup which me, I will drink from'. Second, while there is a consistent contrastive context in (8) to (12), so that for example (8) implies 'me (and not others)', there is no clear sense of topic, and no reason to think that topics occupy a distinct syntactic position in Khasi. Third, a topic interpretation can clearly not be extended to the examples in (20) to (36). The subject pronominal clitics appear in these examples for syntactic rather than semantic reasons. There is no reason to analyze them as superordinate to the clause containing the agreeing verb.

The primary claim of this paper is that single pronominal clitics like those in examples (3), (5) and (6) are dependent on the verb and morphosyntactically equivalent to those clitics with an overt preceding noun phrase subject as in (1), (2) or (4), regardless of person, gender or number. Exactly what the semantic or pragmatic status of these 'agreement markers' is does not really affect this claim, though it may ameliorate some of our criticism of more traditional analyses.

Abbreviations

1S	first person singular
1PL	first person plural
2SM	second person masculine singular
2SF	second person feminine singular
2PL	second person plural
3SM	third person masculine singular
3SF	third person feminine singular
3PL	third person plural
DIM	diminutive
FUT	future
IMP	imperative
NEG	negative
OBJ	object
PROX	proximate
SUBJ	subjunctive
youSM	you (singular masculine)
youSF	you (singular feminine)
youPL	you (plural)

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Immersion Program: The Indian Context

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Abstract

Second language acquisition (SLA) has always been a concern and a field of interest to the theorists, practitioners, and learners. This concern and interest paved the way for the emergence of a number of methods and approaches such as 'immersion program' from time to time. In Indian educational context, immersion program has been implementing for a long time.

In this paper the rationale of learning English as a second language by Indian students and the peculiarity of the implementation of immersion program in Indian context is presented. To find the effect of immersion program on incidental second language acquisition statistically, two immersion schools in Mysore, India were studied. The results confirmed the success of immersion program in second language acquisition in Indian context.

Keywords: immersion program, second language, acquisition, teaching method, SLA

1. Introduction

Throughout the history of second language teaching/learning, various methods and approaches have been applied to help students in learning / acquiring a second language. One of them which have been recently developed is immersion program that tries to integrate target language (i.e.,

English) as a second language instruction with subject matter or content – area instruction. This important innovation provides opportunities for students to learn regular school subjects while developing competence in a language. The subject matters are determined based on the curriculum which may consist of maths., science, and other course materials students are currently studying.

2. Immersion Program

2.1. Definition

Immersion program is defined as a method of foreign or second language instruction in which the regular school curriculum is taught through the medium of the target language. The most commonly used definition of immersion comes from Fred Genesee of Mc Gill University, one of the world's leading authorities on immersion education. In his book "Learning Through Two Languages: Studies in Immersion and Bilingual Education" (1987, Newbury House), he provides the following definition of immersion: "Generally speaking, at least 50 percent of instruction during a given academic year must be provided through the second language for the program to be regarded as immersion. Programs in which one subject and language arts are taught through the second language are generally identified as enriched second language programs." (p. 1)

Unlike a traditional language course where the target language is the subject material, language immersion uses target language as a tool. In other words, in this program the target language is not the subject of instruction, but it is the vehicle for content instruction as well as the object of instruction. For example, in English immersion program, English is not the subject of instruction; rather it is the medium through which a majority of school's academic content is taught.

2.2 . Types of Immersion Program

Since the first immersion program in Canada (1960), a number of different immersion programs have been implemented all over the world. Immersion programs are categorized in different categories based on two factors: *age* and *extent*.

2.2.1. Age: It refers to the time at which the program is initiated. In terms of the time of initiation, immersion program is classified into four groups:

*i. Early Immersion***:** In this type of immersion commencing at the age of 5 or 6, students begin learning a second language in pre – school, kindergarten, or first grade of primary school.

ii. Middle Immersion (delayed immersion): It initiates at the age of 9 or 10 when the students are at the later primary school.

iii. Late Immersion: Starts sometime between the ages of 11 and 14 when the learners are at the secondary school.

iv. Late Late immersion: Begins at the university level.

2.2.3 . Extent: It denotes the percentage of curricular content covered in the L2. Based on this factor immersion programs can be divided into two types:

*Total Immersion***:** Programs in which the entire curriculum is taught in L2 are classified as *total* or *full* immersion. In this type of immersion almost 100% of class time is in the foreign language and the subject matters are taught in the foreign language. In situations where comprehension is hampered, the teachers apply some techniques like dramatization, demonstration, definition, and realia, to resolve incomprehensibility. Since all subjects are delivered in the target language, a threshold level of proficiency is required by the learners.

*Partial Immersion***:** In partial immersion program about half of the class time is spent in teaching the subject matters in the target language. In other words, at least 50% of the curriculum is delivered through the language of instruction.

3. Rationale of Learning English as a Second Language in India

Learning English as a second language after one has learned the first language (mother tongue) is a necessity for the Indians. To justify the claim it should be noted that one of the characteristics of India in comparison to other countries is its variety in the number of live languages being spoken in this country, the characteristic which can rarely be found in other countries. Kachru (1983) states 'the Indian constitution recognizes fifteen major languages and the Census Report identifies over 1,652 languages and dialects' (P.67).

Furthermore, English is the state language of some states in eastern India, Meghalaya and Nagaland and Mizoram. Besides it is the main medium of instruction in most institutions of higher learning at the postgraduate level. Kachru continues "As a medium for inter-state communication, the pan-Indian press and broadcasting, English has been used as a most powerful tool both before and since India's independence (P. 71)"

It shows that the impact of English is not only continuing but also increasing. Taking into account the above justifications, the parents strive to find the shortest and the most economic way to help their children learn English. Through immersion program they can fill this need most effectively, i.e., along with learning the academic subjects; the students can acquire English as a second language as well.

4. 'Immersion Program' in India

Regarding the types of syllabus, different types of immersion programs are implemented in India. In State Syllabus (S.S.), in terms of *type* of immersion, 'Partial' is applied because less than 50% of class time is spent in English as the target language; moreover, all subjects are not instructed in the target language. And in terms of *extent* 'late (delayed)' immersion is implemented since English is not used as a medium of instruction.

In the Central Board of Secondary Education (CBSE) scheme, two different types of immersion programs are implemented. According to this syllabus in the state schools, since only some subjects are instructed in English 'partial' immersion and because it starts from the initial stages

'early' immersion is implemented. In private schools, the 'total' and 'early' immersion program is implemented since all subjects 100% are instructed in English from the very beginning levels.

In the third syllabus, i.e., Indian Council for Secondary Education (ICSE), the 'total' and 'early' immersion program is implemented. It is comparable with the private schools in the aforementioned syllabus. From the very initial stages all subjects are presented in English and 100% of the class time is spent in the target language.

4.1. Peculiarity of Indian Immersion Program

In India the medium of instruction is the *Indian* English (*IE*) as a variation of Standard English. Of course it should be noted that "The cover term Indian English does not mean that there is complete homogeneity in the use of English in India, nor does it imply that all the Indian users of English have uniform proficiency in understanding and performance." (Kachru 1983, p. 69)

Why Indian English is a unique variation of English? The answer to this question may be hidden under the interest in uniqueness in Indian and related South Asian communities. India (and other related South Asian nations) enjoys a lot of uniqueness. Some of them are mentioned here. (Please read India as nations of the Indian subcontinent for our purposes here.) Saree is the unique garment which is worn by the Indian women. Rupee is the unique Indian currency that no other country uses it. Indian music is also unique in the world. Wherever you hear it, you can easily identify it as Indian. Perhaps the Indian nation's eagerness toward uniqueness encourages them to have a unique way of using English namely *Indianized* English (Kachru 1983) or Indian English.

So, *Inglish* is a metaphor for the unique variation of English which is spoken by the Indian people. It is interesting to know that a number of different subvariations can also be found.

Subdivisions

According to Kachru, these subvariations have come into existence because of three parameters: region, ethnic group, and proficiency. A detailed elaboration of the issue seems unnecessary. But it deserves to be noted that considering different native languages such as Hindi, Malayalam, Kannada spoken in India, variations of Indianized English such as Hinglish, Manglish, and Kanglish are respectively coined, too.

Kachru states that the linguistic characteristics of Indian English are transparent in the Indian English sound system (phonology), sentence construction (syntax), vocabulary (lexis) and meaning (semantics) (1983, p. 66).

Some of the specifications of immersion program in Indian context in terms of students, subjects, staff, curriculum, and teachers are elaborated as follows.

4.1.1. Students

Students of the immersion schools come from different ethnic, cultural, and socioeconomic backgrounds that generally reflect the population of the district that they live in.

For instance, in the two immersion schools where I settled my study, in each class there are students with different home languages such as Hindi, Malayalam, Telugu, English, and so on. Of course the majority of these students' home language is Kannada. The number of students ranges between 45 to 50, and the students experience a coeducational system at all levels. Their easy interaction and collaboration are effective factors in their enhancement in the mastery of the contents of various subjects and target language acquisition. In all the observed classes, I witnessed considerable active participation of learners both in asking questions and seeking clarifications and in answering the teachers' questions. All these activities were being done in English successfully.

4.1.2. Subjects

The students are instructed in subjects such as maths, science, English, social studies, music, and computer. All these subjects are presented 100% in English. As one of the English teachers explained in the interview, by teaching English their purpose is twofold. At the initial stages the purpose is to improve the students' proficiency and their comprehension ability. But at the higher levels, teaching English as a subject is not for the purpose of proficiency but to teach literature and the very special skills they need in writing. In order to save the native language, the local language of any state is also taught as a subject. In these observed schools, Kanada is being taught as the native language of the majority of the students.

4.1.3. Staff

One of the main problems in the implementation of English Immersion Program in many countries where English is considered as a second or foreign language is the lack of qualified and proficient instructors. In India, because of the very long term immersion program implementation, a plethora of educated people possessing efficient proficiency and qualification in English is available. So it makes the implementation of immersion program quite convenient in the Indian context. As far as I observed the staff were speaking in the target language i.e. English among themselves and with the students at the educational (academic) milieu.

4.1.4. Curriculum

The curriculum of the immersion program schools is the same as the non-immersion program ones. One of the differences is the instruction of some extracurricular courses such as computer and music. Definitely, instruction of these courses can provide a more extensive exposure to the target language. The other difference is in the amount of time spent on teaching English as a subject. In immersion schools, many more hours are devoted to this subject in comparison to the non-immersion schools. Especially at the lower levels they provide a situation in which both learning the target language through formal teaching of English and acquisition of target language through the instruction of other subjects can take place.

4.1.5. Teachers

Immersion program in the Indian context benefits from bilingual teachers. So in its exact sense immersion program is additive in this context. Since the teacher knows the first language of the learners, s/he can sometimes use it to deliver content.

The candidates willing to be employed as teachers to teach in immersion program in Indian context should meet some criteria. As the principles of the schools claimed in the interview, the prerequisite condition for these candidates is having an impeccable Indian English accent. The most fluent ones in Indian English will be selected to pass some specific training courses. They are so prejudiced in favor of Indian English that having a native or native like British or American accent by the candidates is not taken for granted as an advantage for the candidates by the authorities.

The main concern of teachers in teaching subjects is to deliver the meaning as it is the predominant goal in any immersion program. To succeed in their attempts, the teachers apply various techniques and strategies. For instance, the very common characteristic of all teachers' speech is "teacherese" especially at the lower levels in order to help the learners to have an effective comprehension of oral presentation.

Furthermore, a variety of available realia are used by teachers to make the content comprehensible to the students. Here is as an example of what I observed in a science class where the teacher was teaching science to her students at the second grade of primary school. The topic of the content for that session was 'Light'. In order to present the word 'light' the teacher attempted dramatization, playing a scenario by closing all windows, and turning off the lamps. In order to introduce the sources of light, she used a considerable number of realia such as lantern, torch, matches, candle, and lamp. This is just an example of how the instructors in immersion classes try to deliver meaning without utilizing the learners' native language.

The other observable common feature among the teachers is their less sensitivity to pronunciation. I witnessed fluctuations in the pronunciation of words by the teachers and students. For instance, the word "reflection" was pronounced differently in terms of stress pattern. It seems that they are not concerned with observing the phonological rules in oral production such as segmental and suprasegmental features as the native speakers of the target language are. As the English teacher claimed in the interview, they are quite reluctant in emulating the American or British accent. "If we speak English in either American or British accent, we will be blamed on being ostentatious or doing show off", she added.

5. A statistical view on the effect of immersion program on incidental SLA in Indian context

To find the effect of immersion program on incidental second language acquisition statistically in Indian context, two immersion schools in Mysore, India were studied. In both of these two schools, total immersion is being implemented.

5.1. Research Question

In relation to the effect of immersion program on incidental second language acquisition in Indian context, the following major question is stated.

What is the effect of immersion program on incidental second language acquisition?

This major question is followed by three minor ones as:

1) What is the effect of immersion program on incidental comprehension of second language?

2) What is the effect of immersion program on incidental production of second language?

3) What is the effect of immersion program on incidental comprehension and production of second language components?

5.2. Hypotheses

Following the above questions, the related null (Ho) and directional (alternative) (H_1) hypotheses are stated.

1) a. Ho: Immersion program has no effect on incidental second language acquisition.
   b. H_1: Immersion program has a positive effect on incidental second language acquisition.

2) a. Ho: Immersion program has no effect on incidental comprehension of second language.
   b. H_1: Immersion program has a positive effect on incidental comprehension of second language.

3) a. Ho: Immersion program has no effect on incidental production of second language.
   b. H1: Immersion program has a positive effect on incidental production of second language.

4) a. Ho: Immersion program has no effect on incidental comprehension and production of second language components.
   b. H_1: Immersion program has positive effect on incidental comprehension and production of second language components.

5.3. Methodology

5.3.1. Design and sampling

In terms of research method, this study falls into the category of "quantitative" one as it involves data collection procedures that result primarily in numerical data which is then analyzed by statistical methods. In terms of design, with respect to its question which tries to seek the effect of variables, it is experimental.

In terms of sampling, it is both 'availability or convenience sampling' and 'purposive sampling'. It is 'availability sampling', since the samples selected from two schools in Mysore for this study are the most convenient and available for the researcher. It was neither economically nor logistically possible for the researcher to choose samples from other cities in India. On the other hand, it was 'purposive sampling' since the subjects were chosen based on purpose of the study.

5.3.2. Participants

In this study, in order to provide a logical and data-based answer to the question, two homogenous groups of students at the level of first and second standard from two immersion

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schools named St. Joseph's Primary and St. Joseph's Central schools in Mysore, India were selected. These groups were nominated as group one (G1) and group two (G2) respectively. Each group was composed of 40 students of each school, 80 students in total. The participants were both male and female. Both groups were studying at schools with the same medium of instruction. The students were taught all subject matters in English. In fact, being educated through immersion program, learning English was a by-product for them.

5.3.4. Instrument

In this study various 'paper and pencil' tests were used for different purposes such as pre-test , post-test, homogeneity determination, and incidental comprehension and production of second language. Some of them were available in the market, but some others had to be constructed by the researcher and validated in their own specific ways.

5.4. Pretest

Two types of tests were used as pre-test. One was used to determine the homogeneity of the participants and the other to determine the students' entry behavior.

5.4.1. To homogenize the subjects

The measuring instrument to determine the participants' homogeneity was YLE (Young Learners English) series produced by Cambridge University. Regarding the level of difficulty, it is at three different levels as 'Starters', 'Movers', and 'Flyers'. Each of which is composed of two separate sections: 'Listening' and 'Writing and Reading'. The researcher administered the 'Starters' for group one (G1) and the 'Movers' for group two (G2).

5.4.2. To determine the entry behavior

In order to measure the participants' true ability in comprehending and producing the second language incidentally as their entry behavior, the researcher administered a pre-test to the first standard students (G1). Since the researcher couldn't find an appropriate test for this purpose, he had to construct it himself. He called it an 'Incidental Test'.

5.4.2.1. Incidental Test

Regarding the major question of this study:*"What is the effect of immersion program on incidental second language acquisition?"* the main purpose of this study was to measure the extent of incidental language acquisition by the students. To meet this goal, the researcher needed a very authentic test. Finding a prepared and standardized test in the market to satisfy this need was not convenient for the researcher. Moreover, a comprehensive one appropriate for the participants' level was even rarer. So the researcher was obliged to construct a test with the mentioned qualifications himself.

As the first step, he drew a table of specification containing grammar, collocation, vocabulary, and reading comprehension. To make sure that the items being tested were "acquired" and "not learned consciously", the researcher referred to the teachers and the text books. In other words, the researcher got sure that the items were presented in a way that measure the students' knowledge of second language acquired through their exposure within the period of two academic years at school. Since the main purpose was to measure their ability on 'incidental comprehension' and 'incidental production' of the second language, the test would cover two different aspects i.e. 'comprehension' and 'production'. Based on the predetermined goal, a test containing 50 items in the form of selection, essay type, and recognition on grammar, vocabulary, collocation, and reading in comprehension and production types was constructed to measure the above mentioned competencies.

This was a Norm – Referenced Test (NRT) since it was not measuring any specific instructional objectives; but, it was designed to measure a kind of learners' global language abilities in second language comprehension and production in grammar, vocabulary, etc. In order to find the appropriateness of this newly developed test, the researcher administered it in a parallel class as pretest. Then the researcher has gone through item analysis process. The researcher analyzed the items in terms of item facility, item difficulty, and item discrimination. Subsequently the researcher has modified the items that their analysis outcome was not located in the predetermined indexes.

Having determined the appropriateness of each individual item through item analysis, the researcher had to determine the validity and reliability of the whole test, something which must necessarily be done for all newly developed test. Since this test was a Normed – Referenced Test (NRT), the researcher tried to validate it through 'criterion related validity'. So the validity coefficient of this test and a parallel standard one had to be estimated.

Therefore, in order to determine the validity of the researcher made test, along with administering the pretest, the students were given another standard test namely 'Flyers' of YLE series produced by Cambridge University simultaneously. It contained 50 items in different types and it was composed of reading, vocabulary, and grammar.

Having scored the papers, the researcher tried to find the correlation coefficient between these two tests through **Pearson product-moment correlation coefficient.** The observed correlation ($r_{xy} = 0.68$) showed that there was a close positive relationship between the researcher made test and the standard test. So it could be claimed that it was valid.

The next step was to determine its reliability. Among the various existing ways of estimating the reliability of a test, the researcher used KR-21 formula to determine the reliability of his test, since it seems more objective. Based on this formula the observed reliability ($r \approx 0.71$) showed that this test had an acceptable reliability. This sufficiently valid and reliable test could be used as a convincing instrument to measure the extent of the ability of students in producing and comprehending the second language incidentally.

5.5. Post-test

The post-test was administered at the end of the academic year to the Second Standard students (G2) to measure their terminal behavior which is defined as their incidentally acquired comprehension and production ability after being exposed to English for a period of two years. The test which was used for this purpose was also the 'incidental test'.

5.6. Procedure

To accomplish the purpose of this study, the following procedures were followed. First, four groups, two from first standard and two from second standard of two immersion schools were selected randomly considering that all have passed Lower Kindergarten (LKG) and Upper Kindergarten (UKG) in English medium centers and being non-native English speakers. Being from two different educational centers, St. Joseph's Primary School in Vijayanagar 2nd Stage and St. Joseph's Central School in Lakshmipuram in Mysore, the participants were definitely required to be homogenized. Therefore they were given two different standard tests of YLE series produced by Cambridge University as pre–test to determine their homogeneity. For this purpose the "Starters" was used for G1 and the "Movers" was applied for G2.

To test the homogeneity of the two groups, the researcher went through a *t–test* analysis, the results of which appear in the following tables.

Table 1 : *t* – **test for Pre-test Scores for homogeneity of group one (G1)**

Groups	N	M	S	d.f	*t*-observed
St. Joseph's Central School	40	28.99	7.044	78	0.6118
St. Joseph's Primary School	40	29.70	5.919		
P< 0.05				*t*-critical = 2.000	

According to the Table above, the *t*-value (*t* observed) being 0.6118 with concern of the degree of freedom of 78 and the level of significance of 0.05, is smaller than the *t*-critical (2.000). So it proves that the difference between the two groups of students from two schools is not significant and they are considered as homogeneous.

Table 2 : *t* – **test for Pre-test Scores for homogeneity of group two (G2)**

Groups	N	M	S	d.f	*t*- observed
St.Joseph's Central School	40	45.075	6.054	78	0.9139
St.Joseph's Primary School	40	44.90	8.198		
P< 0.05				*t*-critical = 2.000	

According to Table 2 the obtained *t*- value (*t* observed) is 0.9139 with concern of the degree of freedom of 78 and the level of significance of 0.05, is smaller than the *t*-critical (2.000). So it can be concluded that the two groups of students of the two schools are homogeneous.

When the groups were proved to be homogenous, the first test (pre-test) was given to the G1 to measure their ability in incidental second language comprehension and production as their entry behavior. After that, to gain more information about the true implementation of immersion program in the aforementioned schools, the researcher could attend different classes in the two schools, St Joseph's primary school and St. Joseph's central school, regularly within the academic year. Through this direct contact with the teachers, staff, administration, and curriculum, and the text books, the researcher could gain a bunch of fruitful experiences and information which could not be found in any article or book.

In the second half of the last month of the academic year, the researcher administered the incidental test to the second standard students (G2) in both schools as post-test in order to measure their terminal behavior and the amount of progress made by them in second language (English) acquisition. The obtained scores were compared and interpreted to achieve the final result.

5.7. Data Analysis

To test the hypotheses (null and directional) of this study, the researcher used a *t*-test to compare the means obtained from the two groups. All statistical procedures were carried out using EXCELL with alpha set as .05. As mentioned before, the primary aim of this study was to examine carefully the effect of immersion program on second language acquisition. In fact, the researcher wished to determine whether using immersion instructional program had a significant effect on the second language acquisition of the SL learners.

5.8. Results

The scores obtained from two groups, group one (G1) and group two (G2), were first tabulated. The total score of the test was 50 with 25 points allotted to comprehension which is shown in table as (TC) , Total Compression, and 25 points to production which is labeled as (TP) , Total Production. The scores of each of these two phases, comprehension and production, were broken into some components of language as grammar comprehension (GC), vocabulary comprehension (VC), collocation comprehension (CC), reading comprehension (RC), grammar production (GP), vocabulary production (VP), collocation production (CP), and reading production (RP). Hereafter especially in the tables and in the statistical process these abbreviations will be used.

Each of these components was allotted a share of the total score depending on their importance. Not only were the total scores compared with each other but also the scores of each component in two aspects of comprehension and production with respect to gender factor, male and female, were compared separately to determine the effect of immersion program on each one. Since the total score of the test in this study was 50, in order to make the analysis and comparison of

results easier, the researcher converted them to the scale of 100 (percentage). Both the total scores and the scores of each part are presented in percentage. It is shown in table 3.

Table 3 : Means of G 1 & G 2 in Percentage Scores

Groups	Gender	G C	V C	C C	R C	G P	V P	C P	R P	T C	T P	T.C&P
G 1	**F**	29.35	37.56	30.81	30.13	26.32	26.54	16.21	13.62	33.54	20.18	26.56
	M	24.62	37.79	26.51	27.32	24.39	19.06	14.41	12.20	29.32	17.16	22.53
	F&M	26.98	37.67	28.66	28.72	25.35	22.80	15.31	12.91	31.43	18.67	24.54
G 2	**F**	45.10	78.37	80	62.16	44.45	61.08	77.83	50.67	67.16	59.16	62.91
	M	46.69	73.48	85.58	60.46	32.76	61.39	80.46	47.09	66.86	55.44	60.95
	F&M	45.89	75.92	82.79	61.31	38.60	61.23	79.14	48.88	67.01	57.30	61.93

The standard deviation of the obtained scores of group one (G1) and group two (G2) was computed through Excel software and is shown in table 4.

Table 4 : Standard Deviation of G1 & G 2

Groups	Gender	G C	V C	C C	R C	G P	V P	C P	R P	T C	T P	T.C&P
G 1	**F**	8.99	10.90	13.81	16.56	8.90	11.66	13.19	13.68	6.61	6.39	5.31
	M	7.99	15.13	16.16	17.09	9.86	13.05	12.59	13.77	10.91	8.20	8.45
	F&M	8.49	13.10	14.98	16.82	9.38	12.35	12.89	13.72	8.76	7.29	6.88
G 2	**F**	18.15	27.23	27.80	19.20	13.55	28.26	21.49	19.08	12.45	11.95	11.17
	M	18.03	30.77	23.22	21.29	14.96	31.28	21.59	21.96	12.99	13.37	12.20
	F&M	18.09	29	25.51	20.24	14.25	29.77	21.54	20.52	12.72	12.66	11.68

5.8.1. The Effect of Immersion Program on Second Language Acquisition

As it was mentioned earlier, the primary goal of this study was to find out the effect of immersion program on incidental second language acquisition. So the researcher posed his primary research question as *"What is the effect of immersion program on incidental second language acquisition?"* Following this question, the researcher gave the appropriate tests to two groups of participants to find the possible answer. The obtained scores were put in the scale of percentage in order to facilitate the statistical analysis and make the computation easier. Since the computation was mainly around the means of the two groups, the researcher decided to apply

the *t*-test statistical method to meet his goal. In order to apply the *t*-test formula, the researcher had to calculate the mean and standard deviation of the scores obtained by the two groups; as he had already done and results were shown in tables 3 and 4.

Having found the mean and the standard deviation of the two sets of scores of both group one and group two, the researcher applied the *t*-test formula; the results are presented in table 5.

Table 5 : *t* – test for Total Scores of G1 and G2 on Incidental SLA

Groups	N	M	S	d.f	*t*. Observed
Group 1	80	24.51	7.38	158	2.53
Group 2	80	61.93	11.68		
P< 0.05			*t. Critical = 1.98*		

According to table 5, the *t*. observed (2.53) is far greater than the *t*. critical (1.98) obtained from the t. critical table with the level of significance of $P < 0.05$. It shows that the difference between group one and group two in the obtained *t*. value is quite significant. In other words, immersion program had a great positive effect on acquisition of the second language. So the null hypothesis: *"immersion Program has no effect on second language acquisition"* is rejected. On the other hand, the directional (alternative) hypothesis *"immersion program has a positive effect on incidental second language acquisition"* is supported.
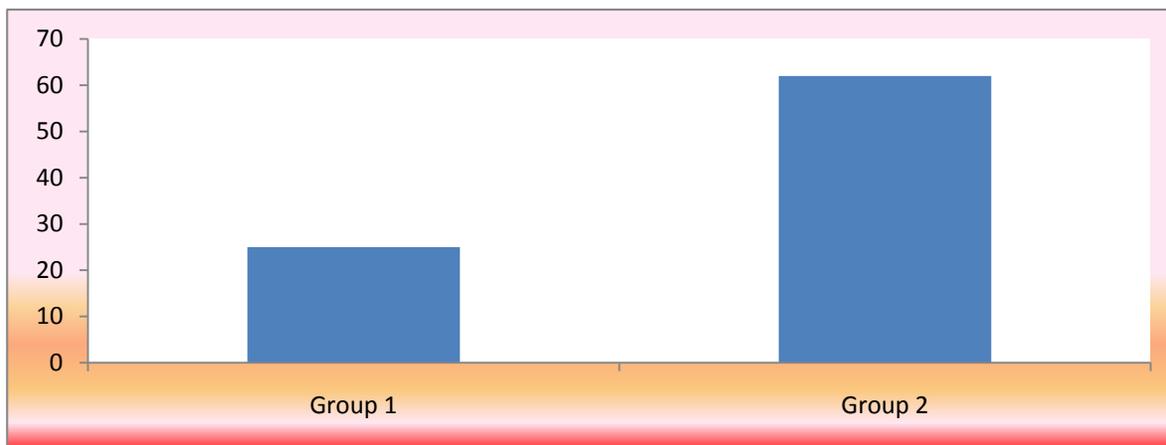
Figure 1: Means of Total Scores of Group 1 and Group 2 on Incidental SLA

5.8.2. The Effect of Immersion Program on Incidental *Comprehension* of Second Language

Apart from the major question of this study which was elaborated in 5.8.1, there were three other minor questions regarding the second language acquisition. These questions give heed to two main phases of second language acquisition as: '*comprehension* and *production' and the components* of language. The first minor question in this regard was *"Does incidental comprehension take place through an immersion program?"* In order to find the answer to this question, the researcher extracted the scores related to the comprehension phase from the total scores to measure the learners' ability in incidental comprehension of the second language. The total raw score of the comprehension (TC) was 25 out of 50. He changed all the scores of each component to the scale of 100 (percentage) so that he could do the computation more easily. Then he put them in the *t*-test formula in table 6 to find the answer to the above mentioned research question.

Table 6 : *t* – test for scores of G 1 and G 2 on Incidental Comprehension of SL

Groups	N	M	S	d.f	*t*. Observed
Group 1	80	31.43	8.76	158	2.93
Group 2	80	67.01	12.72		
P < 0.05			*t. Critical = 1.98*		

As the table above shows, the *t*. observed equaled 2.93 that is considerably higher than the *t*. critical value (1.98) which was obtained from the table in appendix 'S'. What can be inferred from the data in this table is that the learners' performances in the two groups are significantly different. In other words, group two (G2) was more successful than group one (G1) in terms of incidental comprehension of the acquired second language. Since their difference is statistically significant, consequently the researcher can safely reject the second null hypothesis : *"Immersion program has no effect on the learners' incidental comprehension ability in second language".*
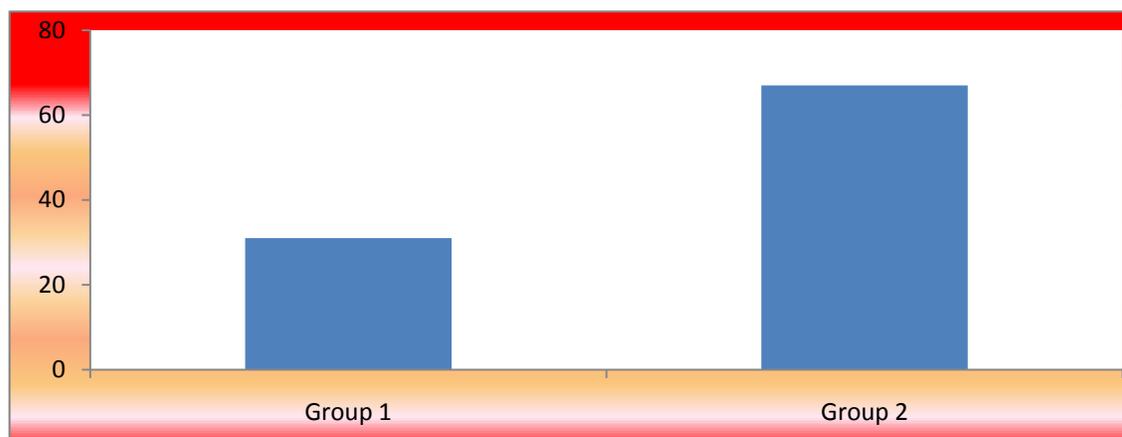
Figure 2 : Means of the scores of two groups on Incidental Comprehension of SL

5.8.3. The Effect of Immersion Program on Incidental *Production* of Second Language

As it was stated in the previous part, the process of second language acquisition was to be studied in two aspects: *Comprehension* and *Production*. Here the researcher tried to find out the answer to the second minor question about the effect of immersion program on 'incidental' production of the second language. The question was *"Does incidental second language production happen through immersion program?"* So the total scores of the groups were broken into comprehension and production scores based on their performance on the comprehension and production items of the test. This time, the scores reflecting the learners ability in the production of the acquired second language were separated and were converted into the scale of 100 (percentage) for easier statistical processing. The total raw production score (TP) was 25 out of 50 which was converted into 50 out of 100.

Having changed the raw scores of incidental production into percentage, the researcher started to compare the means of the two groups to find the answer to his research question. So he fed the obtained scores into *t*-test formula and computed the results as shown in table 7 below.

Table 7 : *t* – test for the score of two groups on Incidental Production of SL

Groups	N	M	S	d.f	*t*. Observed
Group 1	80	18.67	7.29	158	5.97
Group 2	80	57.30	12.66		
P < 0.05			*t. Critical= 1.98*		

As we can see in table 4.9 the two groups (G1 & G2) with the same number of participants (N) but had different means (M), 18.67 and 57.30, and standard deviation (S), 7.29 and 12.66, appeared remarkably different in their performance on producing the acquired second language. By comparing the *t*. observed and *t*. critical values, the difference is strongly approved. As it is shown in the above table, the *t*. observed value equaled (5.97), whereas the *t*. critical value with the degree of freedom (d.f) of 158 and the level of significance (probability) of (P<0.05) in the table of t. value equaled (1.98).

Clearly there is a very remarkable difference between these two *t*. values. So the researcher can conclude that immersion program is greatly effective on incidental production of the acquired second language. Consequently the null hypothesis saying*, "Immersion program has no effect on incidental production of the acquired second language"* can be safely rejected. The directional hypothesis saying: *"immersion program has a positive effect on incidental production of second language"* is confirmed.
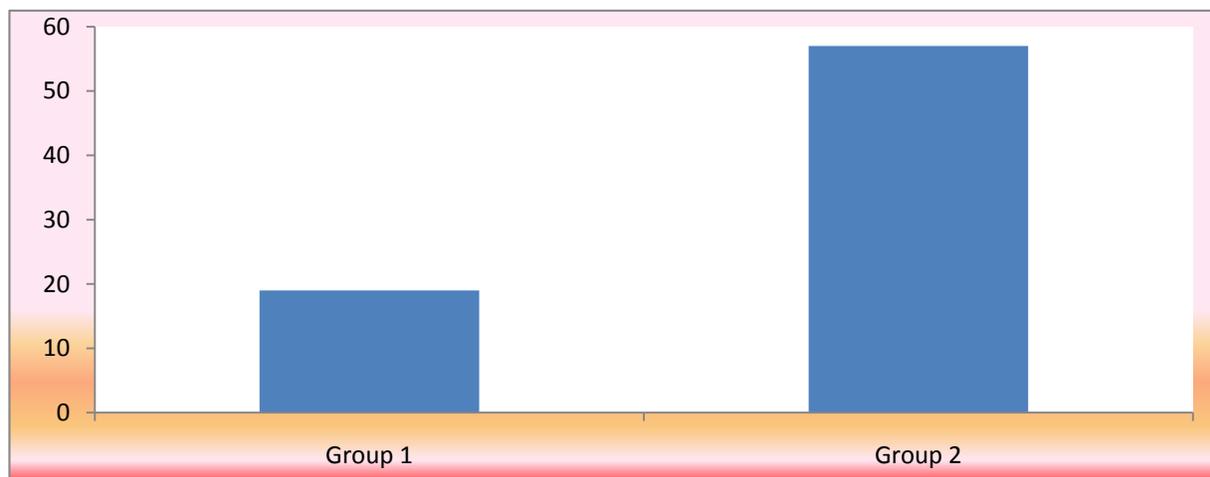
Figure 3 : Means of the scores of the two groups on Incidental Production of SL

5.8.4. The effect of Immersion Program on Incidental Comprehension and Incidental Production of the *Components* of Second Language

When we talk about a language, we mean a package composed of several components. Because of this, the researcher was interested in finding out the participants' entry and terminal behaviors on each of the components of the second language they were supposed to acquire.

From among all the components and skills of the language, the researcher chose some of them which were more feasible to study and gave tests on them to the participants. As the limitation of the study, it was not possible for the researcher to test all of them. Based on the tests given to the groups, the components were tested on eight aspects. They were grammar comprehension, vocabulary comprehension, collocation comprehension, reading comprehension, grammar production, vocabulary production, collocation production, and reading production.

So not only were the total scores of the groups broken into incidental production and incidental comprehension, which had already been analyzed in tables 6 and 7 respectively, but also they were broken into the aforementioned components of language and were put in the *t*-test formula for the analysis separately.

To analyze the obtained scores on the components of the language in terms of comprehension and production, the researcher classified them into two sets of tables. In the first set, he presented the results of the *t*-test for components like grammar, vocabulary, collocation, and the reading skill in relation to comprehension. The results are displayed in tables 8, 9, 10, and 11.

Table 8 : *t* – test for incidental Grammar Comprehension (GC) of two groups

Groups	N	M	S	d.f	*t*. observed
Group 1	80	26.98	8.49	158	5.89
Group 2	80	45.89	18.09		
P < 0.05			*t. Critical=1.98*		

Table 9 : *t* – test for Incidental Vocabulary Comprehension (VC) of two groups

Groups	N	M	S	d.f	*t*. observed
Group 1	80	37.67	13.10	158	2.79
Group 2	80	75.92	29		
P < 0.05			*t. Critical=1.98*		

Table 10 : *t* – test for Incidental Collocation Comprehension (CC) of two groups

Groups	N	M	S	d.f	*t*. observed
Group 1	80	28.66	14.98	158	5.47
Group 2	80	82.79	25.51		
P < 0.05			*t. Critical= 1.98*		

Table 11 : *t* – test for Incidental Reading Comprehension (RC) of two groups

Groups	N	M	S	d.f	*t*. observed
Group 1	80	28.72	16.82	158	2.40
Group 2	80	61.31	20.24		
P < 0.05			*t. Critical= 1.98*		

According to the above tables, the *t*. observed of grammar comprehension (GC) equaled 5.89, vocabulary comprehension 2.79, collocation comprehension (CC) 5.47, and reading comprehension 2.40. As it is revealed, in all cases, the *t*. observed value is higher than *t*. critical value. It means that the difference is significant and quite remarkable. So the null hypotheses: *Immersion program has no effect on the incidental comprehension of second language components and reading skill' is rejected.* On the other hand, the researcher can accept the alternative (directional) hypothesis *'There is a positive effect of immersion program on*

incidental comprehension of language components like grammar, vocabulary, collocation, and reading skill'.
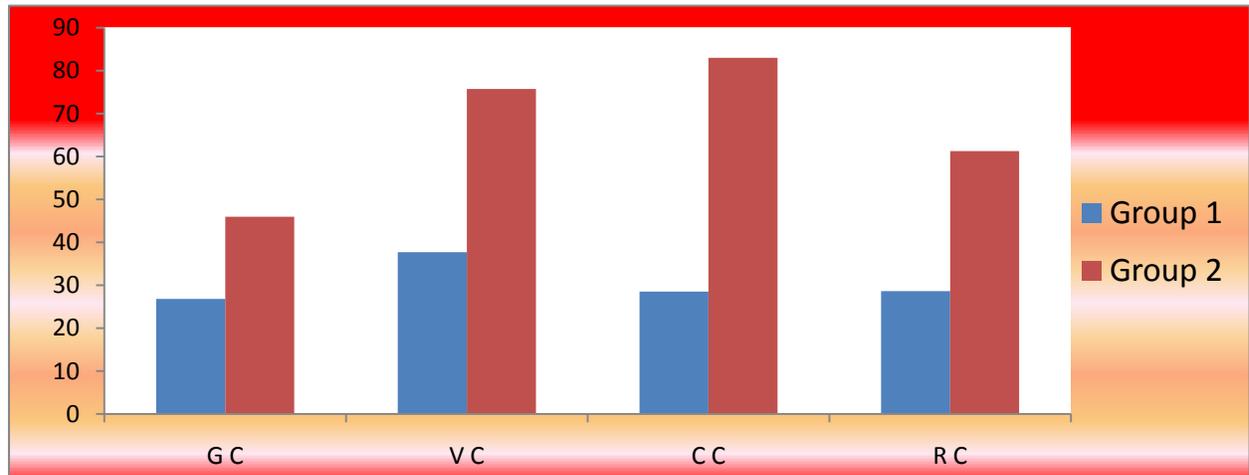
Figure 4 : Means of Incidental *Comprehension* of the two groups on each of the Second
Language Components as well as reading skill

The second category of the scores was related to the incidental production of the components of the second language and the reading skill. In order to find out the difference between the learners' performance in terms of their incidental production of the components of the second language like grammar, vocabulary, collocation, and reading skill, the researcher put the obtained scores in *t*-test formula; the results are shown in tables 12, 13, 14, and 15.

Table 12 : *t* – test for Incidental Grammar Production (GP) of two groups

Groups	N	M	S	d.f	*t*. observed
Group 1	80	22.80	12.35	158	3.95
Group 2	80	61.23	29.77		
P < 0.05			*t. Critical= 1.98*		

Table 13 : *t* – test for Incidental Vocabulary Production (VP) of two groups

Groups	N	M	S	d.f	*t*. observed
Group 1	80	25.35	9.38	158	2.76
Group 2	80	38.60	14.25		
P < 0.05			*t. Critical= 1.98*		

Table 14 : *t* – test for Incidental Collocation Production (CP) of two groups

Groups	N	M	S	d.f	*t*. observed
Group 1	80	15.31	12.89	158	2.66
Group 2	80	79.14	21.54		
P < 0.05		*t. Critical= 1.98*			

Table 15 : *t* – test for Incidental Reading Production (RP) of two groups

Groups	N	M	S	d.f	*t*. observed
Group 1	80	12.91	13.72	158	2.70
Group 2	80	48.88	20.52		
P < 0.05		*t. Critical= 1.98*			

As we see in the above tables, the *t*. observed of grammar is 2.76, vocabulary 3.95, collocation 2.66, and reading 2.70 in incidental production. All of these obtained *t*. observed are above the *t*. critical value (1.98). It shows that the difference between the two groups in incidental production of grammar, vocabulary, collocation, and reading skill is significant and statistically remarkable. So the null hypothesis : *"Immersion program has no effect on incidental production of the acquired second language components"* about grammar, vocabulary, and reading is strongly rejected. For these components, the alternative (directional) hypothesis: *"Immersion program has a positive effect on the incidental production of the components of the acquired second language"* is supported.
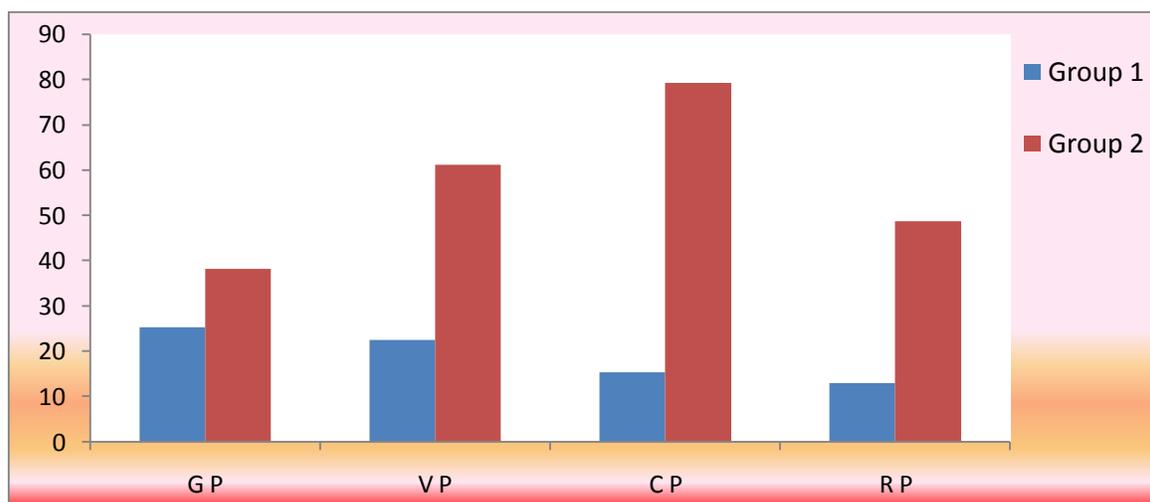
Figure 5 : Means of Incidental *Production* of two groups on second language components as Well as reading skill
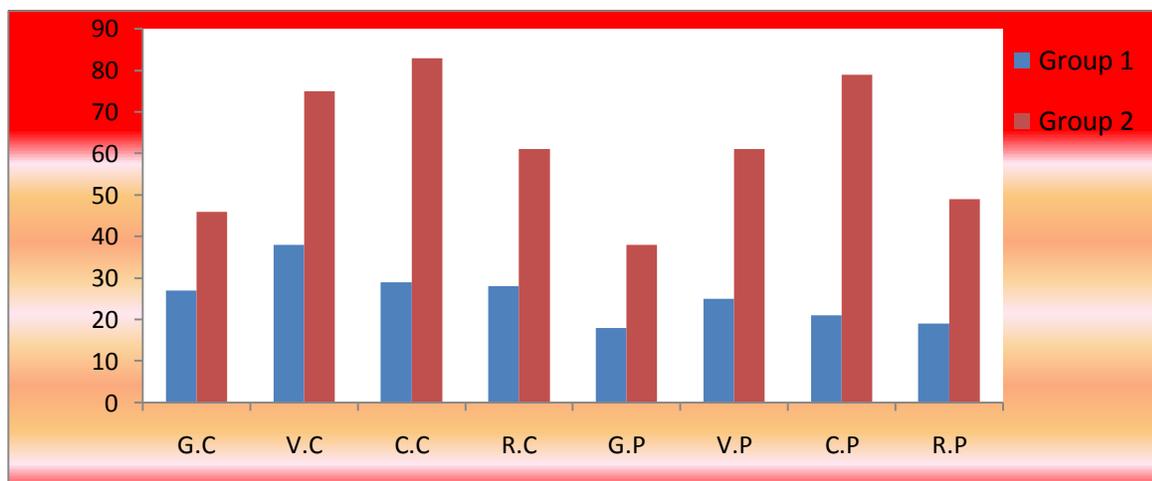
Figure 6 : Means of Incidental *Comprehension* and *Production* of two groups on Second Language Components as well as reading skill

5.8. Discussion

Before beginning a discussion of the results, it is important to restate that this study is mainly interested in determining (exploring) the effect of immersion program on incidental second language acquisition. Thus the extent of improvement in incidental production and incidental comprehension of English as a second language at schools where the target language is the medium of instruction was studied. The evaluation of other methods, their success or failure was not concerned. Moreover, it was out of the scope of this study to evaluate the curriculum and educational status of the schools.

All results of the pretests and post tests were presented in detail in the previous pages. They were also summarized and analyzed through application of relevant statistical process and were reflected in related tables and figures.

In what follows, the researcher will discuss and explain the effect of immersion program on the incidental acquisition of second language in respect of comprehension and production. In addition, its effect on the acquisition of some language components like grammar, vocabulary, collocation, and reading skill exclusively will be discussed.

5.9.1. Discussion Relevant to the major Question

The major question of this study *'What is the effect of immersion program on incidental second language acquisition?'* addressed the acquisition of a second language through the immersion program. In this study, in order to determine whether a second language is acquired effectively through an immersion program or not, the researcher gave some tests to his subjects. Through these tests he could measure the extent of their success in second language acquisition through the implementation of the program. The tests which have been used for this purpose, contained items of linguistic forms on language components like grammar, collocation, vocabulary, and

reading skill. The items pertaining to each of them were mainly those which were not explicitly taught to the students by their teachers, but the students were exposed to in their text or work books and around their subject matters. (The researcher verified this through surveying their English text books and probing their teachers).

The students' successful performance in the post test (shown through the difference in their means) revealed that language acquisition has taken place through the implementation of the program. Moreover, the higher value of *t*. observed (2.53) obtained through the application of the *t*-test formula on the scores of the two groups than the *t*. critical value (1.98) confirms that the effect of immersion program is positive (See table. 5). In other words, it can be claimed that incidental second language acquisition takes place effectively through implementation of an immersion program. So the researcher statistically rejects his null hypothesis and accepts his positive directional (alternative) hypothesis: *Immersion Program has a positive effect on second language acquisition.* The only justification which can be made about such incidental language acquisition can be that along with the perception of the meaning (content, subject matters), the language of the instruction is also perceived.

As it was mentioned earlier, immersion program is meaning oriented. One of the primary characteristics of this program is its focus on meaning, or as Ellis (2005) puts it, that instruction is 'predominantly focused on meaning'. Delivering meaning is the primary priority. So, when the meaning and content are delivered to the learners in target language, the language is also incidentally acquired. This outcome is in direct line with Krashen's "input Hypothesis".

According to Krashen (1984) comprehensible input is "the only true cause of second language acquisition". The input hypothesis claims that an important condition for language acquisition to occur is that the acquirer understands (via reading or hearing) input that contains structures 'a bit beyond' his or her current level of competence i.e. $i + 1$. It also supports the findings of about one thousand researches done over 30 years claiming the program's success. Moreover it justifies the shift away from teaching language in isolation to integrating language and content instruction during the last 10 years.

Based on the success of the learners in acquiring the second language in this study who were mainly the primary students, the general rule for learning a new language which says "the earlier, the better" is also supported. Children's minds are like sponges at the earlier ages, and they seem to simply absorb an incredible amount of information at a fairly quick pace. With a younger student, you can afford to try out an immersion program and see if the reservations can be outweighed by the gain in language skills.

In terms of the importance of the factor of age in learning/acquisition of a language, Chomsky has a unique idea. According to Chomsky, the best age for learning/acquisition of a second/foreign language is before the 'puberty age'. Before this age a learner can learn/acquire a target language with the native accent. After that age, particularly in oral articulation, he or she can never perform like a native speaker. Thus it seems justifiable to implement an immersion program, early type, at schools to expect native like speakers at the end of the curriculum.

5.9.2. Discussion Relevant to Incidental Comprehension

As it was reported in results, the researcher had broken the major question about the effect of immersion program on second language acquisition into two minor ones. The first one *"What is the effect of immersion program on incidental comprehension of second language"* was about the students' ability in incidental comprehension of the acquired second language.

Regarding the results shown in table 6, revealing a higher t. observed value (2.93) than the t. critical value (1.98); it has been proved that incidental comprehension of the acquired second language takes place through an immersion program. Naturally at the initial stages and at the beginning of program implementation, the learners may have problems in comprehending the target language as the medium of instruction. To cope with the problem, the teachers use strategies and techniques like body language, visuals, manipulatives, exaggerated facial expressions, and expressive intonation to communicate the meaning. If the importance of this is not properly taken into consideration by the teachers and the immersion program staff, it can potentially cause various problems.

One of its greatest manifestations would be a high rate of student drop-out from the program. Keen (1993) for example, reported that in the province of Alberta between 1983-84 and 1990-91, attrition rates from immersion program ranged from 43% to 68% by grade 6, 58% to 83% by grade 9, and 88% to 97% by grade 12. Definitely, not all drop-out from the program reflects academic difficulties. At a high extent it happens because of the improper meaning transmission. So the first weeks and days may seem intolerable by the students and their parents. This period is called the adaptation period by the theorists.

5.9.3. Discussion Relevant to Incidental Production

As the result showed (Table.7), immersion education had a very considerable effect on the incidental production of the acquired second language. This is confirmed by the existing wide difference between the t. observed value (5.97) and the t. critical value (1.98). By comparing the acquired means in comprehension of the two groups (G1: 31.43 and G2: 67.01) with the mean in production (G1: 18.67 and G2: 57.30) the difference between students' receptive and expressive skills can be understood. It shows that through interaction in target language, the students' expressive (productive) ability has remarkably improved.

The difference of about 40 scores between the means of group one and two in incidental production signifies a leap in the students' enhancement in second language production ability. Although their improvement in productive aspect of the second language is visible, their greater improvement in comprehension (receptive aspect) is even more significant. In other words, by comparing the obtained means (67.01) in the incidental comprehension, it reveals that their greater success happened in comprehension.

This finding is exactly in line with Baker's, C. (1993) claim who says "early immersion students acquire more success in proficiency of receptive skills like reading and listening comprehension of the second language at the initial years. The rate of improvement in production of course may

differ from one type of immersion to another. As Campbell (1985) declares, in long run partial immersion does not produce better English language achievement than total immersion. However, the initial language in English achievement associated with total immersion does not occur in partial immersion.

5.9.4. Discussion relevant to the incidental comprehension and production of Second Language Components

Based on the results of this study, not only are the differences between the two groups in terms of second language acquisition and its two aspects of comprehension and production but also in the components of language such as grammar, vocabulary, collocation, and reading skill are statistically significant.

Of course, it should be noted that the rate of improvement was not the same in all components. According to Tables 8 – 15 among the aforementioned language components and reading skill, the participants gained the lowest mean score in grammar in both comprehension and production. Of course regarding the nature of immersion program, the students' lag in grammar in comparison to the other components and skills is quite expectable for the researcher. He justifies that it may be because in language immersion program, grammar has a totally different purpose from that conventional language teaching (non-immersion program). Grammar is not taught as separate rules which help to produce structures and models. It is rather a medium of language use and effective instruction. The content of communication is more important than the formal accuracy for the children want their meaning to be understood and that they are able to communicate in the new language. The teacher encourages the use of immersion language, and does not pay too much attention to the correction of the grammatical and structural mistakes. The corrections are made indirectly so that they do not hinder communication.

The above discussion, on the other hand, justifies the learners' higher obtained means in vocabulary, collocation, and reading in incidental comprehension as well as in production of the acquired second language. We can see in the result report that the highest level of improvement took place in those components and skill which are meaning based. It is quite in accordance with the researcher's expectation and the expected immersion program outcomes. So the researcher strongly and statistically could reject the null hypothesis and his alternative, positive directional, hypothesis: *immersion program has a positive effect on incidental comprehension and production of language components* was supported.

5.10. Conclusion

1. As far as the researcher observed various immersion classes of different levels at different immersion schools, the immersion students acquire the target language in two ways: a) through learning the contents (subject matters) like math, science, social studies, and language arts b) through the extracurricular activities as well as interaction with the peers, teachers, and school staff out of their formal educational settings. In all of these opportunities, they experience the language which they will require to use in the real life situations. However, in EFL classes such opportunities may not be provided for the learners

to interact with each other in the target language to enhance their communicative skills. So the researcher specially based on his own observation concludes that immersion students' success particularly in effective communication in target language is partially for the opportunities that they are provided to use the target language communicatively at times other than their formal educational period.

2. The researcher has found out that one of the main reasons of the program's success in the process of second language acquisition may be related to the contents themselves through which the target language is presented. Normally the contents in immersion education are composed of science, social studies, and math which are quite authentic and real. Moreover, what they cover in these contents are in direct relation with their interest, need, and future life. So the interest and need motivate these students to learn the contents, and along with covering the contents, they acquire the language as well. However, in other methods mostly language is presented in some fake and unreal contents and topics which may not fill any of their needs. Furthermore, they intrigue no interest in the learners toward acquiring the second language. So lack of such very effective factors, can at least slow down the process of language learning.

3. As the results of the tests showed and as it was discussed in the previous chapter, there was no significant difference between the male and female students in terms of second language acquisition, although it was expected to be. The researcher infers that the difference between learners in respect of gender in language acquisition may be demonstrated at the higher levels where they receive a high amount of exposure. At the primary levels with a limited amount of exposure, no significant difference is visible. So the extent of difference is directly related to the extent of exposure. The more input the learners receive, the more probable difference between them in terms of gender is shown.

4. The participants of this study performed more successfully in components which were 'meaning oriented' like vocabulary than the 'form oriented' ones such as grammar. It could mean that getting meaning and using what has been perceived is much easier for the learners than application of the proper grammatical rules. In other words, the process of language acquisition can be more facilitated through focusing on 'meaning' than focusing on 'form'. It is in direct line with the immersion program's goal i.e. establishment of an effective communication through focusing on fluency. Unlike the traditional methods which mainly focused on the accuracy in language use through explicit and deductive teaching of the linguistic forms of the target language, in this program, accuracy is just concerned to the extent that communication is not interrupted. The most emphasis is put on fluency.

    4. The students showed a far greater ability in the comprehension of the second (target) language than in production. It remarks that through the exposure to the target language, the immersion students receive in their educational settings, their decoding ability surpasses their encoding one. In fact, they gain a higher qualification in recreative skills like reading and listening than the creative ones like speaking and writing.

5.11. Implications

1. Immersion program can be applied as the only instructional program by the teachers for the purpose of second language teaching, not mixed with other school program(s). Unlike some educational centers where the students receive the instruction half day in L1 and in another half in L2, in the two chosen schools where the researcher has done his study, students were exposed to the *total* immersion program and had all their school programs only in the target language (L2). However, in the combined L1 and L2 situations, it might make students feel tired and they could not benefit from the immersion program. The program will be successful and of benefit to the language learners, if it is used as an individual and independent program.

2. It seems that immersion program can be more successful and lead to a more positive and significant effects when used for ESL learners. In this study, the students were all ESL learners and benefited, to a varying degree, from exposure to English language (language of instruction) outside their schools. That is to say, in an ESL environment, language learners hear and need to use the second language outside their classes and this fact can make language learning easier and more successful. In an ESL environment, immersion students focus on the content in their classes and they just see the linguistic forms indirectly, but they have enough chance to repeat linguistic forms outside the class, so these forms are repeatedly encountered and are consolidated in their mind.

3. Based on what the researcher found in this study and his own long experience as an EFL instructor, he recommends that for the EFL learners, the partial immersion program or communicative language teaching method with an active approach to grammar can be more beneficial than the total (full) immersion. However, an explicit teaching of grammar would be of benefit to the EFL students, because they can learn and use it along with the activities they do around the syllabus. In an EFL environment, especially where learners are not exposed to the second language outside the class, communicative courses of language instructions can also be successful because learners pay attention mostly to language and not to the content and learn the second language by doing related tasks in the class.

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A Study of Behaviour of Medical Students Towards Dictionary Use

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Abstract

People from different fields of life use a dictionary for their linguistic as well as professional enrichment. General purpose as well as specialised dictionaries are compiled on the basis of the needs users. The users decide about the dictionaries according to their academic and professional needs.

The present study aims at finding out dictionary using habits of medical students. The study is quantitative in nature. 100 MBBS students studying at Sharif Medical College, Lahore are selected as a sample of the study. A questionnaire adapted from Hartmann (1999), Nesi (2000), Tono (2001) and Ahmad (2009) is administered among these students.

The analysis reveals that the medical students least use the dictionary for language needs. They do not intend to find out definitions, pronunciations, grammatical usages and phrasal verbs. On the contrary, the students of medical science use the dictionary to find the encyclopaedic information. They just want the explanations of the medical terms. The language information tagged to these terms does not attract their attention though this is provided in the dictionary they claim to be in their use.

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It is also found that the medical students are not aware of the diversity of information provided in the dictionaries whether they are language (general purpose) or medical (LSP) dictionaries. The study concludes that the medical students do not pay attention to their language needs. They just use dictionaries as a tool of information.

Key Words: dictionary, professional, language learning, medical, students

Introduction

The dictionaries are an integral part of language. Their use holds great importance in language learning. Jackson, (2002:21) declares that the dictionaries are the "book about language" because they cover the language comprehensively. For this reason, they find prime importance in language teaching and learning. The importance and interference of dictionaries is not limited to the language learning only, the specialized dictionaries have revolutionised the world of learning.

Dealing with Specialized Field

These dictionaries deal with the specialized field of study (Bowker, 2003:154). They are restricted to one specific area and provide information or definitions of the terminology used in this specific field of study. They may be treating one or more language(s), may be giving only the explanations of the lexemes or attaching the related information like pronunciations, derivations, usage notes and so on with the meaning. The specialised dictionary can be alphabetically arranged or thematically organised. They list the headwords of a specialised field with complete explanations. These explanations are quite comprehensive and define the term completely. The information included in these dictionaries is mostly factual and such dictionaries tend to avoid linguistic information on this ground.

Users of Dictionary

The lexicographers are quite curious about the users of the dictionary. The knowledge about the users help the compilers/lexicographers to decide about the features of the dictionary because they will only focus on the features which cater the needs of the users. For this reason, the dictionary use and the habits of the languages users have always been in focus of the researchers in lexicography.

The users' habits determine the language needs of a user or a specific group of users and the dictionaries in modern lexicography are based on the language needs of the users to bring user friendliness into practice during the dictionary compilation. Bejoint (2000:167) considers the study of "needs and skills of the users" an attempt which will flourish user friendliness in lexicography.

The researchers have largely taken the users' perspective into research. Nesi (2000, 3-54) has categorised the research in dictionary use as "questionnaire based, test based" and "observation based". He has enlisted a lot of studies in each category. The user perspective in

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specialized lexicography is not new. The modern lexicographical trends base the specialized lexicography on the "user profile" (Berhenholtz & Tarp, 1995:70).

Language Use in Professional Institutions

Language is always a required tool in each teaching and learning process. The students in professional institutes need a special focus on language because they have to use the language in a specialised form to communicate. The medical students always interact with the patients. They have to council, take history, explain disease and many more things like that. Chur-Hasnen (1997) established that the medical students were deficient in language skills. Chur-Hasnen et al. (2007) proposed that the "learning-need analysis" can be helpful in deciding the language needs which will ultimately be resulting in improvement in language proficiency. The proper use of dictionary can be helpful in improving the language skill.

The dictionary use in professional education and the dictionary use by the professionals may be helpful in refining their linguistic abilities. The present study is aimed at finding out the reasons of dictionary use in the medical students. The habits of dictionary using in medical students will specify the needs of the students and professionals in medical professions and the study will play a role of guide for the lexicographer working on specialized lexicography.

Research Methodology

Dictionaries are used during and even after the educational process but the objective of using a dictionary in different fields of education may not be the same. It varies according to the user needs pertaining to the nature of their filed. The objective of the present study was to describe the dictionary use among the students, to investigate the behaviour of students of professional education towards dictionary and to evaluate the skill and training of dictionary users using dictionaries for specific purposes.

The study used survey type of approach to probe the determined objectives. A questionnaire was administered among the students for data collection. This questionnaire was analysed quantitatively. The results were calculated on the basis of simple percentages computed manually. The Population of the study included graduate students engaged in medical education. The students of MBBS at Sharif Medical College Lahore were selected as the sample of the study. 100 students of the two different classes participated in the survey.

The Questionnaire

The questionnaire was adapted from Hartmann (1999), Nesi (2000), Tono (2001), and Ahmad (2009). Thirty eight questions were asked form the students. The questionnaire was divided into four sections.

In first section, the questions about the start of dictionary use and dictionary ownership were asked. The questions were asked to know whether the students had any training or habit of using general purpose dictionaries during early education. Furthermore, the questions were asked to know whether they had their own dictionaries or not. If a learner owns a dictionary,

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his ratio of look up will increase automatically which will be helpful to improve his/her habit of dictionary use.

The second section was about the training of dictionary use. The questions about the training or education of dictionary use during high school education were asked. The proper training can be a source of maturing the habits of dictionary use.

The questions about the habits of dictionary use and extent of dictionary use were asked in the third section.

The fourth section was about the purpose of dictionary use in the students of professional education.

Results

The section wise results of the analysis of the questionnaire are discussed below.

Start of dictionary use and ownership

Table 1: Start of dictionary use and ownership

Q #	Statement		Always	Nearly Always	Half of the time	Rarely	Never
1	I used a dictionary in my early education.	%	12	11	18	29	30
2	I used a monolingual dictionary.	%	08	12	10	25	45
3	I used a bilingual dictionary.	%	23	12	10	29	26
4	I started using the dictionary at school first	%	02	18	16	14	50
5	I starting using a dictionary at home first	%	21	16	13	12	38
6	I have my own dictionary/dictionaries at home	%	56	24	12	04	04
7	I have my own general dictionary/dictionaries.	%	12	13	20	19	26
8	I have my own medical dictionaries.	%	65	08	17	06	04
9	I use electronic dictionary.	%	07	10	19	19	55
10	I use medical electronic dictionary	%	01	10	00	09	80
11	I use online dictionaries.	%	15	08	17	18	42
12	I use online medical dictionary	%	14	09	16	19	42

Table 1 contains the analysis of 12 questions asked to evaluate the habits of dictionary use at early stage of the participants' education. The analysis shows that only 12% of the respondents claimed to use a dictionary always during early education. 59% of the respondents never or rarely used a dictionary which is very high percentage. It shows that the culture of dictionary use does not develop during early education in Pakistan.

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Moreover, the tendency of using bilingual dictionary is higher (23% always and 12% nearly always) than using a monolingual dictionary (08% always and 12% nearly always).

The users mostly used the dictionaries while at home (21% always and 16% nearly always).

Mostly students (50% never and 14% rarely) claimed that they did not use a dictionary at school. This shows that the habit of dictionary use at the institute is minimal.

Most of the respondents (56% always and 24% nearly always) claimed that they owned a dictionary. But the ratio of having general purpose dictionaries (21% always and 16% nearly always) is quite low than the ownership of medical dictionary (65% always and 08% nearly always.).

The use of electronic dictionary is very low (07% always and 10% nearly always) and 80% of the respondents have never used an electronic medical dictionary. The online dictionaries are used more than electronic dictionaries but the ratio itself is very low (15% always and 10 5 nearly always) which illustrates that the awareness of e-dictionaries is very low. Same is the treatment of the medical students with online medical dictionaries.

Training of Dictionary Use

Table 2: Training of dictionary Use

Q #	Statement		Always	Nearly Always	Half of the time	Rarely	Never
13	I got a training of dictionary use.	%	00	11	12	15	62
14	I was trained to use it in primary school	%	00	03	17	14	66
15	I was trained to use a dictionary in high school	%	02	04	05	13	76
16	The teachers used a dictionary in language class rooms.	%	00	00	00	00	100
17	The language teacher asked us to use dictionary in the class room.	%	00	00	00	00	100
18	There was a chapter in the book of language about dictionary use	%	00	00	00	00	100
19	Dictionary skill was tested in the examinations.	%	00	00	00	00	100
20	The teachers asked to find some information from the dictionary	%	00	00	00	19	81

Table 2 shows the analysis of the questions asked regarding the training of dictionary use. The results are very hopeless as they demonstrate that the students were not trained to use a dictionary during their early education.

Only 11% of the students claimed that they were nearly always trained to use a dictionary. 62% of the respondents were never provided with a training and 15% were rarely provided with a training.

The teachers of language neither used a dictionary in the class room (100%) nor demanded the same from the students. At the same time, the curriculum of language did not contain any

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element which could guide/persuade the students to use a dictionary. 100% students agreed that there was neither any such chapter in language books nor any skill was tested in the examinations. Perhaps, that was the prime reason that the teachers almost always avoided (81%) to guide the students towards using a dictionary.

Contexts and Frequencies of Dictionary Use

Table 3: Contents and frequencies of dictionary use

Q #	Statement		Always	Nearly Always	Half of the Time	Rarely	Never
21	I am in habit of using a dictionary.	%	08	13	11	18	50
22	I use a dictionary in class room	%	02	03	01	12	82
23	I use a dictionary in library.	%	14	12	14	19	41
24	I use a dictionary at home.	%	18	17	29	16	20
25	I use a dictionary whenever I am stuck with a word.	%	06	11	23	15	45
26	I find it helpful to use a dictionary whenever needed	%	26	27	17	12	18
27	Dictionary use bothers me.	%	55	18	07	11	09
28	I easily locate useful information from a dictionary.	%	22	15	13	11	39

Table 3 shows the results of the questions about the contexts and frequencies of dictionary use.

The analysis shows that the students are least in habit of using a dictionary (08% always and 13% nearly always). The ratio for those who have never been in a habit of using a dictionary is very high (50%).

The results show the clear relation to the results in table 2 where we found that the students were neither trained nor motivated to use a dictionary. As we found in table 1, most of the students started using a dictionary at home, this habit continued till they reached in professional education. 18% of the students claimed that they always used a dictionary at home, while 14% claimed that they used it at library and only 02% in a class room.

A very low percentage of the students (06%) always looked up a word in the dictionary when s/he was stuck with it.

On the contrary, those who did not bother to pick up a dictionary to find out the exact meaning were in high percentage (45%). Most of students claimed that they always (26%) or nearly always (27%) found a dictionary helpful and they also claimed the use of a dictionary did not bother them (55% always and 18% nearly always).

The ratio for those students who claimed to locate the required information in the dictionary is lower (22% always and 15% nearly always) than those who thought they failed to reach the useful information (39% never and 11% rarely).

Purpose of Dictionary use

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Table 4: Purpose of dictionary use

Q #	Statement		Always	Nearly Always	Half of the time	Rarely	Never
29	I use a dictionary to find a meaning.	%	32	24	14	12	18
30	I read the grammatical information given with the word.	%	02	04	11	14	69
31	I use a dictionary to find out pronunciation of the words.	%	00	06	12	15	67
32	I read the user's guide given in dictionary.	%	00	00	00	00	100
33	I prefer to use a medical dictionary.	%	85	11	03	00	00
34	If a word is not available in medical dictionary, I consult general dictionary.	%	02	04	09	65	20
35	Medical dictionary suffices my needs.	%	86	10	03	00	00
36	Medical dictionary defines properly.	%	89	07	04	00	00
37	I avoid going into the details given against a word in the dictionary. It saves my time.	%	91	05	03	01	00
38	Dictionary use an enjoyable activity	%	45	27	18	09	01

The table 4 shows the results of the questions regarding their purpose of dictionary use.

Mostly the students claimed that they used a dictionary only to find out a meaning (32% always and 24% nearly always). The respondents claimed that they never (69%) or rarely (14%) went through the grammatical information in a dictionary, never (67%) or rarely (15%) found out the pronunciation of a word in the dictionary. It shows the tendency of the users who mainly focus on the meaning of the words only. They do not pay attention to the other information provided for these words in the dictionary.

Moreover, the respondents claimed that they never read the note for the guidance provided in the dictionary as user's guide. This also shows that users are not serious about the dictionary use and they feel that they have enough information which can help them in finding meaning which they need. Furthermore, this also show that they do not have the training of dictionary use.

The medical students claimed that they preferred to use medical dictionary and they were satisfied (86%) with the medical dictionary. That is the reason that they never (20%) or rarely (65%) used a general purpose dictionary when a word was not provided in a medical dictionary.

Most of the respondents (89% always and 07% nearly always) have faith in the definitions of the medical dictionaries. Since they are just in need of finding out meaning, it really suffices their needs. The purpose of their dictionary use is purely finding out encyclopaedic information (meanings), they avoid (91%) to go into details that are attached to a word in the dictionary. They limit to the meaning only. Most of the respondents claimed that the use of a dictionary was an enjoyable task for them (45% always and 27% nearly always).

Discussion

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It is found through the analysis that the students in Pakistan start using a dictionary very late in the course of their early education. Most of the students start using dictionary when they reach high school level. It is also obvious from the analysis that the tendency of using bilingual dictionary is higher than using a monolingual dictionary.

The reason behind this approach is the teaching of language through grammar translation method. The students do not or rarely use a dictionary at an institute. They use a dictionary preferably at home. The apparent reason of this behaviour is the lack of tendency of the dictionary use as well as attitude of the teachers towards dictionary teaching. More than half of the medical students own a dictionary. They are having more specialised dictionaries than medical dictionaries. Their attitude towards using online and electronic dictionaries is also negative.

The results in table 2 reveal that the training of using a dictionary is not in practice in Pakistan. The students are neither asked to use a dictionary nor they are advised to look up a word in a dictionary with the objective of training. Moreover, the text books do not help the students learn the dictionary use. Their dictionary skill is not tested at any level of language education. They learn to use a dictionary with hit and trial method. Absence of training results in least habit of dictionary use in the students during language learning and as a result, this behaviour continues in professional education. As a result, we find students with claims that the use of a dictionary is not fruitful for them as they fail to obtain the required information most of the times.

The table 4 reveals that the dictionary is considered only a source to find out the meaning by the medical students. They claimed that they do not look up a dictionary for finding out grammatical information, pronunciation, or any other information provided with the words in a dictionary. They also claimed that they have never read the outside matter. It is a big proof of their claim that they are not trained to use a dictionary. Had they been trained to use a dictionary, they would have consulted all the outside matter to know about the dictionary. The medical students claimed that they preferred to use a medical dictionary. They found this specialised dictionary enough for them as it provided them with the meanings or definitions which they required in medical profession. Their behaviour towards the use of general purpose dictionary is found quite negative as they do not consult a general purpose dictionary when they fail to find out a word in a medical dictionary.

Conclusion

The study concludes that the medical students have least habits of using a dictionary. The reasons may be the absence of training for dictionary use, no motivations by the teachers, no tendencies in the curriculum to encourage the learners to use a dictionary for problems of language, and possibly many other reasons. The analysis of the questionnaire administered among them shows that the medical students show tendencies to find out meaning of the words only. They do not give importance to the other linguistic information attached to the words like pronunciation of the words, grammatical information, etymology, origin of the words and other information like that. They just want the encyclopaedic information collected as the meaning of the word. Moreover, the study manifests the fact that the use of

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general purpose dictionary is very low in professional education. The medical students claimed to avoid the use of a general purpose dictionary.

The study recommends that the students should be trained to use a dictionary during early education. It will improve the dictionary using habits of the students and they will not limit themselves to the search of meaning only. The practice will be helpful in improvement of linguistic abilities of the students.

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A Study of Behaviour of Medical Students Towards Dictionary Use

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The Trends of Higher Education among the Students of *Madrassa* Education System in the Twin Cities of Islamabad and Rawalpindi in Pakistan

Malik Muhammad Afzal, Ph.D. Scholar

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Abstract

The *Madrassa* is one of the many institutions, which have seen recurrent attempts to reform in Muslim society.

The purpose of this study was to investigate the trends of higher education among the students of Madaris in Rawalpindi and Islamabad cities in Pakistan.

The major objectives of the study were; 1) To explore the trends among the students to continue their higher education in the mainstream system of education. 2) To investigate the choice of the type of institutions for their higher education. 3) To identify the choice of the subjects for higher education in the mainstream education system.

All teachers and students of Madaris working in the twin cities of Rawalpindi and Islamabad constituted the population of the study. A total of 10 Madaris were taken randomly as sample. A total of 50 teachers and 200 students were randomly selected as respondents. Two questionnaires of three points rating scale were prepared: one questionnaire for the teachers and the second one

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was for the students of Madaris, for the purpose of exploring the trends among the students of *Madrassa* education. Collected data was analysed by applying appropriate statistical techniques. On the basis of findings, conclusions were drawn.

Key words: Trends, Higher Education, *Madrassa* Education System,

Introduction

Education system is the backbone of any nation. Education means developing the children physically, intellectually, socially and economically. The foundation of a person is his values. Together with homes, educational institutions have to work carefully and painstakingly to shape the morals of children. The greatest treasure and asset of a nation are its educational institutions. Education makes or marks the destiny of a nation. The strength of a nation is built on human resources developed by its educational institutions, which train the brains, provide skills and open new world of opportunities to every nation. The development of a nation and education are closely related to each other.

The Goals of *Madrassa* Education

Traditionally *Madrassa* is considered to provide education for the moral and spiritual development of Muslims children. The objectives of higher education are multi-dimensional and may be termed as personal, social, economic and cultural. As Pakistan is an ideological state and as there is now the need for building a competitive nation whose individuals are scientifically trained persons and who would make their contribution to the socio-economic development of the country (Govt. of Pakistan, 1998), there have been continuous efforts to change the education system to suit the modern needs of economy, etc. Traditional Madrassa education also tries to change and reform the system while providing opportunities to meet their original goals. Depending on the educational demands, some Madaris also offer additional advanced courses in Arabic literature as well as English, mathematics, general science, economics and Pakistan studies, etc.

Higher education usually includes advanced education that takes two to six years to complete. Some pursue it after employment in executive positions in business, industry, or government service. In Pakistan, higher education is the top most level of the three-tire education system (Govt. of Pakistan, 1983). Higher education is the most important level of education because it develops the manpower for the country that leads the nation on giving insight into the future ideals, resources, problems and its solution. The capacity of a nation to develop economically, socially, politically and culturally derives largely from the power to develop and utilize the capabilities of its people (Hamiduddin, 1967).

Higher education is considered an investment of human capital which increases labor productivity. In recent years, the trend has been towards extending higher education with greater number of courses, accessible to all the students desirous to advance their knowledge and skill to avail better employment opportunities. Most of our Madaris students are also attracted towards the modern higher system of education due to changing trends. Therefore, considerable efforts are being

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expanded to provide the Madaris population with opportunities and facilities to acquire qualification and specialization in various fields of knowledge which would enable them to make society intellectually, morally and materially prosperous. The recent trend in Madaris shows that Madaris students can also play a decisive role in national uplift after acquiring the higher education.

Statement of the Problem

Islamic institutions were not confined to religious education only in pervious epochs. Education was an integral part of Islamic society and *Madrassa* stood for imparting knowledge in all branches of thought and science. In the British colonial period, *Madrassa* shrank into the shell of limited religious learning. Secular educational institutions were established to cater to the educational needs in the Muslim society. Serious efforts were made by the Muslim scholars to build bridges between these two systems of education so that they could interact with each other.

The present study was attempted to identify the trends among the Madaris students to seek the higher education in *Madrassa* and mainstream education systems in Pakistan. So the statement of the problem of the study is: the trends of higher education in the students of Madaris education system in the twin cities of Rawalpindi and Islamabad in Pakistan.

Objectives of The Study

The major objectives of the study were as under;

1) To explore the trends of the students of Deeni Madaris to continue their higher education in mainstream system of education.
2) To investigate the choice of the types of institutions for their higher education.
3) To identify the choice of the subjects for higher education in mainstream system of education.

Significance of the Study

Civilized societies have for many centuries looked to their institutions of higher learning for the training of leaders in government and private sectors. Thus, higher education in the modern world must provide training in a larger number of specialties and for a large number of students. As a society progresses, the proportion of the people who need advanced education increases. But higher education must prepare not only adequate numbers of persons to fill positions appropriate to modern conditions, but also offer education of quality. The purpose of higher education is to meet the socio-cultural and developmental needs of a country. Higher education provides an opportunity of developing potential in an individual. It fulfils the need for high-level manpower in a society. Its objective includes cultural and material development. It produces individuals who are morally sound and are capable of multifarious roles in the society. It is a medium and vehicle for the achieving an objective of higher vision (Govt. of Pakistan, 1999).

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This study will play a momentous role for the students and authorities of *Madrassa* education systems. It will provide information about the students who would like to boost their higher education in Pakistan educational institutions. It will provide the information that how *Madrassa* education students considered it compulsory. The main purpose of this study is to examine the trends of Madaris students for higher education. The second aim is to explore the areas in which *Madrassa* education students can impart the education.

Research Design

Methodology

This study was descriptive in nature, therefore, survey approach was considered appropriate to collect the data. The study was designed to analyse minutely for the trends of higher education in the students of Madaris education system in Rawalpindi and Islamabad cities. For this purpose, two questionnaires of three points rating scale were prepared with one open ended question at the end of the questionnaire. This tool was got validated from the reasonable educationists, experts in the field of education. After the validation of the tools, it was applied in institutions.

Population

All teachers and students of allmia class in Madaris (Wifaq-ul-Madaris Arabia, Wafaq Salfia, and Tanzeem-ul-Madaris) educational institutions working in Rawalpindi and Islamabad were the population of the study.

Sample

Convenient sampling method was adopted. For sample representation, a total of 10 Madaris (Researcher selected at least four Deobandies, four Brelvies, and two Alh-e-Hadith Madaris) were taken randomly. As sample 50 teachers (5 teacher each institution) and 200 students (20 each from each institution) were randomly selected as respondents.

No of teachers (5 from each) =50
No of students (20 from each) =200
Total no. respondents =250

Delimitations

The study was delimited to Rawalpindi and Islamabad. Only Sunni Madaris (Wifa-qul- Madaris Arabia, Tanzeem-ul-Madaris, Wafaq Salfia). were selected randomly from the twin cities.

Instruments

Two questionnaires of three points rating scale were developed for the teachers and students of *Allmia* class in Madaris (Wifaq-ul-Madaris Arabia, Wafaq Salfia, and Tanzeem-ul-Madaris) for

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collection of data. These questionnaires of three points rating scale were constructed in accordance to the table of specification for male teachers and students of Madaris in Allmia class for the purpose of analysis.

Questionnaire A was served to the teachers of Madaris.

Questionnaire B was served to the students of Madaris.

This tool was validated from the reasonable educationists, experts in the field of education. After the validation of the tool, it was applied to the Madaris working in Rawalpindi and Islamabad.

Data Collection

The researcher personally collected data from the teachers and students of Madaris working in Rawalpindi and Islamabad. It enabled the researcher to pay full attention to respondents and maximum responses were collected.

Data Analysis

The data collected through questionnaire were coded and analyzed through Ms-Excel in term of percentage and mean score. Scale values assigned to each of the three responses were as;

Scale Values

Level of Agreement Scale value,

Agreed=3, Un-Decided=2, Disagreed=1

To calculate the mean score, following formula was used.

Mean Score = (FAx3+ FUNCx2+ FDAx1)\N.

Where
FA= Frequency of Agreed Responses.
FUNC= Frequency of Un Decided responses.
FDA= Frequency of Disagreed responses.

The findings from the data analysis are presented below.

Finding

Data collected through the questionnaires was analyzed in terms of percentage and mean score. The findings drawn out from the data analysis are given below.

Table 1: Opinions of teachers about the trends of higher education

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S/no.	Statements	Agree	Un Decided	Not Agree	Mean
1.	Parents are satisfied with the future of their children in Madaris system of education.	35 70%	05 10%	10 20%	2.5
2.	It is compulsory to take admission in university for acquisition of higher education.	20 40%	4 8%	26 52%	1.88
3.	Better jobs opportunities are not available with out higher education.	40 80%	3 6%	7 14%	2.66
4.	Higher education is essential to achieve a reputable position in society.	17 34%	5 10%	28 56%	1.78
5.	Higher education is necessary for rapid socio-economic development for a brilliant future.	10 20%	2 4%	38 76%	1.44
6.	Higher education is necessary to meet the present challenges.	37 74%	2 4%	7 14%	2.44
7.	Financial condition can not be improved only with Madrassa education.	45 90 %	1 2%	4 8%	2.82
8.	It is not possible to conduct researches with out the acquisition of higher education.	46 92%	0 0%	4 8%	2.84
9.	Aluminae of mainstream system of education have democrative manners.	27 54%	6 12%	17 34%	2.2
10	More reforms are required in Madrassa system of education.	8 16%	3 6%	39 78%	1.38

1) It is evident from table-1 that majority of the respondents (70%) were agreed with the statement that the parents were satisfied with the future of their children in system of Madaris. The mean score 2.5 supported the statement.

2) A prominent majority of the respondents (52% with 1.88 mean score) were not agreed with the statement that it is compulsory to take admission in university for acquisition of higher education.

3) Large numbers of teachers (80 %) were agreed to a statement that better jobs opportunities are not available with out higher education. The mean score 2.66 also supported the statement.

4) A significant majority (56% with 1.78 mean score) of the respondents were of opined that higher education is essential to achieve a reputable position in society.

5) A majority (76%) of respondents were not agreed with the statement that higher education is necessary for rapid socio-economic development for a brilliant future. The mean score was 1.44 which was supported the statement.

6) A large number of teachers (74% with 2.44 mean score) were agreed to a statement that higher education is necessary to meet the present challenges.

7) A significant majority (90%) of the respondents were agreed with the statement that financial condition can not be improved only with the Madrassa education. And the mean score 2.82 also strongly supported the statement.

8) A significant majority (92% with 2.84 mean score) of the respondents were agreed that it is not possible to conduct researches with out the acquisition of higher education under the supervision of researcher.

9) A large number of teachers (54%) were agreed that alumnae of mainstream system of education have democrative manners. The mean score 2.2 also supported the statement.

10) A majority (78%) of the respondents expressed their negative opinions that more reforms are required in Madrassa system of education. The mean score was 1.38, which was supported the statement.

S/no	Statements	Agree	Un Decided	Not Agree	Mean
1	Your parents are satisfied about your future in *Madrassa* Education system.	120 60%	10 05%	70 35%	2.25
2	It is compulsory to take admission in university for acquisition of higher education.	134 67%	16 08%	50 25%	2.42
3	Better jobs opportunities are not available with out higher education.	70 35%	17 8.5%	113 56.5	1.78
4	Higher education is essential to achieve a reputable position in society.	70 35%	16 8%	114 57%	1.78

5	Higher education is necessary for rapid socio-economic development for a brilliant future.	106 53%	14 7%	80 40%	2.13
6	Higher education is necessary to meet the present challenges.	157 78%	10 5%	33 16%	2.62
7	Financial condition can not be improved only with Madrassa education system.	80 40%	12 6%	108 54%	1.86
8	It is not possible to conduct researches with out the acquisition of higher education	80 40%	16 8%	104 52%	1.88
9	Aluminae of mainstream system of education have democratized qualities.	171 85%	09 4.5%	20 10%	2.75
10	More reforms are required in Madrassa system of education.	180 90%	05 2.5%	15 7.5%	2.82

Table 2: Opinions of students about the trends of higher education

1) A prominent majority of the respondents (60%) were agreed of the view that their parents were satisfied about their future in *Madrassa* Education system. The mean 2.25 is supported the statement.

2) A majority (67 %) of the respondents expressed their opinion that it is compulsory to take admission in university for acquisition of higher education. The mean 2.42 of the statement is supported.

3) .A prominent majority of the respondents (56.5% with 1.78 man score) were disagreed with the statement that better job opportunities are not available with out higher education.

4) A majority (57%) of the respondents were not agreed that higher education is essential to achieve a reputable position in society. The mean 1.78 is also supported it.

5) A majority of students (53%) were agreed that higher education is necessary for rapid socio-economic development for a brilliant future. The mean score 2.13 is also supported the opinions.

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6) A prominent majority of the respondents (78. 5% with 2.62 mean score) were agreed of the view that higher education is essential to meet the present challenges.

7) Majority (54%) of the respondents are agreed that financial condition can not be improved only with Madrassa education system. But the mean score 1.86 is not in favouring it.

8) Majority of the respondents (52%) were disagreed with the statement that it is not possible to conduct researches with out the acquisition of higher education The 1.88 mean score is also supported the statement.

9) .A large number of teachers (85.5% with mean score 2.75) were agreed that the students of mainstream system of education have democratized qualities.

10) . A large number of students (90%) were agreed that more reforms are required in Madrassa system of education. The mean score 2.82 is also supported it.

Discussion

In Pakistan, Madaris are imparted religious education under the supervision of different Wafaqs and Madaris board of Pakistan. While the public sector universities are competing international standards of education under the umbrella of Higher education commission. Pakistan is developing country with high demands of higher education (Government of Pakistan, 1998). So it is the need of the time that all educational sectors should take part in this national endeavor, to promote the higher learning of education. It can provide the comprehension of higher level of education at all academic and professional levels at Madaris. It can convenient to the all types of learners and providing them spiritual, social and moral education. It is the need of the present age to generate and share the knowledge crossing the all boundaries through information and innovated tools of learning. For the betterment of the Muslim Ummah it is necessary to open the doors of higher education for all segment of the society. Uniform and equal opportunities of higher education should be available to all categories of students. According to Rashid, M. (1998), individuals need of education and training to require broad base of knowledge, attitudes, values and skills on which they can make systematic progress in life, adjust themselves in the society and work for the betterment of the society. The trends of higher education of learning can enhance the performance of learning of the learners through self directed study. It updates courses of academic and professional development. In religious institutions there is great lack of such types of higher education according to international level of standard.

The main aim of any educational system is the national integration and preservation for the promotion of norms & values (Khalid, T. 1998). Similarly, National Education policy (1998) states that Pakistan is an Islamic Ideological country having its on norms & values and maintains national integration and cohesion through its educational system. The students of Madaris system of education may prepare to face the challenges of this era is possible only if they rationalized their knowledge in the supervision of contemporary well-known scholars and researchers. The

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students of Madaris reducing the socio-cultural conflicts by entering in mainstream system of higher educational institutions. It develops as agent of social change and it can promote spiritual, moral as wall as cultural and social values to keep pace, and harmony in Muslim society (Zaman, 1999). Majority (67%) of respondents viewed that they were energetic to take admission in higher educational institutions. It is generally held that the graduates of *Madaris* have limited understanding of modern world and their life is restricted to mosques and *Madaris*. And, they are unable to play their useful role in modern societal practical activities due to lack of modern knowledge. So, 90% respondents opined that more reforms may be required in Madrassa system of education and they considered that higher education is necessary for the up bringing of socio-economic condition of the people.

Conclusion

Education is an integral part of Islamic society and culture while *Madrassa* stood for imparting knowledge of spiritual and religious. Many Madaris authorities tried to set up such institutions where Islamic curriculum was commenced along with the modern subjects. A trend of modern education was emerging new concept by integrating of moral, social and economical education. The function of the higher education is to build up the students physically, morally and economically. This integrates the whole nation extending the opportunities of higher education for all the members of society. It can collaborate and promote to understand the new challenges and issues of new generation. Therefore, the trends of higher education in Madaris can be used in reducing cultural conflicts among the whole nation; it fulfills the requirement of the learners.

On the basis of the analysis, it was concluded that the life of Madaris's students is restricted to only mosques and *Madaris*. And, they are not capable to play their practical role in their societal activities due to lack of modern knowledge. So, they considered that higher education is compulsory for the up bringing of socio-economic condition of the people. And higher education is one of the most powerful instruments of change in society. National goals can be achieved through producing young minds imbued with modern knowledge, attitudes, skills and competencies to shape the future destiny of the nation.

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Introducing Educational Technology, Moodle at Nizwa College of Technology

A Case Study

Lucas Kohnke

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Abstract

This paper discusses how and why educational technology, Moodle, was introduced in the foundation program at Nizwa College of Technology (NCT), Oman in 2009-2010. It elucidates the issues that the author faced trying to introduce Moodle for the first time in the English Language Department at NCT.

Introduction

The introduction of computer technology and specifically the Internet has had significant effects on second/foreign language teaching and learning. Computer technology serves as an excellent tool for language acquisition and research has shown that students are highly motivated when using computers (Jaeglin 1998) and hence learn better when they are relaxed and motivated. In today's dynamic and fast moving world computer literacy has become an essential necessity for good job prospects in the Middle East. Electronic literacy refers to a framework how people use computers to interpret and express meaning "the ability to find, organize, and make use of information…and how to read and write in a new medium" (Warschauer and Kern, 2000, pg. 173).

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Introducing Educational Technology, Moodle at Nizwa College of Technology - A Case Study

Currently, students at Nizwa College of Technology (NCT), Oman have a very limited knowledge of computer usage. To help the students become more familiar with computers and to improve their English acquisition this paper will introduce why Moodle with its built in functions were chosen as the medium and how it enhanced the students' learning.

Background

Nizwa College of Technology has been in existence since 1993 and is one of seven colleges of Technologies run by the Ministry of Manpower in Oman. The students in the college come from a variety of backgrounds: farms, deserts and cities. The goal of Nizwa College of Technology is to provide the students with technological and administrative knowledge in accordance with the requirements of the labor market.

The English Language Center teaches English as a second language to Omani nationals. The center offers two programs: the Foundation program and the Post-Foundation courses. The English Language Center is supported by 50 teachers from different countries, such as Scotland, England, USA and India amongst others. The center is equipped with the following facilities: Computer/Multimedia laboratories, Self-Access Center, Conference Rooms, Internet and Intranet services.

All classrooms in the buildings are reserved for only English classes and they are set up with chairs with small tables attached to the right arm. Each room is equipped with a blackboard or smart board, overhead projector and cassette/CD player with speakers.

The Foundation English language program aims at developing students communication skills in English so as to meet the academic requirements of the Post-Foundation specializations (IT, Engineering, Business, and Science).

Since Nizwa College of Technology is a technological college it is natural that teaching is geared towards real communication rather than a demonstration of target grammar and vocabulary.

Computer Assisted Language Learning

Computer Assisted Language Learning (CALL) appeared in the 1960s. Levy (1997) defines CALL as "the search for and study of applications of the computer in language teaching and learning" (pg1). Computers have changed tremendously since the 1960s and changed how we communicate with each other. Computers continue to make an impact in our daily lives, therefore, incorporating computer technology in the classroom has become common around the world and it has been proven a great tool for language acquisition and was the natural step at NCT.

According to Warschauer CALL can be divided into three distinct categories. Namely, *behavioristic* CALL with was introduced in the 1960-1970s and focus on repetitive language - drill and practice. The rationale behind were that repetitive exposure to the same material will be

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beneficial for language acquisition. Second, *communicative* CALL which adhere to the communicative approach to teaching which became very popular in the 1970-1980s. Underwood (1998) was a strong advocate of this method and argued that communicative call focuses more on using forms than on the forms themselves. Finally, *integrative* CALL which is based on two important innovations multimedia computers and the Internet (Warschauer 1996, Computer Assisted Language Learning: An Introduction).

Internet it is a great tool for learners to practice the target language by interacting with each other or native speakers. The internet can satisfy both input and interaction which are the two most important factors in successful second/foreign language learning. Furthermore, language input on the web is almost always authentic which contributes even more to their learning. The computer is a "medium in which a variety of methods, approaches, and pedagogical philosophies may be implemented" (Garret, 1991 p. 75). It should be noted that the effectiveness of CALL is in how it is put to use.

Technology and Omani Students

Computer Assisted Language Learning (CALL) has been around for over 40 years but has not been embraced as a form of educational medium at this college until recently. The students are not used to using computers; in fact, many of them have rarely used a computer or *surfed* the Internet prior to their enrollment. This does not imply that they are technophobes instead they have not had the opportunity to embrace computer technology compared to their equivalents in the Western World where today's young people can be described as digital native. As such they are not comfortable or confident and feel anxious using computers!

Warschauer and Kern points out that the literacy and communication skill in new on-line media is critical to success in almost all walks of life (pg. 171) and a NetDay survey released in 2004 asserts that technology has become "an indispensible tool in the education of today's students (*NetDay News* 2004). Therefore, a program using some of the functions available in Moodle Moodle has been introduced as the standard template used for online activities at NCT and is an acronym for "Modular Object Oriented Dynamic Learning Environment." Moodle has an open source license and is freely available. See http://moodle.org / (accessed May 21, 2009). as well as MSN/Yahoo Messenger was devised to introduce our students to the possibilities in using computer technology to enhance their language learning experience. MSN/Yahoo messenger was decided to be used later in the course after the students had become familiar with using Moodle as we wanted all students to have an email account outside the school and they are the most widely used email clients as well as messenger(s).

Moodle

To enhance autonomous learning as well as in-class learning Moodle was introduced during the academic semester in 2008-2009 for Advanced Level Foundation students. Moodle is a free

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Course Management Software (CMS) also know as Learning Management System (LMS) or as a Virtual Learning Environment (VLE) (See http://moodle.org/) that is "currently used by more than 56 percent of higher education establishment in the United Kingdom and has been adopted by the Open University in the UK, the largest distance education provider in the world" (Dudeney & Hockly p. 153). Perhaps the largest advantage of using CMS is that one can create a "blended-learning course involving face-to-face teaching, supported by online teaching using the synchronous and asynchronous tools within the system" (Sharma & Barrett, p. 108). Furthermore, studies on CMS such as Moodle presents evidence that the amount of language produced by each learner increases when compared to face-to-face interaction (Beauvois, 1992; Kelm, 1992; Warschauer, 1996).

The rationale for using a CMS such as Moodle over other similar ones (Blackboard, WebCT) was that Moodle is free; anyone can download Moodle and run it on their server. Moodle offers features such as course information, discussion boards, online quizzes and assessment collection and has several advantages for both students and staff, namely, access at any time, from anywhere; resources are always available: an online reading is never *out on loan*; A one-stop-shop for all course-related documents, communication and activities. Hence, Moodle includes all the elements that we would like to use. Furthermore, Moodle has been adopted by the Ministry of Manpower as the official VLE for all Colleges of Technology and thus was the natural choice of medium.

By using Moodle as our platform we are able to control the online environment which is imperative in a traditional Muslim society and introduce each aspect of it slowly and methodically (there are cultural aspects of online usage that might alienate and hence demotivate some students). This serves to enhance the washback effect since learners can lose enthusiasm if they don't comprehend or agree with the purpose of technology-based activities (Warschauer 2008, pg. 210) and if used inappropriately it can do as much harm as good. Three specific functions of Moodle were decided to be introduced: blogs, chat, and email. These three were chosen to give the learners' more exposure to the target language through real communication and also for the relatively easiness to use.

Computer Access

While it is becoming more and more popular for students to have access to Internet at home or those who can afford to visit Internet Café's the majority of our student' come from difficult financial backgrounds and hence very few have any of these capabilities. In order to avoid the situation that some students become disadvantaged simple because of their lack of access to computers, certain steps were taken. Students in the advanced level were given priority to use the Self Access Center (SAC) in the department (where computers and technical support are available) where students have access to computer for self-study purposes for free eight hours a day. By using SAC, we minimized the financial problem due to the inaccessibility to appropriate resources.

Preparation

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In order to avoid their situation as disadvantage learners, all of them received training inside the classroom as well as in front of the computer. All of them were given a handout which clearly lay out all the steps that were required from accessing the computer at the SAC to login in and how to use the different functions on Moodle. Their initial Moodle training consisted of us meeting them in their classroom, discussing their handout(s), bringing them all down together to the SAC and helping them to log in and use the blog, chat and email function. This helped them to familiarize themselves with the SAC as well as the online environment. These steps were repeated an additional two times as requested by the students.

Netiquette

Netiquette refers to a set of rules for behaving online (Shea, The Core Rules of Netiquette, 2005). Since our students are fairly new to communicating electronically it was important to introduce them to the proper way of behaving in an online community. The most cited suggestions for online user are the following: think first; write in upper and lower case; avoid abbreviations; be concise; avoid smiley's; don't flame; don't take offense easily; don't evangelize; and know the audience (Scheuermann & Taylor, 1997, pg 5). These suggestions plus basic text-chat familiarization were given to our students in form of through relevant reading passages.

Students were asked to look around, spend a while reading the archives or listening to the chat people contributing. To get a sense of how the people who are already there act – to remember that those are real people out there. Only after that were they told to go ahead and participate. Misunderstandings can occur especially when a second language is being used between two different cultural groups and we tried hard to minimize this to occur. It should be noted that it is the individual online user who play the biggest role in encouraging netiquette standards of politeness and courtesy.

Rationale

By focusing on Blogs, Chat and Emails we teach a few of the new literacies they will need to function in today's information age. Using these as a medium of writing can go a long way to teach skills such as research, organization and synthesis of ideas (Richardson 2009). Also, by writing to each other their writing becomes communicative and has a real purpose.

Research has found that Internet interaction help learners to gain input in the language learning process (Kitao, 1998). Synchronous communication of ESL learners helps them develop fluency, with students having to react and communicate in real times and real situations (Wiburg & Butker Pasceo, 2002). Whereas asynchronous can help develop deeper thinking skills, with time for writers to consider accuracy, develop an argument, and rewrite their contributions (Sharma & Barrett, 2008, pg 105). More importantly, there is less teacher and more student *talk* in computer classes.

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Our students have no prior writing habit – therefore – it is important to make them comfortable as writers in English. By using these mediums with the right e-ctivities – with appropriate levels of challenge – and with enough language and information they will be able to complete the writing *task(s)* successfully and hence their confidence in writing in English will increase (Harmer pg. 61). The most obvious advantage to use these mediums is that they provide *real-world* tool for the students to practice their written English. In the case of blogs and emails students were asked to prepare their entries in Word prior to submitting to encourage spell check and peer review.

Online everyone is given equal space (Sullivan & Pratt, 1996); even the shy students will have an opportunity to contribute without feeling anxious. As they continue to participate, they also will take ownership of the blog, chat or email and become more motivated.

We used Blogs, Chat and Email to focus on particular subject. For example, students that will be studying business composed business email or memo's and posted them on their blogs, which allowed them and their friends to reflect on it later using the blog archive. This had high face validity since they can see they are writing what they will be writing in their professional life.

Cognitive Approach

Cognitive approach to communicative language teaching is based not on habit formation but rather on instinctive cognitive knowledge in interaction with clear meaningful language. There are several technologies which support cognitive approach to language learning, which allow learners maximum opportunity to interact with meaning-rich contexts through which they construct and acquire competence in the language (Warschauer, M. and Meskill, 2000). Examples of these types of technologies include text-reconstruction software, concordance software, telecommunications, and multimedia software.

Socio-Cognitive Approach

In contrast to the cognitive approach this one emphasis the social aspect of language acquisition. Students are given maximum opportunity for authentic social interaction to give students practice in the kinds of communication they will later engage in outside the classroom (Warschauer, M. and Meskill, 2000). Examples of these types of technologies include Blogs, Chat and Email. These have been called social software(s) and are thus powerful tools for supporting a socio-cognitive approach to teaching.

Blogs

The name blog is a shortened form of web log (Sharma & Barrett, 2008, pg. 19). Basically, they are websites to which bloggers (author(s)) engage readers with ideas and questions and links (Richardson, 2009, pg. 18). By using the built in blog function in Moodle, students learned to read more critically, think about the reading more analytically, and write more clearly. At the

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same time they build relationships with peers and teachers within a safe and controlled weblog environment.

Blogs are a great way of connecting students with others outside the classroom via e-mail and chat. Using blogs will "facilitate all sorts of reflection and metacognitive analysis that was previously much more cumbersome" Richardson, 2009, pg. 27). With the help of blogs teachers and students are becoming much more aware about themselves and what is happening around them.

To start, we asked students to find any relevant information that interested them and post links to those on their blogs. The male students all posted about football and cars whereas the female students posted about a variety of things, such as tourism, cars, weather and movies. Then we taught them how to write about what they found useful at those sites. They could use their personal blog – to publish personal reflections to topics covered in class. All students were encouraged to visit each other's blogs and comment on what their friends had posted.

There were a couple of *issues* to using the blog at the beginning. First, students posted personal information such as their phone numbers and posted messages in Arabic. However, thanks to RSS everything was reviewed before being posted.

Chat

Another name for communicate through synchronous Network Based Communication (NBC) is to chat (Warschauer & Kern, 2000, pg. 61). In introducing chat to our students Moodle's built in message function was first used and later Microsoft/Yahoo messenger were used because of their specific features, they closely resembles oral communication and it is the most widely used messenger in Oman. Since chatting has many similarities to oral interaction, "it is only logical to assume that language practice through NBC will reap some of the same benefits for second language development as practice through oral interaction" (Warschauer & Kern, 2000, pg. 50). Also, chatting will increase the motivation and decrease the nervousness for using the target language (Kern 1995).

When a text chat partner has not understood the message, they will tell him or her, forcing the learner/writer to rephrase his or her message. This *negotiating of meanin*g can arguable work towards improving young learners' language abilities. However, if there is not a teacher, it is quite likely that learners will continue to replicate their mistakes or not take advantage of the learning opportunities provided by the activity. Therefore, students were encouraged to chat to their teachers when both parties were available. No specific time was given, instead they were asked to find each other online. Afterwards, they were asked to reflect on their experience and produce a short written summary either to be posted on their blog or sent as an email to their teacher. They were specifically asked to say who they spoke with, what was discussed, how long it took place and how they felt about it.

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There were some disadvantages when using chat at the beginning. The main advantage was there typing ability. The majorities of the students are slower typist and found it difficult to keep up with the rapid response from their teachers. But as they continued to type their typing speed increased. Another disadvantage was that some students found it confusing with overlapping turns.

E-mail

E-mail is one of the most used Information and Communication Technology tools today (Dudeney & Hockly, 2007, pg 62). Therefore, it was natural to get the students involved both professionally and personally in using emails. Townshend (1997) and Warschauer (2008) have discussed and given suggestion on the use of email in language learning. However, they focused more on the effectiveness rather on efficiency as many of their suggestions require inter-school or even international co-operation. While this is possible it was not the focus of our e-ctivities which were to get students feeling comfortable using email by contacting their teacher and friends on a bi-weekly if not on a weekly basis.

Holliday (1999) found that electronic communication in the form of emails provides a range and distributive frequency of linguistic features comparable with other genres of writing and speaking. Furthermore, he imply "that the repetitive nature of email, in which writers quote and comment on each other's message, assist learners in understanding linguistics cues" (Warschauer, 2008, pg. 109). Peyton (2000) describes similar experiences that he found in his research which he calls language scaffolding.

Students were encouraged to email their teachers every other week, to ask questions about assignments, homework or just to say hello. Teachers were encouraged to send pre-lesson task and notices regarding any changes to the class.

Composing and reading emails allow students more opportunity to use the target language and hence they will improve. The obvious advantage is that email is relatively easy to use and that it is something that they will use later in life. Students were encouraged to use their school email accounts (same as their Moodle account) in contacting their teachers but later in the course we helped all students to register for either a hotmail or yahoo account.

Conclusion

To be literate in the 21st century means to be able not only to read and write but to use the computer. The introduction of computer technology and specifically the Internet has had significant effects on communicating, teaching and learning. It provides an important medium for second language learners to communicate with native speakers in real situations, improving their overall skills and learning more specific about the target culture. The Internet has changed how teachers and students interact with each other and increased the participation.

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At first students were first apprehensive about posting notes on blogs, sending emails and chatting to each other and their teachers. However, as they grew more and more accustomed to using them they realized that Internet is a fantastic tool to practice their English. Student found it practical to contact their teachers by email when they had individual questions and posted notes on the teachers' blogs when they had questions about something that they thought would benefit everyone. At the end it became apparent that chatting was the most popular medium of interaction since they received instant replies and after a while they started to use more complex language. Students are now evaluating the content on the Web for authenticity and are becoming critical communicators.

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The Metaphor: A Rhetorical Tool in Some Selected Speeches of Martin Luther King, Jr. and Kwame Nkrumah

Eric Opoku Mensah, B.A.(Hons), M.Phil.

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Abstract

The metaphor, together with other rhetorical figures, was first identified and discussed over two thousand years ago in classical antiquity (Todorov, 1982) and has been effectively used by politicians and has thus become the subject of rhetorical studies in modern times.

It is a prominent tool in the political discourse of King and Nkrumah who have been considered as great speakers of their time. Taking a qualitative approach, the study examines the place of metaphor in the political discourse of these two speakers.

In particular, this paper is informed by the following questions: What role does metaphor play in the rhetoric of Martin Luther King Jr. and Kwame Nkrumah? Are there some major similarities and differences in their use of the metaphor in their political discourse? Is there a relationship between their backgrounds and their choice of metaphors?

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The paper is based on Lakoff's theory of metaphor (1980) which places metaphor at the centre of human cognition.

The results of the analysis indicated that, first, both speakers use metaphors to paint the debilitating conditions of their people. Secondly, while King employs a lot of non violent metaphors to demonstrate his nonviolent movement, Nkrumah uses a number of militant metaphors to emphasize his sense of urgency for Africa's decolonization. Thirdly, King uses religious metaphors to identify himself with his audience whilst Nkrumah uses a number of secular metaphors which reflect his socialist worldview.

This study therefore has implication for Lakoff's theory which underscores the metaphor as an underlying factor in human cognitive process. It further shows that metaphor, regardless of the sociocultural contexts in which they are used contributes to the effectiveness of political discourse.

Key words: Metaphor, Rhetoric, Cognition, Domains, Speeches

Introduction

Martin Luther King, Jr.

The metaphor, together with other rhetorical figures, was first identified and discussed over two thousand years ago in classical antiquity (Todorov, 1982). Since this period, rhetorical scholars have been concerned with how to employ the most effective ways to use rhetorical figures (schemes and tropes) for effective communication. The metaphor has become a quintessential tool not only in the area of language research but scientific discovery, design, mathematics and psychology and in computing (Fauconnier & Turner, 2008) and more importantly in rhetorical discourse. In this paper, I argue that the metaphor, an important tropic tool, is a dominant and prominent rhetorical tool in the political speeches of Martin Luther King, Jr and Kwame Nkrumah.

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There seems to be enough evidence the practice of rhetoric is not alien to Africa (Finnegan, 1970; Yankah, 1980, 1989). Though the establishment of the art (rhetoric) has been well planted in the western world, it had largely been based on Greek and Roman prescriptions (Bathes, 1970; Monfils, 1974) and for that much no such claim has been made about the African rhetorical tradition. King from the West and Nkrumah from Africa have been acclaimed as great public speakers. Interestingly, great public speakers are regarded as individuals who have mastered the language tools in the art of rhetoric, either through formal or informal means. Again I argue that metaphor, a rhetorical figure, is a prominent tool in the political speeches of King and Nkrumah.

For a meaningful identification and description of the problem, the following questions are pertinent:

1. What role does metaphor play in the rhetoric of King and Nkrumah?
2. Are there any similarities and differences between the two speakers in how they use metaphor as a rhetorical device?
3. Is there any relationship between the backgrounds of the two speakers and their use of the metaphor?

These questions are based on the hypothesis that:

a) That metaphors play a significant role in the persuasive strategies of King and Nkrumah.
b) That King and Nkrumah have some differences and similarities in their use of metaphor.
c) That their unique backgrounds influence their choice of metaphors

Focus of This Study

The research is not a study of the ideological content of the political speeches. Therefore, the content analysis will be limited to metaphors that have been employed in selected data.

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Again, in as much as the writer agrees that there are other important tropic and schematic figures which may contribute to the rhetoric process, this paper does not seek to examine any of such figures since the spotlight is on metaphor.

Lastly, this paper does not intend to take into consideration the responses of the immediate or remote audience of the selected speeches which forms the main data for the study. Though that could have been a useful response but that can be a focus of a different paper, for this paper intends to focus on the metaphor as a linguistic entity independent of the audience emotions and feelings.

We will begin the discussion by first trying to establish the metaphor as a rhetorical figure, tracing the theoretical development of the metaphor. There will be an exposition on the methodology for the work, after which we will analyze the use of metaphors by King and Nkrumah. The implications of the selection of these metaphors will be discussed and conclusions drawn.

Metaphor and Rhetorical Figures

As indicated earlier on, the metaphor and other rhetorical figures were discovered since classic antiquity and there have been various challenges associated with the process of systemization (McQuarrie, 1996). According to McQuarrie (1996) modern efforts at systemization began with Jacobson and Halle (1956) and Burke (1950). In justifying the metaphor as a rhetorical figure, McQuarrie (1996) renders it perfectly:

> A rhetorical figure has traditionally been defined as an artful deviation (Corbett, 1990). More formally, a rhetorical figure occurs when an expression deviates from normal expectation, the expression is not rejected as nonsensical or faulty, the deviation occurs at the level of form rather than content, and the deviation conforms to a template that is invariant across a variety of content and contexts (McQuarrie & Mick, 1996). The exact nature of the deviation that constitutes a figure has been the subject of dispute (Cohen, 1982; Genette, 1982). For classical authors, a figure was an artful deviation from the normal or ordinary manner of expression (Corbett, 1990). However, it has been shown that metaphor and other figurative expressions are common in everyday speech (Todorov, 1982). Hence, we choose the term expectation to overcome the difficulties associated with defining figures as abnormalities.

> In terms of Speech Act theory, every communication encounter sets up expectations as it proceeds, and more general expectations that hold across encounters function as conventions or constraints (Grice, 1989). With respect to metaphor, for instance, listeners are

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aware of conventions with respect to the use of words, one of
which might be formulated as, words are generally used to convey
one of the lead meanings given in their dictionary entry.

According to Sperber and Wilson (1986), listeners know exactly
what to do when a speaker violates a convention: they therefore
search for a context that will make the statement intelligible.

Now that we have made an effort in showing the metaphor as a rhetorical figure we can try
and define the metaphor and place it in a theoretical frame for the purpose of the study.

Definition of the Metaphor
The classical notion of the metaphor is very different from modern views associated with the
concept. Aristotle (1991) sees the metaphor in two parts. That something is something else.
He claims that metaphor has two main discursive locations the place where it has originated
from and the place to which it has been transferred.

According to Aristotle, the two main parts of the metaphor work on each other by sharing
some obvious feature. Max Black (1962) offers a different view on the metaphor. He refers to
Aristotle's theory as a comparison theory in which there are pre-existing similarities between
the two things being compared. According to Black, when we say "man is a wolf" we do not
simply rub onto man the pre-existing characteristics of a wolf but rather get man newly
involved in a system of commonplace or an "implicative complex" about wolf. For Black this
metaphor: "man is a wolf" changes our notion about both man and wolf. This is a major
departure from the classical notion of the metaphor.

Lakoff and Johnson (1980) claim that our conceptual framework, in terms of the way human
beings think and act, is metaphoric in nature. In other words, they place the human act of
cognition in the centre. The result they present is that cognition is vitally dependent on
metaphor, which they define as a mapping of conceptual structures from one domain onto
another.

The essential thrust of Lakoff and Johnson (1980) work is the argument that metaphors are
primarily a conceptual construction, and indeed are central to the development of thought.
According to Lakoff and Johnson (1980), in metaphor interpretation we understand one kind
of thing or experience in terms of something else of a different kind. For example, in the
conceptual metaphor "love is a journey", we understand a love relationship in terms of a
journey. In this metaphor, the structure of a journey is mapped unto the structure of a love or
marriage relationship so that we can see some similarities between journey and a love
relationship.

To Lakoff and Turner (1989), the metaphorical mapping is uni-directional: that is using a
metaphor to map certain conceptual properties of a conceptual source domain unto a

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conceptual target domain thereby creating a new understanding of the target domain. Therefore the mapping takes place at the conceptual level.

Unidirectionality

Lakoff and Turner (1989) posit that metaphorical mapping goes in one direction. They indicate that unidirectional mapping is from SD (source domain) to TD (target domain) and not the reverse. They use the example of the conceptual metaphors LIFE IS A JOURNEY and make the claim that we organize our understanding of life in terms of a journey. According to them:

> We map unto the domain of life the inferential structure –
> underlying journey, but we do not map unto the domain of journey
> the inferential structure - underlying life.

To support their claim, Lakoff and Turner (1989) show some properties of life such as walking and sleeping cannot map unto journeys. They further point out the fact that we do not assume travellers would have only a single journey just as people can have a single life. They therefore conclude that the direction of metaphorical mapping is from source domain to a target domain.

Bi-directionality

The interactive theory has mainly been champion by Black (1979). According to him, the two domains in the metaphorical mapping, that is the source and the target or the vehicle and the tenor, are bi-directional in the way they interact with each other. According to Black:

> In the simplest formation, when we use metaphor we have two
> thoughts of different things active together and supported by a
> single word, or phrase whose meaning is a result of the interaction.

Black further elaborates on the interactive theory by indicating that the metaphor is like a filter. According to Gibbs (1994), Black explains the theory that, in a statement like "man is a wolf" Black refers to 'man' as the principal subject and 'wolf' as the subsidiary subject. Here, the purpose of understanding the metaphorical statement is not so much in understanding the dictionary meaning of 'wolf' but accepting a set of standard beliefs accepted to a community which he refers to as 'commonplace' so therefore a person who refers to someone as 'wolf' would be invoking 'the wolf system' which is common to the community. In referring to man as a 'wolf' he could be referred to be a scavenger, fierce, hungry and so on.

According to Black, these implied assertions need to be made to fit the principal (subject man). A hearer of the metaphor will be led by the 'wolf' system to construct a corresponding

system of implications about the principal subject 'man' which will no longer be the literal use of 'man.' Black however continues to say that:

> These new implications will not be those comprised in the commonplace normally implied by literal uses of "man". The new implications must be determined by the pattern of implications associated with the literal uses of the word "wolf"

Blacks' interactive theory (1979) has ever since attracted a myriad of criticisms. Gibbs (1994) shows how the interactive theory does not show the criterion for deciding which attributes of the implicative complex of the vehicle domain (wolf) fits the implicative complex of the target domain (man). There has been another view of the interactive theory. This view holds that both the topic and vehicle in the metaphor result in a reciprocal change of meaning. Hausman (1989), a proponent of the latter view, hold that either of the key terms may function as the lens or filter of a metaphor. So according to the proponents of the interactive view, metaphorical mapping is bi-directional.

Conceptual Blending

There is also a third view of the problem of direction between the two domains in metaphorical mapping. This framework, proposed by Fauconnier and Turner (1994, 1998), claims that there is a selection from both attributes (topic and vehicle) unto a newly established intermediate domain which is known as 'blending', 'conceptual blending' or 'conceptual integration' (Grady, 1999). This framework has received a lot of attention from leading scholars of cognition (Mandelblit, Sweetser, 2000, 1997; Grady, 1999; Coulson, 1997; Hutchins, 2005; Nunez, 2005).

Differences

Since I do not intend to use blending framwork (BT) for the current study, I will simply highlight the differences and similarities of the conceptual metaphor theory (CMT) and blending theory (BT) frameworks as stated by Grady:

> both approaches treat metaphor as a conceptual rather than a purely linguistic phenomenon; both involve systematic projection of language, imagery and inferential structure between conceptual domains; both propose constraints on this projection; and so forth. However, there are also important differences between the approaches: CMT posits relationships between pairs of mental representations, while blending theory (BT) allows for more than two; CMT has defined metaphor as a strictly directional phenomenon, while BT has not; and, whereas CMT analyses are typically concerned with entrenched conceptual relationships (and

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the ways in which they may be elaborated), BT research often focuses on novel conceptualizations which may be short-lived.

Some of these differences outlined by Grady (1999) are also highlighted by Croft and Cruse (2004). It can be realized that though there are some remarkable differences between the two frameworks, they share some common grounds. Though the blending theory has received a lot of attention recently, I find Lakoff and Johnson's (1980) framework quite relevant for the purpose of the present study. We should also be reminded by the fact that blending theory is not in competition with conceptual metaphor theory but rather presupposes it (Croft and Cruse, 2004). In addition, according to Joseph Grady (1999) blending theory is only complementary to the efforts of Lakoff and Johnson's (1980).

CMT has received a barrage of criticisms in which scholars question some of the principles it postulates (see Gibbs, 1994; Cienki, 2005). While some of these are waiting for answers, they (criticisms) do not take away some of the more important features of CMT to facilitate in our understanding of some 'entrenched conceptual relationships' (Grady, 1999).

Methodology

With the sampling of the data, I selected speeches of King and Nkrumah from published books. A collection of speeches of King (1992) was used for the research. For Nkrumah, volumes of his speeches by Samuel Obeng (1997) were used for the study. In all, ten speeches were selected for the study - five each for King and Nkrumah respectively. They are as follows: "The Power of Nonviolence"(1958), "Speech Before the Youth March for Integrated Schools"(1959), "I Have a Dream" (1963), "Nobel Prize Acceptance Speech"(1964) "I See the Promised Land"(1968), "Ghana's Republic is Born" (1960), "At the United Nations"(1960), "Casablanca Conference" (1961), "The Kwame Nkrumah Institute" (1961) and "Peace and Progress: the Conference of Non-Aligned States" (1964). The speeches were speeches made by the King and Nkrumah within a ten year period: from 1958 to 1968. This decade was quite significant because it marked the climactic moments in their career as freedom fighters.

The Coding of Metaphors

With the method for the coding of the metaphors in the speeches, the procedure used was the Pragglejas group (2007) method for the coding of metaphorically used lexical units in a given text.

1. Read the entire-discourse to establish a general understanding of the meaning.
2. Determine the lexical units in the text-discourse.
3. (a) For each lexical units in the text, establish its meaning in context, that is, how it applies to an entity, relation or attribute in the situation evoked by the

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text (contextual meaning). Take into account what comes before and after the lexical unit.

(b) For each lexical unit, determine if it has a more basic contemporary meaning in other contexts than the one in the given context. For our purposes, basic meanings tend to be

- More concrete; what they evoke is easier to imagine, see, hear, feel, smell and taste.
- Related to bodily action.
-More precise (as opposed to vague)
- Historically older.

Basic meanings are not necessarily the most frequent meanings of the lexical unit.

(c) If the lexical unit has a more basic current-contemporary meaning in other contexts than the given context, decide whether the contextual meaning contrasts with the basic meaning but can be understood in comparison with it.

    4. If yes, mark the lexical unit as metaphorical.

Analysis

To achieve a validity of the research as prescribed by the Pragglejas group (2007), a research assistant was trained in using the MIP to identify the metaphors in the selected speeches. This was an effort "to achieve inter-coder reliability in the identification of conceptual metaphors which may underlie the metaphoric expressions being analyzed" (Cienki, 2005) in the selected speeches for the study.

It was agreed that single words should be considered as single lexical units unless there were compound words in any of the sentences analyzed whose meaning were derived by the putting together of the two words in the compound.

The two analysts (research assistant and I) spent three days in coding the metaphorical units. On the fourth day, we discussed the analyzed speeches and reached a very good agreement on the metaphorical units. With King's speeches there were 152 metaphorical units out of 425 sentences. For Nkrumah's speeches, there was a total of 431sentences and 141 metaphorical units. Therefore, we totally agreed on 293 metaphorical units in the ten selected speeches. Cohen's Kappa was computed at .72.

Analysis of Data and Discussion

At this point, it is important to ask the research questions: what role does metaphor play in the rhetoric of King and Nkrumah?

The Role of Metaphor in the Rhetoric of King

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To respond to the first question, metaphors are used by King first to paint the debilitating conditions of the black people in America as a result of segregation. The bleak conditions of the blackman are seen through discrimination, poverty, battery and many others which highlight the atrocities of the blackman in the American society. Some of these metaphors are captured in the following statements:

(a) the Negro is still crippled by the manacles of segregation and the chains of discrimination…'

(b) I am mindful that debilitating and grinding poverty afflicts my people and chains them to the lowest rung of the economic ladder

(c) Some of you have come from where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality.

In (a) some concepts of the domain 'cripple' which is the source is been mapped unto two target domains 'segregation' and 'discrimination'. Thus, segregation and discrimination receive the properties of destruction, being disabled, pain, discomfort etc. Therefore in this metaphor, the target domains become associated with these unpleasant conditions. This metaphor is seen as complex because the two target domains have their own 'secondary' domains (manacles and chains) which further give meaning to the main source domain.

In (b), the source domain 'poverty' through the verb 'afflicts' evokes the concepts of suffering, disease, calamity and so on unto the target domain.

In (c), there are two source domains: battered and staggered. The first is 'battered' brings to the fore concepts like 'damaged', 'beat up' and 'violent treatment.' The second source domain seems a sequel to the first source domain. Concepts like 'to walk in an uncontrolled way', 'continue in great difficulty' and to 'be shocked and surprised.' Thus after the black people are beaten severely through their search for freedom, they begin to 'stagger' on in their walk.

The concepts from the two source domains are mapped effectively unto the two target domains respectfully, namely: 'persecution' and police brutality.' These conceptual associations are quite uni-directional (Lakoff & Johnson, 1980) and therefore they evoke a certain feelings among listeners towards black people who are the reference of the target domain 'people'.

Secondly, King employs metaphors to express hope for the black people on the American continent and beyond. The feeling is hope is captured in many metaphorical concepts in the data. Below are some illustrations:

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(d) And then we will be able to move from the bleak and desolate midnight of man's inhumanity to man to the bright and glittering daybreak of freedom and justice.

(e) I have a dream that one day, even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

The expression of hope is vividly captured by King in some conceptual metaphors. In example (d), the source domain 'bright and glittering day break' brings out concepts like 'happiness', 'new era', 'new opportunities'. These are mapped unto the target 'freedom and justice.' 'Freedom and justice', the target domain in example (e) now receives conceptual associations such as 'satisfaction', 'quenching of one's thirst', 'rest' and so on. These positive target domains expressing hope for the future of the black people earlier on, in their individual context, contrasted with bleak situations: daybreak with midnight; oasis with sweltering heat.

Thirdly, King uses metaphors to draw attention to his fellow black people about the need to pursue the fight for desegregation nonviolently. This view is presented in metaphors like:

(f) Let us not satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

(g) With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

The above metaphors, (f) and (g) draw attention to the need for black people to be nonviolent. There is the direct mapping of the concepts of 'unity', 'understanding' and 'cohesion' from the source domain of 'symphony' unto brotherhood, the target domain. For King, this is the basic principle his fellow blacks should be guided by.

The Role of Metaphor in the Rhetoric of Nkrumah

- Nkrumah on the other hand, uses metaphor to show the anger and the energy which is needed to fight colonialism.
-
    (h) The devastation which they have wrought in Africa is without parallel anywhere in the history of the world, but now Africans have arrived on the scene. We have arrested their progress and are determined to give battle with the forces at our command until we have achieved the total liberation of the African continent.

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(i) Now that the blazing fire of African nationalism sweeps everything before it in our continent… Let us determine more than ever before to crush colonialism and imperialism from the face of our beautiful Africa.

In (h), the use of 'arrest' may suggest concepts like authority, force which are imputed on 'Africans'. Africans are also presented as the police ready to enforce law and order in the face of disorder and confusion in society. In (i) 'crush colonialism' may evoke break, deform, ruin. The concepts derived from 'crush' present the Africans as a stronger entity as against 'colonialism' and 'imperialism' which are presented as weak and powerless. In examples (h) and (i), Nkrumah presents Africans in these metaphors as carrying power and enormous strength which can be employed to overcome the colonialist on the African continent.

The second question tries to find out whether there are similarities and differences between the King and Nkrumah in how they use metaphor as a rhetorical device?

Similarities and differences in the Use of Metaphors by King and Nkrumah

King and Nkrumah have some similarities in terms of their use of images. Both Nkrumah and King see their people as being in "chains" and therefore their choices of metaphor clearly illustrates this image. According to King:

> (j) The Negro is still crippled by the manacles of segregation and the chains of discrimination.

> (k) …her sons languished in the chains of slavery and humiliation.

The two speakers see their people being in chains as a source of deprivation. For King, "segregation" and "discrimination" are sources of deprivation and therefore he sees these two related conditions as equal to be in "chains". The source domain "chains" is also employed by Nkrumah; however, he sees it as "slavery" and "humiliation". For the two speakers, the conceptual domain "chains" is used in a similar way in the two metaphors. Each source domain however has a different target domain. Therefore the use of a similar conceptual domain by the two speakers may give credence to Lakoff and Johnson's claim about the universality of certain metaphors irrespective of the cultural backgrounds of different speakers.

However, there seems to be a number of differences in the use of metaphors by the King and Nkrumah. The first difference is that King presents a number of metaphors in parallel

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structures but Nkrumah presents metaphors in simple, straight forward language. Examples from King and Nkrumah are presented respectively:

> (l) With this faith we will be able to transform
> *the jangling discords of our nation into*
> *a beautiful symphony of brotherhood*

> (m) I see a beam of hope shooting across our continent, for the things which will be taught in this institute will strengthen African youth and manhood…

In his use of parallelism, King always employs a contrast in the idea expressed in the first line with the second on. It is important to note that the second idea always expresses the good he expects to see as against the evil that is the case at the moment he speaks. In this case, the use of the parallelism in the presenting metaphorical statements leaves the audience with the positive utterance. The arrangement of these parallel structures likens his metaphorical parallel structures with poetry.

A second difference between the two speakers is that King chooses non violent words whilst Nkrumah uses words which are violent and militant in creating his metaphors. Below are two examples:

> (n) Let us not satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

> (o) Now that the blazing fire of African nationalism sweeps everything before it in our continent… Let us determine more than ever before to crush colonialism and imperialism from the face of our beautiful Africa.

The choice of such non-violent metaphors as in (n) highlights King's general philosophy towards desegregation in the United States of America. This non-violent philosophy of King was derived from Mahatma Ghandhi (Lewis, 1970). The second example (o) is one of Nkrumah's militant metaphors. These militant metaphors may reveal the sense of urgency Nkrumah wants to inject in the minds of fellow Africans about the fight against colonialism.

Generally, the choice of these non-violent and militant metaphors of King and Nkrumah fits into Lakoff's framework. Since human beings think and act metaphorically, then it will be of essence for persuasive speakers to consistently employ metaphors that projects their interests when communicating with their audience.

The Backgrounds of King and Nkrumah and their Choice of Metaphors

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Lastly, the background of a speaker may affect the choices he makes in language and in this case the metaphor. Perhaps, King's background as a pastor may possibly have influenced him in his choice of metaphors. On the other hand, Nkrumah's background as an African and a socialist is not dominant in his choice of metaphors. Some examples of King's religious metaphors are directly borrowed from the Christian Bible:

> (p)…and we would not be satisfied until *justice rolls down like waters and righteousness like a mighty stream.*

This parallel structure is captured from Amos 5: 24. King show his religious conception of the world with numerous references to times of the day, particularly, 'day' and 'night' on one side, whilst 'darkness' and 'light' falls on the other side.

> now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice.

This is to show a contrast between good and bad. 2 Corinthians 6: 14-15 explains King's association of good and bad with light and darkness. The apostle Paul, writes:

> Do not try to work together as equals with unbelievers, for it cannot be done. How can right and wrong be partners? How can light and darkness live together? How can Christ and the devil agree?

The 'day' and 'brightness' refer to goodness and the 'night' and 'darkness' represent evil or bad. The idea of time is a dominant factor in religious imageries especially in the Bible. King's use of religious metaphors is probably as a result of the belief of some Black Americans' need for a divine intervention to the challenges of racial discrimination. Secondly, since King is a preacher, the use of biblical metaphors, no doubt, is not outside his professional practice as a Baptist Minister. It is therefore appropriate within the domain of his operation as a religious figure and as a politician.

On the other hand, though Nkrumah is a socialist, there were no traces of metaphors that highlight his socialist worldview. Though a socialist, he employs a religious metaphor with reference to the Jacob and Esau's story of birth right in the Bible - Genesis 25: 27 – 34:

> Your Majesty, Excellencies, let us unite, for in unity lies strength, and as I see it, African states must unite or sell themselves out to imperialist and colonialist exploiters for a mess of pottage, or disintegrate individually.

This metaphor highlights the exploitative tendencies of the imperialists and colonialists (Jacob). In a subtle means, Nkrumah reminds his colleagues of a situation in the painful Old

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Testament account of Esau and Jacob. In this story, Esau out of hunger promises and exchanges his birth right with his younger brother for bread and soup and pays a heavy price for this. With this religious undertone Nkrumah warns his colleagues' African heads, not to behave like Esau in dealing with the colonialist, in this case Jacob. In fact, the choice of these religious images may not be surprising at all since Nkrumah was initially a Catholic and later preached in Presbyterian Churches in Philadelphia and New York City during his student days in the United States of America (Nkrumah, 1957).

It must however be noted with caution that a persuasive speaker may not necessary use certain metaphors because they may have a direct connection with his own background. This is because the selection of metaphors in a persuasive discourse may partly be influenced by factors such as the background of his audience and possibly the time and situation which the message is to address.

Conclusion

In this paper, I have discussed and traced the metaphor and its mapping from the Conceptual Metaphor theory to Blend theory. I have discussed the relevance of Lakoff's framework as the background to the use of metaphors in the rhetoric of King and Nkrumah.

The paper has shown that the metaphor is a significant tool in the rhetoric of King and Nkrumah and that their use of the metaphor demonstrates how features of conceptual source domains are mapped unto target domains in order to achieve persuasion. Also, there was an attempt to show some major differences and similarities in the use of metaphors by King and Nkrumah. The differences in their use of metaphors highlight their different purpose: for King, the fight for desegregation should be peaceful while for Nkrumah, the fight against colonialism should be urgent with all the necessary force.

Therefore the use of metaphor in these different positions may lend support to Lakoff's framework. Lastly, the paper shows how the speakers' backgrounds may or may not have influenced their choice of metaphors. However, other factors such as the audience and time of the message may contribute to the choice of metaphors in a given speech. The paper therefore has the following implications:

   (a) that metaphors (can) play a major role in message creation for a political audience and that it enhances the content of the political message.
   (b) That it supports Lakoff & Johnson's position on the universality of conventional metaphors that metaphors regardless of the sociocultural contexts in which they are used contribute to the effectiveness of political discourse.
   (c) that since metaphor influence human cognition, speakers should develop metaphors which highlight the content of their political messages.

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Bilabial Assimilation in Urdu: An Acoustic Analysis

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Abstract

There is a difference in the pronunciation and orthographical representation of a word. There are certain phonological processes in languages which govern these variations. This paper gives a brief overview of bilabial assimilation that occurs in Urdu. This phonological process has been identified through an analysis of a set of data from Urdu. It is found that the acoustic properties of the nasal sound before bilabial plosive are more like those of /m/ in VCV context. It shows that Urdu speakers change the alveolar nasal /n/ with bilabial nasal /m/ whenever the alveolar is followed by any of the bilabial plosives, i.e. /p/ and /b/.

1. Introduction

More than 220 million people in the Sub-continent regard Urdu as their mother tongue. Urdu is actively used by 400 million people in India and Pakistan in their daily life at work and home. Outside the Subcontinent, large Urdu speaking communities are found in the United States of America, Unikted Kingdom, Mauritius, South Africa, Yemen, Uganda, Singapore, Nepal, New Zealand and Germany.

Urdu is the national language of Pakistan and an official language of the State of Uttar Pradesh in India. It unites all people and all communities, whatever their mother tongue is. Urdu is the national language of Pakistan and one of the state languages of India and has more than 60 million first language speakers and more than 100 million total speakers in more than 20 countries (Gordon 2005).

By the late seventeenth and early eighteenth centuries, Urdu had developed into a highly stylized form written in a Persian-Arabic script. After 1947, Urdu became the national language of Pakistan, though Pakistan inherited no land where this language was a local language. Now in all major cities of Pakistan, people speak Urdu at home and at work.

There may exist some words that are not often pronounced the way they are supposed to Be pronounced. This results in phonetic and phonemic transcriptional contrasts. The environment in which these changes take place can be studied and phonological rules can be developed to explain these changes.

When linguists record words as sequence of basic sounds in that language, the result is termed as phonemic transcription. This is distinguished from phonetic transcription, which goes beyond this to give more details of how it is pronounced (Fromkin, 2000: 489). The spelling system for Urdu is much more consistent than English. Since each letter of Urdu corresponds to one sound, representing each letter by its basic sound can roughly be called phonemic transcription.

There are a few exceptions though, such as in the case of /ŋ/ sound produced by the combination of two letters. This orthographic type phonemic transcription can be used to develop phonological rules in Urdu, by studying how they vary in Phonetic transcription. (Wali, 2003).

The collective set of rules, defined for these languages, are stated next from Fromkin (p. 520-566), Napoli (Napoli, 1996) and Clark & Yallop (p. 99-104).

2. Literature Review

For most languages, their spelling or orthography is irregular and does not represent sounds in a consistent way. They violate the fundamental principle that each letter should represent one sound and each sound should be represented by one symbol. English is one of these languages since it uses only 26 letters to represent its 40 basic sounds (Fromkin, 2000: 483).

There are no standardized documents on the sounds of Urdu language. Different studies at different levels have been published but none has been accepted as a standard.

According to Kachru (1990), there are seven long oral vowels, and three short oral vowels, while Bokhari (1991) claims that there are seven long oral vowels, but seven

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short oral vowels. Kachru (1990) claims that the front low cardinal vowel [æ] exists as front middle low vowel [ɛ] in Urdu. As a result the back low cardinal vowel [σ] is shifted to the low center, making it [a]. Alam also agrees with the long and short vowel distribution of Kachru. Bokhari and Alam list ten nasalized vowels including five short and five long nasalized vowels (Bokhari, 1985). Kachru (1990), on the other hand, has not listed any nasalized vowel, but mentions that nasalization is distinctive.

Kachru (1990) lists 37 consonants and has not mentioned any nasal aspirated consonant. Hussain (1997) lists 36 consonants and has missed the nasal consonants. Bokhari (1985; 1991) lists 36 consonants and he has mentioned five nasal sounds, i.e., [n, ŋ, m, m^h, n^h]. Bokhari misses many basic sounds, which are listed by Kachru and Hussain. Alam (1997) lists, most of all, 42 consonants and has missed only one consonantal sound [ŋ]. Overall, the controversial nasal consonantal sounds are [n^h, m^h, ŋ].

2.1   Assimilation

Assimilation is one of the most commonly noted phenomenon in many languages of the world: this is a rule that makes two or more neighboring segments more similar by making the segments share some feature. When two consonants occur in a sequence one may be assimilated to the other. That is, one may adopt certain features of the other. For example, /t/ assumes the features of neighboring /k/ in /ðæt kΛp/.

2.2   Sound Change Rules in Urdu

Hussain (2006) suggests the following rules in Urdu language.

Velar assimilation   n → [+velar]/___ [+stop, +velar, -nasal]

Nasal assimilation   V [+long] → [+nasal]/___[+nasal]

/h/ deletion and vowel lengthening   V [+short] h → [long]#

/h/ deletion   h →Ø / V[long]___#

Capitalized 'V' indicates a vowel and '.' indicates a syllable boundary (Hussain, 2006). The aim of the article is to investigate whether or not rule of bilabial assimilation is applicable in Urdu Language.

3. Methodology

3.1 Sample

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Three undergraduate and postgraduate level students were (23 to 30 years of age). These speakers whose L1 was Urdu were taken from Muzaffarabad.

3.2 Procedure

Recordings were taken through PRAAT v.4.1 (Software for Acoustic Analysis of Speech) from the speakers. Four Urdu words i.e. [kanp] (shiver), [sanp] (snake), [dʰanp] (cover), [konpəl] (bud) were used with /n/ preceding /p/ and [gʊnbəd] (dome), [tʃənbeli] (jasmine), [anbrin] (Proper noun; female name), [kʊnbə] (tribe) were used with /n/ preceding /b/. The speakers were asked to read these words and the words were analyzed using PRAAT. In the utterances of the speakers, extrinsic consonant cues were observed along-with F1[1] and F2[2] of the nasal consonant /n/ and mean of the frequencies was calculated. The average frequency was compared with F1 & F2 of /n/ and /m/ in VCV context.

4. **Results**

F1 and F2 of nasal consonant /n/ were recorded to be closer to the F1 and F2 of /m/ in VCV context. The extrinsic constant cues were also found similar to those of /m/.

F1 and F2 of /n/ and /m/ in VCV context are given in the table 1.1 below.

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4.1   F1 & F2 of /n/ and /m/ Table 1.1

Segment	Context	F1	F2
/n/	[ana]	325	1473
/m/	[ama]	295	1050

[1] Resonant Frequency one/first formant

[2] Resonant Frequency two/second formant
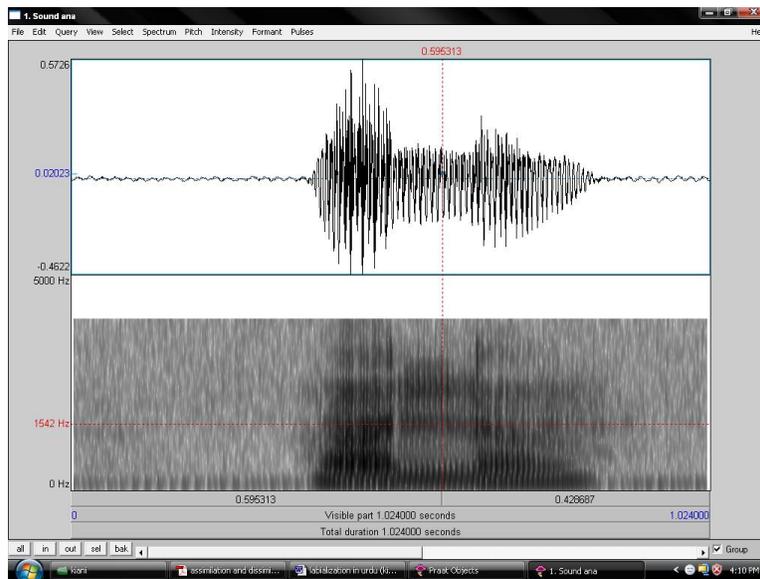
The spectrogram of /ana/

The F2 of the vowel at onset position is rising while F2 of the vowel at offset position is falling. F2 at onset position rises toward the locus frequency that is around 1800 hz. These consonant cues show that the consonant between the vowels is alveolar i.e. /n/.
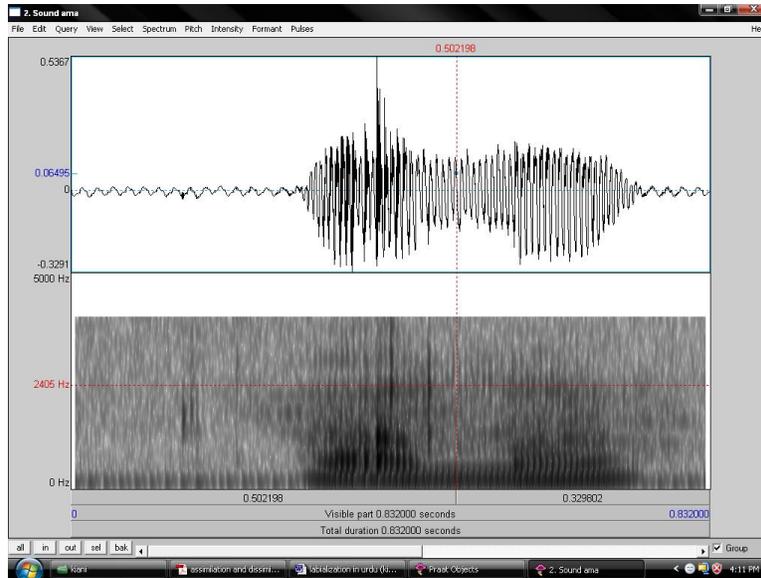
The spectrogram of /ama/

The F2 of the vowel at onset position is falling while F2 of the vowel at offset position is rising. These consonant cues show that the consonant between the vowels is bilabial i.e. /m/.

F1 and F2 of /n/, in different words, preceding /p/ is given in the table 1.2 below.

4.2   F1 and F2 of /n/ before /p/ Table 1.2

Word	Segment	F1 of /n/	F2 of /n/
	[kanp]	295	1171
	[sanp]	265	1201
	[dʰanp]	265	1141
	[konpəl]	295	1111

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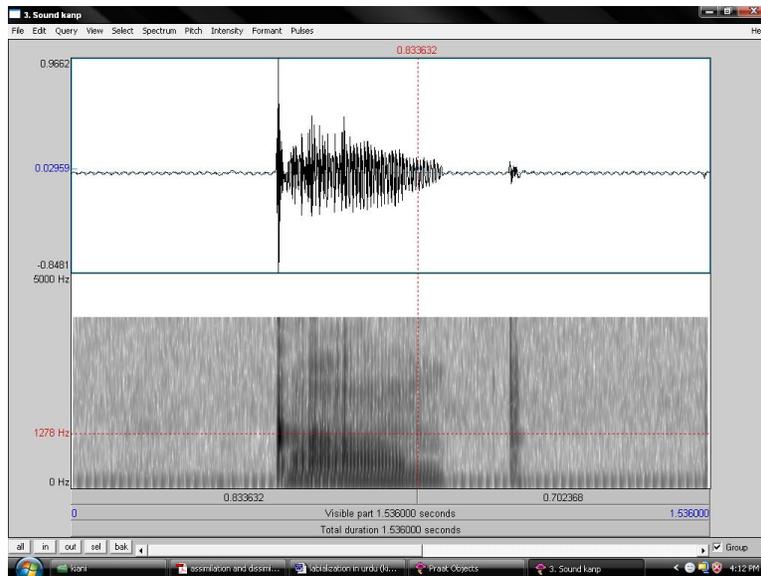
Spectrogram of [kanp]

The F2 of the vowel preceding the nasal consonant is falling which shows that the consonant is bilabial.
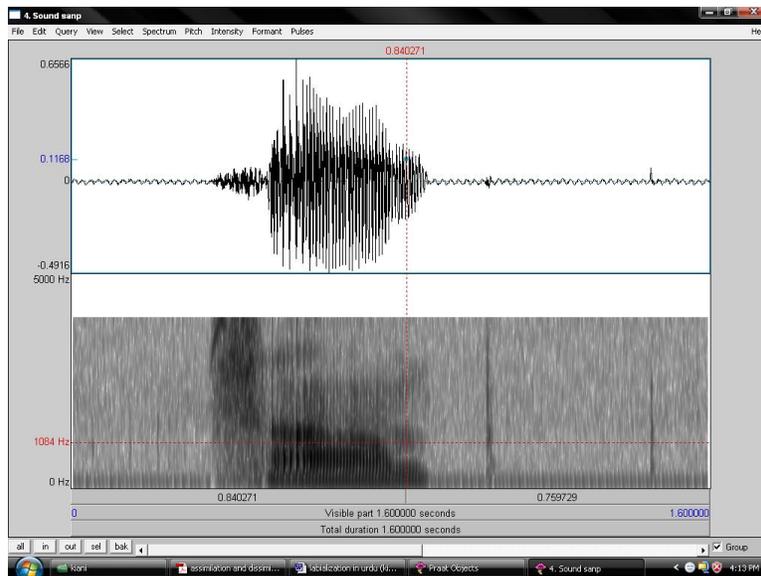
Spectrogram of [sanp]

The fall of F2 of vowel, before nasal consonant, shows that the consonant is bilabial.

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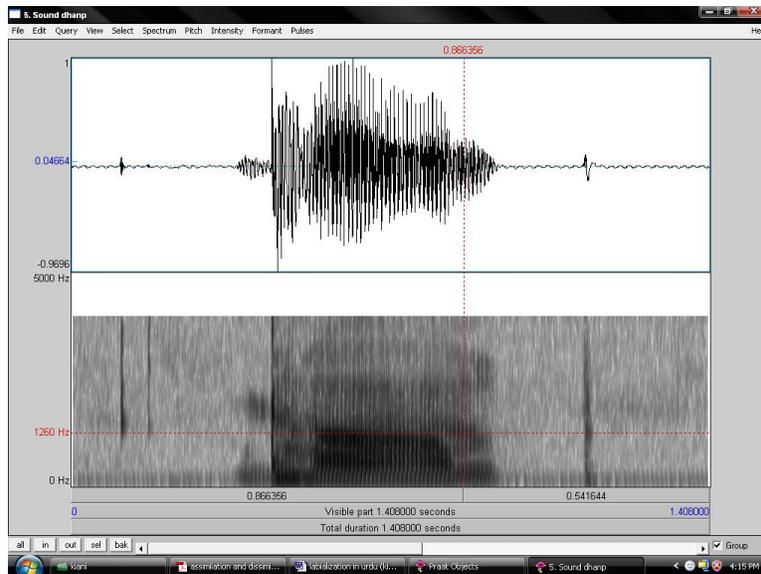
Spectrogram of [dʰanp]

The F2 of the vowel preceding the nasal consonant is falling which shows that the consonant is bilabial.
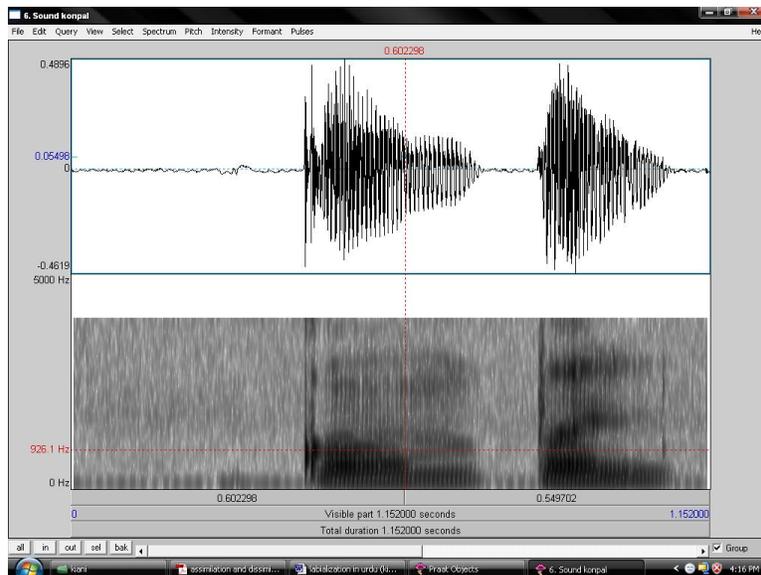
Spectrogram of [konpəl]

The F2 of the vowel preceding the nasal consonant is falling which shows that the consonant is bilabial.

F1 and F2 of /n/, in different words, preceding /b/ is given in the table 1.3 below.

4.3   F1 and F2 of /n/ before /b/ Table 1.3

Word	Segment	F1 of /n/	F2 of /n/
	[gʊnbəd]	295	1201
	[tʃənbeli]	265	1261
	[anbrin]	295	1201
	[kʊnbə]	295	1080
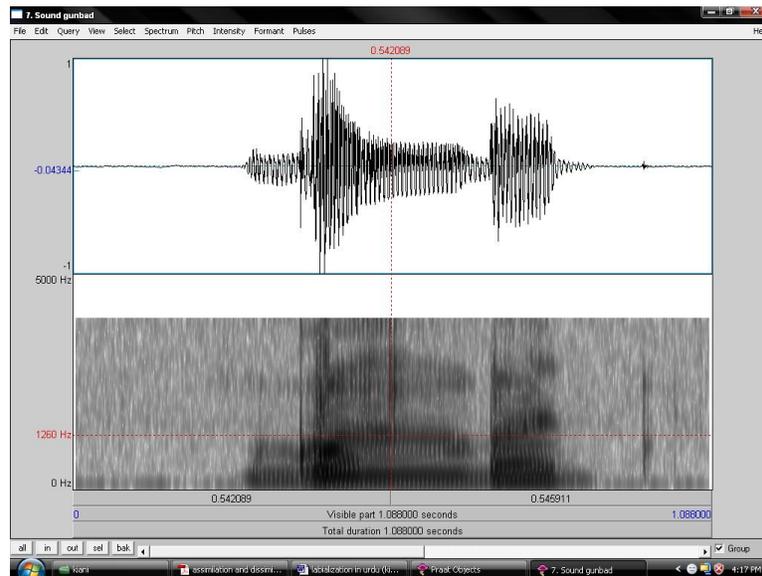
Spectrogram of [gʊnbəd]

The F2 of the vowel preceding the nasal consonant is falling which shows that the consonant is bilabial.

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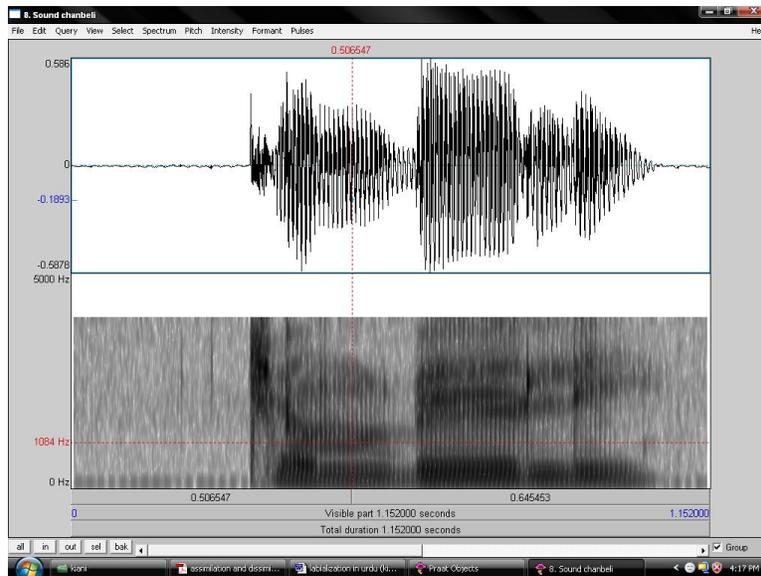
Spectrogram of [tʃənbeli]

The fall of F2 of vowel, before nasal consonant, shows that the consonant is bilabial.
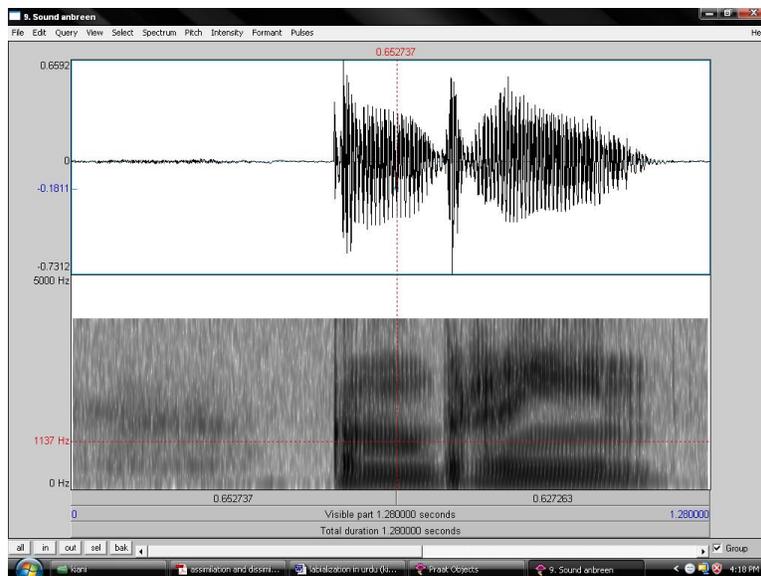
Spectrogram of [anbrin]

The F2 of the vowel preceding the nasal consonant is falling which shows that the consonant is bilabial.

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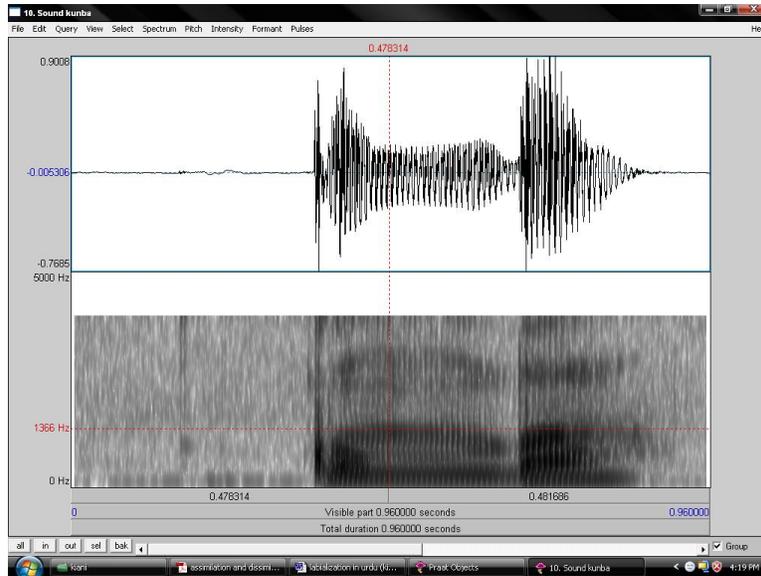
Spectrogram of [kʊnbə]

The F2 of the vowel preceding the nasal consonant is falling which shows that the consonant is bilabial.

5. Discussion

The F1 of /n/ in /ana/ is 325 and F2 is 1473 whereas F1 of /m/ is 295 with F2 1050. F1 of /m/ in VCV context was recorded as 295 while the F1 of the nasal sound before /p/ in different words was marked in the range 265-295. Similarly, F1 of the nasal sound before /b/ in different words was found to be in the range of 265-295. F2 of /n/ was recorded 1473 and F2 of /m/ was 1050 in VCV context. F2 of the nasal constant before either of the bilabial plosive was found greater than F2 of /n/ in VCV context. It was recorded in the range of 1080-1261. But, its inclination was found toward the F2 of /m/ rather than that of /n/. This shows that acoustic properties of the nasal sound preceding any of the bilabial plosive are similar to those of /m/.The consonant cues of nasal sound before bilabial plosive were also found similar to those of bilabial nasal /m/.

These results of the data show that all the speakers are producing bilabial nasal /m/ before bilabial plosive, /p/ or /b/, which is in accordance with the following rule:

$$\textbf{/n/} \rightarrow \left[+ bilabial\right] \Big/ - \begin{bmatrix} + bilabila \\ - nasal \\ + stop \end{bmatrix}$$

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Conclusion

To conclude, after the acoustic analysis of /m/ and /n/ in Urdu in VCV context and before bilabial plosive, it was found that acoustic properties of the nasal sound before bilabial plosive are more like to those of /m/ in VCV context. It shows that Urdu speakers change the alveolar nasal /n/ with bilabial nasal /m/ whenever it is followed by any of the bilabial plosive i.e. /p/ & /b/.

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Images of Motherhood in African-American Literature - A Focus on Alice Walker's *Meridian*

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Images of Mother in Life and Literature

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"Motherhood", is one of the dominant postmodern feminist themes which the writers like to highlight. A study of the images of mother in life and literature is the major concern of modern

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women writers. Motherhood is the core human relationship in a family. African-American mother has found motherhood as a source of strength in emotional fulfillment and a strong sense of bonding.

One of the important roles of the woman in her family is her role as a mother. The mother begets and brings up the new born child and involves herself in building up the basic personality of the child. This makes the mother "the preserver and builder of the new generation" (Sashi Jain 145)".The mother has the capacity to install old values and tradition to the new generation thereby providing a strong cultural base for the young generation. Great honor and prestige is obtained by a woman as a mother for motherhood is the cherished ideal.

Description of African-American Mothers

The African- American women were designated as "Mammy", Matriarch", "Mamma", "Superwoman." The women authors work toward dismantling traditional stereotypes of Black Motherhood, particularly the Black superwoman stereotype, and, thereby, ultimately redefining Black womanhood. Alice Walker *In her search for mother's Gardens* says "black women are called, in the folklore that so aptly identifies one's status in society, "the mule of the world," because we have been handed the burdens that everyone else—*everyone* else—refused to carry. We have also been called "Matriarchs," "Superwomen, "and "Mean and Evil Bitches." Not to mention "Castrates" and "Sapphire's Mama. (237)".

Women Victims

In African-American culture during her slave past she is thought to keep the family in order. She is strong representing the power of a work horse, invulnerable to diseases. She does all the households chores, as washerwomen, wet nurse, and does her domestic work. She looks after the toddlers in the white master's house. The women were victims to the white masters who often violated her sexually. The white masters were attracted towards her for she was believed to be strong and sexual and nothing would deter her strength. The male unable to guard his wife often manhandles her. So she was not only the object of her white master but also the men of her race as well. So the African- American turns to her children for emotional support and fulfillment. There is lack of communication between her and her husband who shows his anger and frustration to her.

Concern with the Status of Women in the Family and in the World

African-American women writers are concerned with the position of women in their family and her social status in the world at large. The African- American woman in spite of facing problems in life like unequal status derives satisfaction in one aspect of life which is motherhood. This helps her to face struggles in life and emerge from their stereotype roles to assert their individual self. The black Madonna image has disappeared from Africa she is no longer recognized as field mother or earth mother still she remains an epitome of motherhood.

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A dilemma that is often faced by her is to choose between work and motherhood.

Alice Walker's Strategy

Alice Walker's history and heritage provide a vehicle for understanding the modern world in which her characters live. Walker focuses on the element of *Buildungsroman*, the development of the protagonist from childhood, growth and maturity. African- American women move away from her slave past and through her experiences she becomes an individual emancipated from stereotypical roles. Alice Walker is regarded as a writer of powerful expressive fiction. Her works are concerned with racial, political, sexual and moral issues particularly with the African- American women's struggle for spiritual and the concept of survival.

Her works include *The Color Purple* (1982), *The Third Life of Grange Copeland* (1970), *Meridian* (1976), *Love and Trouble* (1973) which is an excellent collection of short stories. Her one more collection *You Can't keep a Good woman Down* (1982) brings forth the resilience of African- American in facing racial, sexual and economic oppression. *The Temple of My Familiar* (1989) and *Possessing the Secret Joy* (1992) are her recent novels with postmodernist themes.

The Protaganist in *Meridian*
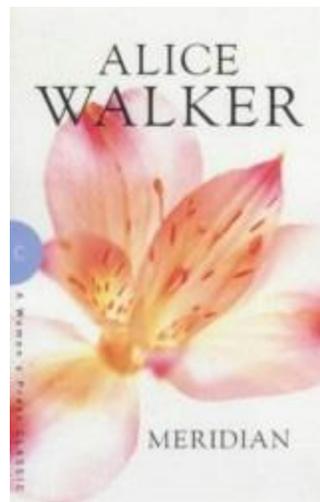
In Walker's second novel *Meridian,* the protagonist deprives her blood relations, her son, and her husband to commit herself entirely to a large group of oppressed class. She joins the activist's blacks. She evolves a positive role by rejecting tradition and waits for her disciple Truman Held and other social groups to follow her.

Walker focuses on the female Bildunsroman of her titular heroine Meridian who is a civil rights worker. The narrative is solidly constructed and makes use of symbols, flashbacks, anecdotes and retrospective narration. Christine Gomez in her paper "*Alice Walker's Meridian as a Feminist Bildungsroman*" opines that "The novel deals with the theme of self-discovery, self-

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definition, and self affirmation. Meridian's earliest memories, her relationship with her parents, maternal history, and ancestral legacy of traits, initiation into sex, entrapment into motherhood out of ignorance and in marriage and the disintegration of it are presented."(254)

A Triangular Relationship

The story progresses with the young southern black woman Meridian and the choices she makes between marriage, motherhood and education. It presents her role in the Civil Rights Movement and her final resolve to place herself with the poor southern blacks. She believes in staunch violent protests. Meridian forms a triangular relationship with Truman Held, a fellow civil rights worker and a white woman Lynne Rabinowitz. Lynne and Truman get married and Meridian establishes a positive self image.

Oppression of the Maternal Role

The maternal role is oppressed by Meridian. She faces a lot of struggle to relinquish her individual motherhood and opts for universal motherhood. She gains a free access to the world of education and politics by extricating from her private domestic affairs. Meridian drops out of school due to her early marriage with a restaurant bus boy, Eddie. She bears him a son. Eddie leaves her. She gives her son for adoption and joins college. She braves the ridicule of the towns' people and the women of her community. Being a teen aged mother she is faced with varied impulses. Her pregnancy comes as a shock to her. She was so ignorantly brought up by her pious mother Mrs. Hill. She almost lost the ability to think and feels almost all her vital energies were expended by her wed lock. "She was so exhausted that it was futile to attempt to think straight or even to think at all"(69).

Consequences of the Loss of Selfhood

Meridian felt the loss of selfhood and frustrated ambitions on the birth of her son. The thought of devoting her whole self for child care brings resentment to her. Her husband only makes an occasional visit to her house. In isolation desperate thoughts haunt her; she therefore meditates on suicide and murdering her infant. Walker gives nauseating pictures of Meridian's hysterical mind. While tending and caressing her child's body imagines of scraping the flesh of the child from his bones with her finger nails. (69-72) This reveals the post-modern concept of Paronoia often discussed by the authors.

The tensions of suicide and murder exhaust her and calm her that she is called an 'exemplary young mother'. She read many novels and magazines which presented the stereotypical images of womanhood. "According to these magazines woman was a mindless body, a sex creature, something to hang false hair and nails on" (71).Meridian lethargically conforms to these stereotypes reaching the dead end by the age of seventeen. Her singularity is shown when she carries her child in her hand with wonder and amazement and contemplates it as an unasked- for gift. Though she considered looking after her son as slavery she soon realized that he was more helpless than her. She could not renounce her son totally as seen in her direction to change his

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name to Rundi meaning 'after no person'. She is not separating her son from herself but from someone unknown.

A College Candidate

Meridian's IQ makes her a college candidate. She felt that in order to survive she has to sacrifice something. So she gives her son for adoption against her will and the women of her community in order to get a higher education. She needs to survive and felt she could not support her son without her husband who has abandoned her. The guilt ridden psyche torments her for she thinks of the times of slavery where women were not allowed to keep their own children. Freedom was a heaven sent boon to them for they could keep their own children. The whole community did not appreciate her act. Her mother Mrs. Hill was outraged at the sacrilegious act of her daughter, and tells the plight of the black mother 'walled away from her own life brick by brick' (51) with the birth of each successive child.

Black Women Writing the American Experience

Susan Willis, in her *Specifying*: *Black Women Writing the American Experience* is of the opinion that by relinquishing her child she gains self affirmation for a black woman considers as an insurmountable obstacle .She carves out a new social function by for herself by refusing ever to be a mother to a particular child, but opts for mothering in a broader sense, by caring for the community. (123).She joins Saxon College. There she realizes the struggle her mother would have undergone, is able to understand and view herself in the perspective of black motherhood. Meridian pays the price for giving the child for adoption. She gets nightmares of her child.

Despite feverish cramming and throwing herself into all sorts of activities she is able to hear the voice of her child crying out her name .She feels she has broken the maternal history of her race, which was one of care and devotion to its children. Her slave ancestor had starved to feed her children and even meridian's grandmother had toiled hard to educate her mother. She gets migraines and was unable to concentrate. She stammers. She thought otherwise. Had she stayed with her mother-in-law to look after her child by doing some menial jobs her and her son's life would have become a total waste. She wants to become empowered.

Civil Rights

Meridian comes across another Civil Rights worker Truman Held. Both of them fall in love and meridian is impregnated. She found him to be fickle minded when he courts a white woman Lynne Rabinowitz leaving her. She hates men and rejects them once for all when she undergoes a brutal abortion. She screams at the abortionist when he suggests tying her tubes saying "Burn them down by the roots for all I care" (115).When Truman comes and asks her to marry her and have his black babies, the rage gets the better of her and slaps him drawing blood from his temples. She proves that she is a person and not merely a sex creature to beget and bring forth his babies. Later she forgives him and befriends Lynne and him when they get married. This triangular friendship proceeds till the end of the novel.

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Becoming a Universal Mother

Rejecting individual motherhood once and for ever she becomes a universal mother to the whole black children She joins civil rights activists desperately tries to save the children of Alabama. The main sources of Meridian's progressive actions were children, who have become her life blood. She carries the rotting corpse of a child trapped in an over flooded ditch. Even its mother refused to touch the putrefying corpse. The problems faced by people in the ghettos are brought by her to the Mayor of the town. Her courage, her individuality, her ability to grapple with the problems of others is excellently portrayed. When Truman and Lynne's daughter Camara was raped and killed she mourns with as much sorrow as that of a mother, consoling them.

Meridian, though she becomes sick recovers with a mental strength and fortitude to serve her community.

The Female Bildungsroman

The female Bildungsroman is carefully built in the novel to show the process of growth and maturity of the protagonist in the novel. The novel *Meridian* employs flash back techniques and brings out the various myths of black motherhood. When the novel opens she leads a band of black children in protest against the leaders of Chicokema.She protests against the mummified corpse of Marilene O' Shay' that is placed for exhibition. The banners proclaim the three phrases 'Obedient Daughter' 'Devoted Wife' and 'Adoring Mother' which depict the stereotype images imposed on by women. Not only is the heroine's motherhood accomplished but the theme is highlighted through various legendary, anecdotal and metaphorical characters in the role of mothers.

Women as Active Agents of Rational Choice

Alice Walker presents woman as an active agent capable of rational choice, neither selfish nor selfless, who discovers her own individual role in life. It depicts a woman whose primary aim in life is not only marriage and motherhood in particular, a woman who has a conscious moral choice to be an individual. Meridian Hill fights with her emotions, rejects the stereotypical roles imposed on society, commits her whole heartedly to serve her community. She braves all impediments and the people love her for her dedication. Walker makes us understand that Meridian has mastered the whole struggle by involving herself in the struggle.

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Theoretical Perspective of Dan Brown's *The Da Vinci Code*

M. John Britto, M. A., M. Phil.

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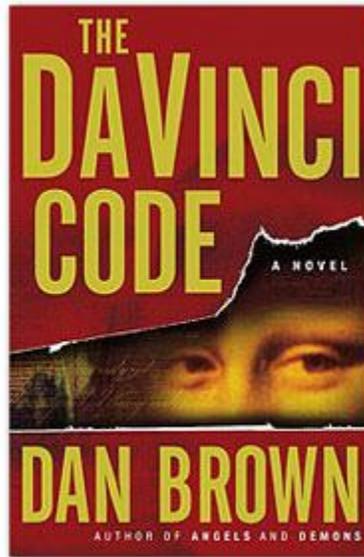
Introduction

There is a close relationship between society, culture and religion, which mutually influence each other. A person's religious experience (the experience of the Divine) helps him or her to

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become a socially and culturally righteous person. Similarly, the social and cultural practices of a person affect his or her religious faith and the practices associated with it. This kind of influences is perceivable in literature too.

A literary text with social, cultural and religious traces tends to affect the reader's outlook on society, culture, religion and the belief-systems. In this regard, literary theory plays a pivotal role in the interpretation of a literary text, and in enlightening the readers to have a better comprehension of the text. Dan Brown's novel, *The Da Vinci Code*, abounds in controversies which have challenged the divinity of Christ and thus the Christians' socio-cultural beliefs that include faith in Christ.

Dan Brown, in his attempt to fuse the elements of history and fiction together in *The Da Vinci Code*, distorts certain religious facts and beliefs that are embedded in the Holy Bible. This distortion has in fact wounded hearts of numerous staunch believers who have experienced Christ as God in their personal lives. In this regard, the novel, *The Da Vinci Code*, is an eye-opener to the fact that one should be very cautious while blending fiction with reality in a work of art. Creative imagination should proceed without hurting the religious sentiments of people which may affect their socio-cultural beliefs and practices.

Protest against *The Da Vinci Code*

Ever since the movie version of Dan Brown's controversial novel, *The Da Vinci Code*, was released, a storm of protest battered mildly in the West, and fiercely in the countries like India against the screening of the film. The rationale behind the protest is the controversial scenes which allege that Jesus, the centre of Christian faith, was very much like a mortal and got married to Mary Magdalene, begetting a daughter.

The controversies presented in the novel can be looked at from a theoretical perspective.

This paper is an attempt to analyze the novel in the light of a few elements of literary theories like Postmodernism, New Historicism and Deconstruction. It also seeks to provide a solution to the controversies with the method of the Hegelian dialectic.

1. From the Perspective of Postmodernism

Theoretically, postmodernism refers to the collapse of 'metanarratives' of Western history. In critical theory, and particularly postmodernism, a metanarrative, which is sometimes known as a master or grand narrative, refers to an abstract idea that is thought to be a comprehensive explanation of historical experience or knowledge. The prefix 'meta' means 'beyond' and it is used here to mean 'about'. A narrative is a story.

Therefore, a metanarrative refers to a story *about* a story that encompasses and explains other 'little stories' within totalizing schemes (http://www.reachinformation.com/define/Meta narrative.aspx). It claims to be above the ordinary or local accounts of social life

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(http://sociologyindex.com/metanarrative.htm). In this regard, the Holy Bible is believed to be the metanarrative with regard to the life and divinity of Christ, the establishment of the Church, information about Mary Magdalene, etc.

Metanarrative and *The Da Vinci Code*

According to J. B. Hixson, "To the extent that *The Da Vinci Code* seeks to unravel the metanarratives of Scripture, it is welcomed in the postmodern milieu"   (http://www.faithalone.org/journal/2004ii/hixson.pdf). Postmodern literature is a literature of outrage at modernism's ideological bad faith. As explained by Leslie Fiedler in his essay, "Cross the Border – Close the Gap", unlike modern literature which catered to only high academicians, postmodern literature catered to the masses. In this sense, *The Da Vinci Code* also can be considered a postmodern work as having a mass appeal. More than forty million copies of it have been sold, and it has been published in more than forty languages.

2. *The Da Vinci Code* - From the Perspective of New Historicism

According to Stephen Greenblatt, the distinguishing feature of New Historicism is its openness to the theoretical ferment. That is, it is open to different theories, and it denies the logical order in history. In this way, there is a hint at a New Historicist idea in *The Da Vinci Code*, wherein Dan Brown through the character of Teabing says, "…history is always written by the winners. When two cultures clash, the loser is obliterated, and the winner writes the history books—books which glorify their own cause and disparage the conquered foe…By its very nature, history is always a one-sided account" (270).

The novel, *The Da Vinci Code*, claims to contain the new elements of history which are in the form of controversies. For instance, the Christians strongly believe that the Holy Bible was written by human beings under the influence and the inspiration of the Holy Spirit, and hence, it is a product of God. But Dan Brown, in his *The Da Vinci Code*, contends that "the Bible is a product of *man*…Not of God. The Bible did not fall magically from the clouds. Man created it as a historical record of tumultuous times, and it has evolved through countless translations, additions, and revisions. History has never had a definitive version of the book" (250-251).

There is no belief that the Bible fell magically from the clouds. This statement of Dan Brown is perhaps apt to create an exaggerated tension in an imaginary tale, but it is not based on any such belief recorded in the writings of Church Fathers or others. To the Christians, Jesus is God and is the Second Person of the Holy Trinity. But Brown argues that "by officially endorsing Jesus as the son of God, Constantine turned Jesus into a deity who existed beyond the scope of human world, an entity whose power was unchallengeable" (253).

The Holy Grail, according to Christian belief and traditional legend, is a sacred object which is most often identified with the dish, plate, or cup used by Jesus at the Last Supper and is said to possess miraculous powers. In short, it is the cup or pot used by Christ at the Last Supper (http://www.enotes.com/waste-land/q-and-a/what-significance-holy-grail-why-necessary-modern

-200797). But Brown in the character of the protagonist, Langston, claims that the Grail literally means the ancient symbol of womanhood, and the Holy Grail symbolizes the sacred feminine and the goddess. The power of the female and her ability to produce life was once sacred. Since it posed a threat to the rise of male-dominated Church, the sacred feminine was demonized and called unclean. It was man who created the concept of original sin. Woman who was considered sacred giver of life was believed to be an enemy (258).

Another controversy pointed out by Brown is the idea about the establishment of the Christian Church. The Holy Gospels affirm that it was Peter who was directed by Jesus to establish the Church: "And I tell you, you are Peter, and on this rock I will build my church, and the gates of Hades will not prevail against it" (Matthew 16: 18). But Dan Brown argues that it was not Peter but Mary Magdalene to whom Christ gave directions to establish the Christian Church (268).

The most striking controversy is the account of Christ. Brown asserts that Jesus got married to Mary Magdalene who was the Holy Vessel. Magdalene was the chalice that bore the royal bloodline of Jesus which is the source of the most enduring legend of all time – the Holy Grail (270). The Church, in order to defend itself against Magdalene's power, perpetuated her image as a whore and buried evidence of Christ's marriage to her. Since Magdalene was the womb that carried Jesus' royal lineage, the Priory of Sion, a secret brotherhood founded by French king Godefroi,   seems to worship Magdalene as the Goddess, the Holy Grail, the Rose and the Divine Mother (274-275).

A Paradox

All these controversies can be considered to be a few elements of New Historicist way of looking at a narrative. There is a paradox in the presentation of these controversies. Before the opening of the novel, Dan Brown argues that "all the descriptions of artwork, architecture, documents, and secret rituals in this novel are accurate" (1). But he claims on his website that "his books are not anti-Christian, as he is a Christian himself, and says of his book *The Da Vinci Code* that it is simply 'an entertaining story that promotes spiritual discussion and debate' and suggests that the book may be used 'as a positive catalyst for introspection and exploration of our faith'" (http://www.thelostsymboldanbrown.com/biography).

Brown's statement is paradoxical to his novel. If he says that he is a Christian, it means that he believes in the divinity of Christ and the teachings of the Holy Bible. This paradox is an ample example to substantiate that the claims and controversies made by Brown in the novel *The Da Vinci Code* are fictional and are not true.

3. *The Da Vinci Code* - From the Perspective of Deconstruction

The novel, *The Da Vinci Code,* can also be perceived from the perspective of deconstruction. For instance, the relationship between the signifier and the signified, according to the theory of deconstruction, is arbitrary. In this sense, the theory of deconstruction is applicable to *The Da Vinci Code*.

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If Christ, the central figure of Christian faith, is taken to be 'the signifier', the people's faith in the divinity of Christ can be considered 'the signified'. The novel, *The Da Vinci Code* questions the relation between the signifier (Christ) and the signified (the people's faith) and adds a new signified, i.e., the allegation that Christ was a mortal and He led an ordinary life and begot a child. For the strong believers of Christ who have experienced him in their life with the eyes of faith in the form of inner healing and miracles in their life, the claim (the new signified) put forth by Dan Brown becomes arbitrary and meaningless. The experiences of a believer spring from faith. They can only be experienced and cannot be experimented.

4. Hegelian Dialectic as a Solution to the Controversies of Dan Brown

Hegelian dialectic consists of 'being' (thesis), 'nonbeing' (antithesis) and 'becoming' (synthesis). Belief in God can be taken to be the state of 'being'. This faith may have been infused into the individuals at childhood by parents, religion and the like, and not by one's own conviction. Therefore, such kind of faith is an immature faith. In the course of life, the individuals may doubt the existence of God because of the experience of pains, difficulties, frustrations and failures in life and may even give up their faith. This lack of faith in God can be taken to be 'non-being' (antithesis). Later, their experiences become mature when they realize that the pains of life are meant to purify their life. Consequently, they may regain the faith in God, and all their doubts about God may get submerged in their faith. As a result, their faith in God becomes mature, stronger and unshakeable. This is the process of 'synthesis' or 'becoming'.

In fact, Dan Brown's novel, *The Da Vinci Code*, is a test to the faith of the Christians. If people are persuaded by the controversies of Dan Brown and give up their faith, their faith in God and in the divinity of Christ is shallow and immature.

For those who have experienced God in their life, the controversies promoted by people who desire to become popular will only strengthen their faith. This is same with regard to Dan Brown's novel, *The Da Vinci Code*.

For those who have really experienced Christ and have witnessed His love, mercy and healing power, the allegations and controversies put forth by Brown against Christ will be meaningless and will serve as means of strengthening their faith in him.

A true faith transcends the confinements of controversies, sufferings, trials and tribulations. The history has many examples to show that people, who have a strong and unshakeable faith in God and walk in the path shown by him, not only find meaning in the trials, tribulations and frustrations of their life but also experience happiness and peace, miracles and wonders in their life.

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Conclusion

Thus, Dan Brown's novel, *The Da Vinci Code*, has great scope for literary discussion from the viewpoint of literary theories. The theoretical perspective of this novel exhibits the fact that it has been written in the garb of true history to entertain readers, twisting historical records and facts to create tension in the story narrated. It also enables the readers to differentiate between fiction and reality, grounded in spiritual significance of personal experience as well as well documented historical sources.

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Faculty Classroom Performance

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Abstract

The study was conducted with the objective to assess the faculty classroom performance. One hundred eighty one students were sampled. A questionnaire of 20 items (Standardized HEC Teacher Evaluation form 2009) was used for the collection of data focusing on various aspects of faculty classroom performance. The collected data was analyzed, tabulated and interpreted using percentage. It was concluded that the teachers were efficient and well aware of their duties.

The strong areas of their performance were: prepare for each class, demonstrate the knowledge of the subjects, show respect towards students and encourage their class participation and their arrival on time, motivate students to do their best work, and explain the things clearly. The weakened areas of their performance were: to give citations regarding current situation with reference to Pakistani context, to use a good variety of teaching methods, and they never seemed to think about the demands made by other modules. A special training for teaching methods is recommended for the most weakened areas of their performance.

Keywords: Teacher, Faculty, Performance, University, Higher Education, Classroom

Introduction

Teacher performance can be thought of as those things a teacher does, both inside and outside of the classroom. Because specialized knowledge does not automatically translate to effective classroom performance, it is necessary to evaluate not only what a teacher knows but also what a teacher can do. Teacher performance thus includes such instructional basics as how well a teacher plans learning activities, maintains a positive classroom environment, communicates with students, and provides productive feedback. It also includes activities outside the classroom, such as advising student groups, taking part in committees and other school-wide work, and communicating with parents. Parents, students and society as a whole expect a return in higher education that is quantifiable, standard, and measurable in terms of values which are incongruent with those originally envisioned for such institutions.

On Defining Faculty Evaluation

Miller (1987) faculty evaluation defines as a process designed to improve faculty performance (a development process), or (2) a procedure that assists in making personnel decisions (a reviewing process). Another particular concern has to do with evaluating the performance and vitality of tenured faculty members (Licata, 1986). Vitality refers to the faculty member's ability and interest in continuing to grow.

Performance evaluation is the process of evaluating the relative worth or ability of teacher against pre-determined, job-related performance standards usually set by job-descriptors. Faculty evaluation should focus on the teaching performance and not on the faculty member's scholarly reputation or productivity. Faculty evaluation must be tied to the institutions incentive-and-reward system and evaluation should be supported by means of faculty development in the form of instructional resources that facilitate classroom instruction.

Thornton (2006) found that dispositions "often loosely equate to values, beliefs, attitudes, characteristics, professional behaviors and qualities, ethics and perceptions."A common assumption is that teachers should be reflective, habitually monitoring their effectiveness and planning improvements.

Munoz and Chang (2007) aptly summarize, "Teacher characteristics and student growth have an elusive relationship, but practice in the classrooms tells us that they are two intertwined concepts."[16] As these researchers note, policymakers will need "to make the best decision based on their particular context" about which teacher characteristics might be important to assess.

A Review of Literature

To evaluate teacher performance requires having a set of performance criteria. For example, elements that Goe, Bell & Little (2008) consider essential include whether teachers "use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed . . . collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure."[17] Kennedy (2008) includes as examples of relevant classroom practices "being organized, providing clear goals and standards, [and] keeping students on task"; as examples of typical practices outside the

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classroom, she includes "interacting with colleagues and parents, planning a curriculum that engages students, providing supervision to the chess club."

Teacher effectiveness can be considered the result of teacher activities. It encompasses a wide range of outcomes, obviously including student learning. Academic achievement is critical, but as noted earlier, defining teacher effectiveness only in those terms ignores several other important ways that teachers affect students and the school community. The limitations of assessment based on student achievement are amplified when achievement is measured only by standardized test scores, with no consideration of such other classroom data as student projects, performances, papers, learning logs, and the like.

As institutional constraints and calls for increased accountability continue into the decade of the 1990s in colleges and universities, faculty evaluation programs need reexamining to see how they fit with institutional purposes of evaluation. An assessment of practices of evaluation also should help to determine a program's effectiveness in promoting faculty development and productivity. To provide adequate and unbiased evaluation programs, administrators must involve faculty members in the process of determining the evaluation's purpose, as well as its scope, sources of data, participants, and assessment of effectiveness.

Disagreement in Literature

Disagreement in the literature centers on whether one evaluation program can serve both to improve performance and to help in personnel decisions. One contention is that while both purposes are vital, they must be kept separate (Seldin, 1984). The argument is that both purposes can't be served by one system. On the other hand (Miller, 1987) concedes that a dual system is ideal, but observes that limitations of time, money, and personnel render it impractical for most institutions. Nonetheless, Miller cautions, despite the need to find ways to improve faculty performance institution should not consider substituting one program that tries to combine both functions.

Seldin (1984) further asserts that evaluation systems aimed at faculty development which provide constructive feedback to the professor often create a kind of dissatisfaction that motivates the professor to improve. Chances for faculty improvement increases when:

• Immediate feedback is given,
• The professor wants to improve, and
• The professor knows how to bring about the improvement.

Although most institutions identify faculty improvement as their primary goal, Moomaw (1977) believes that most evaluation systems do not stimulate and support faculty development effectively. He cited the lack of connection between evaluation and development activities, and the absence of faculty involvement in the process of the evaluation as the chief reasons for the uneven, or poor, effectiveness of programs at most institutions.

In assessing programs for evaluation teaching, McKeachie (1987) admits that the literature does not support the claim that instructional evaluation alone improves teaching. Faculty

members often must be provided with an understanding of teaching and learning theories, as well as opportunities to develop and practice teaching skills in a non threatening environment. To be helpful in improving faculty performance, instructional evaluation must identify specific difficulties not just assess the general quality of instructions.

Objectives

This study was conducted with the following objectives:

1. To assess the faculty classroom performance using Teacher Evaluation Form (2009) prescribed by the Higher Education Commission of Pakistan.
2. To find out the strengths and weaknesses of the faculty classroom performance in the universities of Pakistan.
3. To give applicable recommendations for the improvement of faculty classroom performance.

Significance of the Study

Teacher is the most important factor in the process of education. The quality and level of excellence in education depend upon the quality and competence of teacher. Due to expansion of knowledge and contemporary changes it is very essential to replace the old and traditional concepts, thinking, approaches and methods of handling affairs and day to day emerging situation in higher education institution by new and modern methods. Being an area of a great importance evaluation of the faculty class room performance, it was felt to conduct study on this topic.

This study will be significant to address and identify:

1. Strengths and weaknesses of the faculty classroom performance.
2. The role of faculty at university level.
3. The mutual cooperation between the students and teachers.
4. How to improve the in competencies of the faculty.
5. The responsibilities of teachers and their role in the classroom.
6. The more effective approaches used in teaching, and using this knowledge to drive faculty development and possibly faculty training.
7. The abilities of faculty in leading and feedback to improve their capabilities.
8. Levels of faculty competency, professional advancements, and the need to adopt effective teaching approaches at university level.
9. The ways to help the administrators/chairs to improve the faculty performance.

Delimitations of the Study

This study was delimited to the views of the students studying in the University of Science & Technology, Bannu. Pakistan and the criteria set by the Higher Education Commission, Pakistan in its Teacher Evaluation Form 2009.

Research Methodology

This study was descriptive in nature and was conducted to investigate the faculty classroom performance.

Population

Students of all departments of University of Science and Technology Bannu constituted the population of this study.

Sample

One hundred and eighty one enrolled students of the university were sampled using convenient sampling technique.

Instrumentation

HEC teacher evaluation form 2009 was used as a research instrument for the collection of data. This consisted of twenty statements. The distributions of questionnaires were made by the personal visits of one of the researchers' student.

Data Analysis

The collected data was analyzed and tabulated and interpreted in the light of the objectives of the study. Statistical technique percentage was used to analyze the data.

Table 1: Teacher's Classroom Performance as assessed by the students

Sr. No	Area of Performance		SD	DA	UD	A	SA
1	Teacher's preparation for class	**f**	3	12	13	53	100
		%	1.65	6.62	7.18	29.28	55.24
2	Teacher's demonstrations for knowledge of the subject	**f**	2	11	22	66	80
		%	1.10	6.07	12.15	36.46	44.19
3	In time course completion	**f**	7	12	33	42	87
		%	3.86	6.62	18.23	23.20	48.06
4	Provision of the additional material apart from textbook	**f**	14	16	25	59	67
		%	7.73	8.83	13.59	32.59	37.01
5	Giving citations regarding Pakistan current situation	**f**	10	28	37	51	53
		%	5.52	15.46	20.44	28.17	29.28
6	Effectiveness of communications on subject	**f**	5	9	24	50	93
		%	4.97	2.76	13.25	27.62	51.38
7	Showing respect for students & encouraging participation	**f**	6	10	20	48	97
		%	3.31	5.52	11.04	26.51	53.59
8	Maintaining conducive to learning environment	**f**	4	11	24	61	81
		%	2.20	6.07	13.25	33.70	44.75
9	Teacher's in time arrival in the class	**f**	5	3	22	42	109
		%	2.76	1.65	12.15	23.20	60.22
10	Teacher's fairness in the examination	**f**	9	9	25	54	84
		%	4.97	4.97	13.81	29.83	46.40
11	Teacher's availability during office hours and after class	**f**	6	11	28	55	81
		%	3.31	6.07	15.46	30.38	44.75
12	Motivating students to do their best work	**f**	4	11	21	45	100
		%	2.20	6.07	11.60	24.86	55.24
13	Non approachability of the teacher	**f**	47	31	32	40	31
		%	25.96	17.12	17.67	22.09	17.12
14	Giving helpful advice if students having difficulties	**f**	7	12	24	45	93
		%	3.86	6.62	13.25	24.86	51.38
15	Teacher's enthusiasm about teaching students	**f**	5	14	32	60	70
		%	2.76	7.73	17.67	33.14	38.67
16	Explaining things clearly	**f**	7	13	16	45	100
		%	3.86	7.18	8.83	24.86	55.24
17	Good variety of teaching methods used on this course	**f**	9	17	30	56	69
		%	4.39	9.39	16.57	30.93	38.12
18	Giving constructive feedback on students' work	**f**	4	17	30	73	53
		%	2.20	9.39	16.57	40.33	31.49
19	No thinking about the demands of other modules	**f**	23	30	37	53	38
		%	12.70	16.57	20.44	29.28	20.99
20	Encouraging students' active participation in discussions	**f**	7	17	27	44	86
		%	3.86	9.39	14.91	24.30	47.51

Table 1 shows:

55.24 percent students strongly agree, 29.28 percent students agree, 7.18 percent students somewhat agree, 6.62 percent students disagree and 1.65 percent students strongly disagree to the statement "the teacher is prepared for each class".

44.19 percent students strongly agree, 36.46 percent students agree, 12.15 percent students somewhat agree, 6.07 percent students and 1.10 percent students strongly disagree to the statement "the teacher demonstrates knowledge of the subject".

48.06 percent students strongly agree, 23.20 percent students agree, 18.23 percent somewhat agree, 6.62 percent students disagree, 3.86 percent students strongly disagree to the statement "the teacher completes the whole course".

37.01 percent students strongly agree, 32.59 percent students agree, 13.81 percent students somewhat agree, 8.83 percent students disagree, 7.73 percent students strongly disagree to the statement "the teacher provides additional material apart from the text book".

29.28 percent students strongly agree , 28.17 percent students agree, 20.44 percent students somewhat agree, 15.46 percent students disagree and 5.52 percent students strongly disagree to the statement "the teacher gives citations regarding current situations with reference to Pakistani context".

51.38 percent students strongly agree, 27.62 percent students agree, 13.25 percent students somewhat agree, 2.76 percent students disagree and 4.97 percent students strongly disagree to the statement "the teacher communicates the subject matter effectively".

53.59 percent students strongly agree, 26.51 percent students agree, 11.04 percent students somewhat agree, 5.52 percent students disagree and 3.31 percent students strongly disagree to the statement "the teacher shows respect towards students and encourages class participation".

44.75 percent students strongly agree, 33.70 percent students agree, 13.25 percent students somewhat agree, 6.07 percent students disagree and 2.20 percent students strongly disagree to the statement "teacher maintains an environment that is conducive to learning".

60.22 percent students strongly agree, 23.20 percent students agree, 12.15 percent students somewhat agree, 1.65 percent students disagree and 2.76 percent students strongly disagree to the statement "the teacher arrives on time".

46.40 percent students strongly agree, 29.83 percent students agree, 13.81 percent students somewhat agree, 4.97 percent students disagree and 4.97 percent students strongly disagree to the statement "the teacher is fair in examination".

44.75 percent students strongly agree, 30.38 percent students agree, 15.46 percent students somewhat agree, 6.07 percent students disagree and 3.31 percent students disagree to the

statement "the teacher was available during the specified office hours and for after class consultations".

55.24 percent students strongly agree 24.86 percent students agree, 11.60 percent students somewhat agree, 6.70 percent students disagree and 2.20 percent students strongly disagree to the statement "the teacher really motivates students to do their best work".

17.12 percent students strongly agree, 22.09 percent students agree, 17.67 percent students somewhat agree, 17.12 percent students disagree and 25.96 percent students strongly disagree to the statement "the teacher is just not very approachable".

51.38 percent students strongly agree, 24.86 percent students agree, 13.25 percent students somewhat agree, 6.62 percent students disagree and 3.86 percent students strongly disagree to the statement students usually get helpful or advice if they are having difficulties with work".

38.67 percent students strongly agree, 33.14 percent students agree, 17.67 percent students somewhat agree, 7.73 percent students disagree, 2.76 percent students strongly disagree to the statement "on the whole teachers are really enthusiastic about teaching students".

55.24 percent students strongly agree, 24.86 percent students agree, 8.83 percent students somewhat agree, 7.18 percent students disagree and 3.86 percent students strongly disagree to the statement "the teachers explain things clearly".

38.12 percent students strongly agree, 13.93 percent students agree, 16.57 percent students somewhat agree, 9.39 percent students disagree and 4.97 percent students strongly disagree to the statement "there is a good variety of teaching methods used on this course".

39.49 percent students strongly agree, 40.33 percent students agree, 16.57 percent students somewhat agree, 9.39 percent students disagree and 2.20 percent students strongly disagree to the statement "the teacher gives constructive feed back on the work students do".

20.99 percent students strongly agree, 29.28 percent students agree , 20.44 percent students somewhat agree, 16.57 percent students and 12.70 percent students strongly disagree to the statement "the teacher never seems to think about the demands made by other modules students are doing".

47.51percent students strongly, 24.30 percent students agree, 14.91 percent students somewhat agree, 9.39 percent students disagree and 3.86 percent students strongly disagree to the statement "students are actively encouraged to participate in class discussions".

Findings

1. Majority of the students (f=153, 84.52%) supported "teacher is well prepared for each class".
2. Majority of the students (f=146, 80.65%) agreed "the teacher demonstrate knowledge of the subjects".
3. Majority of the respondents (f=129, 71.26%) supported "the teacher completes the whole course".

4. Majority of the students (f=126, 79.60%) confirmed "the teacher provides additional material apart from the text book".
5. Majority of the students (f=104, 57.45%) claimed "the teacher gives citations regarding current situation with reference to Pakistani context".
6. Majority of the students (f=143, 79%) agreed "the teacher communicates the subject matter effectively".
7. Majority of the students (f=145, 80.10%) confirmed "the teacher shows respect towards students and encourages class participation".
8. Majority of the students (f=142, 78.45%) agreed "the teacher maintains an environment that is conducive to learning".
9. Majority of the students (f=151, 83.42%) supported "the teacher arrives on time".
10. Majority of the students (f=138, 76.23%) supported "the teacher is fair in examination".
11. Majority of the students (f=136, 75.13%) were in favor "the teacher was available during the specified office hours and for after class consultation".
12. Majority of the students (f=145, 80.10%) confirmed "the teacher motivates students to do their best work".
13. Majority of the students (f=78, 43.08%) disagreed "the teacher is just not very approachable".
14. Majority of the students (f138=, 76.24%) were in favor "the students usually get helpful advice if students are having difficulties with work".
15. Majority of the respondents (f=130, 71.81%) agreed "on the whole teacher are really enthusiastic about teaching students".
16. Majority of the students (f=145, 80.10%) were in favor "the teacher explains things clearly".
17. Majority of the respondents (f=125, 69.05%) confirmed "there is a good variety of teaching methods used on this course".
18. Majority of the respondents (f=126, 71.82%) claimed "the teacher gives constructive feedback on the work students do".
19. Majority of the students (f=91, 50.27%) were in favor "the teacher never seems to think about the demands made by other modules".
20. Majority of the respondents (f=120, 71.81%) claimed "the students are actively encouraged to participate in class discussion"

Conclusions

1. Overall the performance of the faculty was good and the strongest areas of faculty performance were:
   • Teacher is prepared for each class.
   • The teacher demonstrates knowledge of the subjects.
   • The teacher shows respects towards students and encourages class participation.
   • The teacher arrives on time.
   • The teacher motivates students to do their best work.
   • Teacher explains things clearly.

2. The areas of marginal performance of the faculty were:
   • The teacher completes the whole course.
   • The teacher provides additional material apart from the text book.

- The teacher communicates the subjects matter effectively.
- The teacher maintains an environment that is conducive to learning.
- The teacher is fair in examination.
- The teacher is available during the specified office hours and for after class consultation.
- The teacher is just not very approachable.
- The students usually get helpful advice if they are having difficulties with work.
- On the whole teacher are really enthusiastic about teaching students.
- The teacher gives constructive feedback on the work you do.
- The students are actively encouraged to participate in class discussion.

3. The weakened areas of faculty performance were:
   - The teacher gives citations regarding current situation with reference to Pakistani context.
   - There is a good variety of teaching methods used on this course.
   - The teacher never seems to think about the demands made by other modules

Recommendations

On the basis of findings and conclusions the following recommendations were made:

1. Faculty may maintain or improve its performance standards by preparing for each class, demonstrating the knowledge of the subjects in a better way, showing respect towards students and encouraging their class participation, arriving in the class on time, motivating students to do their best work, and explaining the things clearly.
2. The faculty need to improve their performance by completing the whole course, providing the additional material to the students apart from the text book, communicating the subject matter effectively, maintaining an environment that is conducive to learning, being fair in examination, with their availability during the specified office hours and for after class consultation, be a good approachable teacher, helping students if they are having difficulties with work, being enthusiastic about teaching students, giving constructive feedback on students' work, and encourage students to participate in class discussion.
3. The faculty needs a special training in the most weakened areas of their performance; giving citations regarding current situation with reference to Pakistani context, using a variety of teaching methods, especially the area of modular teaching approach in education.

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Language in Andal's *Thiruppavai*

Poornima Immanuel, Ph.D.

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The Focus of This Paper

Andal (a:NDa:L) is a mystic hymnist of South Indian religious renaissance, in particular, the Vaishnavite tradition. The main motive of the religious mystic is achieving an intimate relationship with God. It is essential to have knowledge of the fundamental principles of the mystic's philosophy and theology to understand the language of a mystic. This paper will attempt first to analyze the philosophical and religious content of Andal's Thiruppavai and then proceed to discuss its poetic richness and lyrical felicity.

Consummation of Relationship with Lord Ranganathan

Andal, who lived over a thousand years ago, is seen as a mystic due to her recognition of the existence of the soul and its relation to the Divine Soul. Andal is also a great mystic because through her sensuous poetic images she brings out the intimacy between her and Lord Ranganathan, the presiding deity of the Vaishnavite sect, Lord Ranaganathan of Srirangam. She looks for the consummation of this relationship with him as her consort, longing to marry him.

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Lord Ranganathan is Emperumal, my or our Lord and Master. Tradition records that Andal was eventually absorbed in the image of Renganatha at Srirangam, which represents the human identification with cosmic process. In other words, spiritual union takes place and her yearning for this is depicted in sensuous terms in her poems of great artistry and intimate communication.

The Alchemy of Relationship

Max Muller, the great Indologist, wondered about the alchemy of Hinduism where men become Gods and Gods become men. The immortal story of Andal presents an example of this alchemy: a pious devotee par excellence being turned into channels divine through the metamorphosis of pure bhakti. Her lyrical poems Thiruppavai and Natchiar Thirumozhi celebrate the intimacy of human soul with the Universal Soul.

The Structure of Thiruppavai

Andal's Thiruppavai consists of 30 verses in which Andal imagines herself as a cowherd girl during the incarnation of Lord Krishna. In the first fifteen verses a cowherd girl beseeches other Ayar (shepherd) lasses to wake up and immerse in the depth of enjoyment of her verses. In the next fifteen verses, Ayar lasses sing 'Thirupalli Ezhuchi' (exhortation to rise up in the morning) to the Lotus-navelled Govindan and his Nappinai and seek their blessings.

Consider the significance of this division of verses: Individuals are asked to prepare themselves to worship their deity. Preparation includes many rituals including chanting of verses. In the next part actual worship is encouraged.

Andal's Poetics and Syntax

Andal's poems owe their origin to a religious observance among nubile maidens. The use of questions and exclamations, the repetitions of the compound words 'elor empavaai' towards the end of each verse impart a conversational character. She achieves the integration of the mystic, the poetic girl and the mythical Gopi in her poems which express her ethereal longing for the comely Lord of Thiruvarangam. Andal's syntax is often emotive.

The Sensuous and the Spiritual Go Hand in Hand

Andal's Thiruppavai is both sensuous and spiritual in its content. Thiruppavai celebrates the Lord of Thiruvarangam as a sensuous person even as it focuses on his spiritual being. The syntax, the tone and tenor all work towards providing a linguistic experience through alliteration, mellifluous rhythm and great imagery. Her poems are rich in the use of similes and metaphors and their use is functional rather than decorative.

Physical Beauty

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Most of the similes and metaphors are used to describe the physical beauty and characteristic features of Lord Arangan. The following examples will exemplify how the concrete is used by Andal to clarify and bring home to the readers the abstract and the spiritual elements.

- In verse 1, it is described that Kannan remains as hot as sun but as cool as moon to his ardent devotees. As for Andal, as a young ardent girl in perennial love with Kannan, the sensuous and the spiritual emotions seem to provide both moon and sun in the same person.

- Being dark in color, Kannan is compared to black cloud in verse 3 and to emerald in verses 16 and 26. The lover is many-splendored for the lady love. She sees beauty in every aspect of her lover.

- In order to enumerate the physical strength of Lord Krishna, Andal extols him as the lion's cub in verse 1 and fierce lion in verse 23. The lover is cuddly and cute as well as fearsome protector.

- Lord Krishna is compared to 'hillock tall divinity' and his feet to 'lotus golden' in verse 30. Unmatched divine status with all purity. Lotus becomes the symbol of knowledge, wisdom and everything divine.

- In order to bring home the exquisite charm and beauty of Nappinai, Andal compares her to 'creeper gold' in verse 11 and praises her rosy cheek in verse 2. The imagery of creeper stands for steadfast love seeking to envelope her lover, while the rosy cheek is an integral part of feminine beauty, caused or kindled by natural shyness ascribed to all women of great culture in Tamil tradition. It is more likely that Nappinai is the alter ego of Andal herself.

The Rain

Within the Tamil poetic tradition, the kaar season is the season of rains during which pining for the lover is highlighted. Nature serves as an appropriate background for Andal to express her intensely emotional bakti and sensuous love for her heart-throb Kannan. Lord Krishna appears in incarnations of various moods of Nature in the verse 'Azhimalai Kanna' which may be described as a small scientific treatise, yielding wealth of information about rain. To Andal, rain is Krishna and Krishna is rain.

At the spiritual level, it is an ethereal mode of seeing God in Nature and Nature in God. At the sensuous level, longing to be with one's love and lover become the major focus of this season. To her, the color of the cloud, the flash of lightning, the roar of thunder and the down pour of rain all look like the complexion of Krishna, the wheel, the dextrogyral conch and the arrows

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discharged from Rama's bow. Every bit here is both sensuous and spiritual, a hallmark of Andal's poetry.

The Intrinsic Beauty of Poems

The essence of the famous poem 'Azhimazhi Kanna', is translated in English by Chenni Padmanaban thus:

Oh! Rain! Gracious alike ocean, pupil of my eye
Thou shall never flout this altitude
Enter sea, emerge replete, ascend a mass dark in
space;
Color a la form of Lord Eternal. Let lighting flash
Thunder shoot as wheel and dextogyral
In the hands of Padmanabha, His arms a fortitude;
Brook no delay, force a cloud burst;
Pour down as would darts from Saranga lash
To facilitate life on earth bright;
And the Margazhi bath to our delight;
Listen and consider, our damsel.

Translations and translators have their own problems in capturing all aspects of the original composition. Here in this translation, the focus is more on the spiritual and mythical and less on the original intent of sensuality and spirituality going hand in hand.

Lyrical and Transcendent

Just as in her style, so also in versification, Andal can hardly be surpassed. She opts for a specific poetic form in Tamil. With her everything is lyrical and transcendent and she fluently rhymes her response. She assumes herself as a cowherd girl, which fits in well with her lover's background as a member of the cowherd community, in his incarnation as Lord Krishna.

Andal feels that the feelings and the emotional passions of the heart are at their simplest and purest in humble and rustic life. The Ayarpadi environment is replete with the beautiful and permanent forms of Nature. So she imagines herself as an Ayarpadi girl. Srivilliputhur turns Yadava land for her. The temple of Vadapatrasayee becomes the palace of Nandagopalan. Vadapatrasayee is Krishna for her. She imagines herself as one among the Ayarpadi maidens going from house to house bidding their friends to rise and join them for the Margazhi month rituals to be followed by prayer to Narayana who alone can give mankind 'parai' (grace).

The tone and tenor of the poem suggests that the month of Margazhi is the right time for humankind to benefit from Nature to attain God- consciousness. Andal seeks the Ayarpadi lassies to listen to the warble of the birds and feel the loveliness of the fresh flowers and the pure

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breeze which will help them absorb the glory and grandeur of the Lord Narayana, and approach him in a mood of total surrender.

The sensuous description is overtly presented, but the goal is to seek the Divine. Interspersed with sensuous beauty and spiritual yearning, the poem takes us to a world of beauty and mysticism.

Dramatic Progression

There is always dramatic progression of thought in her poems. If Kannan is compared with the dark cloud, his Ayarpadi lasses are compared with peacocks. The peacock dances on seeing the dark clouds that forebodes the coming rain. Similarly the Ayarpadi lasses too, at the sight of dark colored Krishna, sing, dance and become elated. They are compared with tiny parrots (verse 15) which usually repeat the same tune in rhythmic ways and they are totally mesmerized by their own singing. They prattle sweet nothings to their lover. They are also compared with the moon in verse 30 emphasize that they receive light and happiness from the sun, Lord Krishna.

Kannan is also compared with rain as he showers blessings in abundance as the rain pours water on the earth for the benefit of humanity. To his ardent devotees Kannan remains as cool as moon but to evil-minded personalities he is hot as sun. Thus, language and theme merge together to convey the devotional ardor of Andal.

Sound and Sense

Andal is renowned not only for powerful handling of religious emotion but also for the depiction of Ayarpadi environment accurately and precisely. She cares both for sound and sense. Words attain rhythmical power and there is a harmonious fusion of the lyrical and metaphysical elements.

Audible signs of dawn are in abundance in verses 6,7,and 8. Both rhythm and rhyme merge together to make the reader hear

• The chirping and chattering of birds
• The roaring of white conch
• The sonorous clatter of crows
• Gurgling noise of curds in pots by churn-dash.
• The clanking sound of gold pendants threaded in the
necklace of dairy women
and
• The coo-cooing by the flock of larks

A Painter of Landscape in Words

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Andal exposes herself as the original painter of landscape with words. The pastoral environment is brought home in a picturesque way in her poems. Visual signs of dawn are described in verse 13. The Ayapadi lassie is asked to look at the pale eastern sky during dawn. They are also asked to see the buffaloes moving with heavy pace to graze the field. Prosperous life led by the shepherds is revealed in verse 12, which depicts that the shepherd's home is wet and miry due to overflow of milk dribbling from the udder of young buffalo. The milk vessels always brim with abundant milk because of incessant flow of milk from the cow and Ayarpadi people pour ghee copiously on cooked rice and eat it.

In verse 2, Andal details the code of discipline that the Ayarpadi lassies have to follow during *no:nbu* (fast).They are advised not to drink milk or taste ghee and also not to comb and adorn their hair with flowers. Austerity and depriving oneself of good things of ordinary life become a prelude to the meeting with and the celebration of the Divine. Now the *no:nbu* has come to an end. The lavishness and luxury involved in the end of the vrata (fast) are depicted in verse 27 as thus:

Cooked milk - rice delicious,
Steeped in ghee poured off copious
Which flows down the elbow, Thou Amorous!
Entranced would remain conjunct, consider
our damsel.

Yielding to Spiritual Interpretations, Multiple Interpretations

Another significant feature of Andal's language style and versification is that they yield to spiritual interpretations. The following specimen will demonstrate this fact:

In your backyard garden pond
Lotus hath opened its petals benign;
Lily hath closed its petals as a cone.

In this verse, according to religious interpreters, 'the backyard garden' points to the physical body which yields to various kinds of pleasures and grief. 'Pond' signifies the heart. As the pond is important to the garden, so is the heart to the body. Andal's lyrics use many striking smiles which enhance further their religious meanings.

R. Bangaruswami translates verse 23 in English as follows:

The valiant lion snugly sleep
In its mountain cave during rain
Wakes up eyes aflame; bristles its mane
In all directions, stretches its limbs
Stands erect and sets out roaring

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Even so you, though flower-like
Leave your bed, March into the hall
And taking your lion-held throne
Our grievances enquire and dear mercy.

In this verse, Krishna's rising is compared to a lion's after its hibernation during the rainy season. The spiritual commentators feel that the lion in this verse is symbolic of Lakshmi Narasimha. They feel that though Lord Narasimha is compared to the lion, his mental attitude is like that of a flower. They interpret that in the line 'Wakes up eyes aflame; bristles its mane', 'flame', symbolizes 'jnana' (knowledge). If Krishna glances at jeevatma (individual soul), the knowledge of jiva-paramatma identity (union of soul with supreme soul) will be imparted to him.

Idiomatic Tamil and Indigenous Poetic Forms

No doubt Andal has powerful command over the language which enables her to compose poems in idiomatic Tamil in an indigenous form. She epitomizes the sweetness, elegance, and essence of the language when she expresses her profound feelings of devotion, love and saranagathi (total surrender) in her immortal and exemplary lyrics. She preaches to humanity that there is nothing equal to the route of chanting to train the mind to seek Divinity. Her theology motivates people to chant the name of the Lord Ranaganathan, to develop a close rapport between him and his devotees.

In verse5, Andal advises the people to sing of his glories so that they will get close to Krishna as follows:

Child of North Mathura Maya incarnate
Sporting in the holy waters of Yamuna!
Lustrous lamp of the cowherd clan!
Purifier of your mother's womb! Damodara!
If we but approacg yopu with purity'
Worship you with flowers pure'
Sing your praises with deep emotion,
And mediate upon you in our minds,
Our past errors and those creep in future
will be burnt like cotton in the fire.

(Trans.by Bankaruswami)

She advocates purification of bakthi cult in her lyrics where she uses the simplest lyric measure with great skill and ease and has enabled the people from village, town and city to recite her songs in the month of Margazhi for centuries.

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Evaluation of the Supra-Segmental Phonemes in the Novels of R. K. Narayan

Shakeba Jabeen Siddiqui, Ph.D. (Linguistics)

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Abstract

The supra-segmental phonemes in the novels of R.K. Narayan were evaluated. Narayan used pauses, breaks and jerks in the sentences to emphasize what he and his characters state. Slight deviation in the sentence produces long durations, emphasizing the emotional ups and downs of the characters. He occasionally varied the pitch using the same lexeme in different situations. The same notation of the lexeme has been used on different occasions, for example the words **'Oh'** and **'Ah'** have different expressions of surprise, happiness, irritation, indifference, agreement, disagreements, satire, etc. No change in accent was noticed.

It seems Narayan deliberately avoided language variation in the depiction of his characters. All his characters speak simple, fluent and lucid Indian variety of English with high usage of indigenous and regional words with no change in pronunciation. Although Narayan purposefully avoided the change of accent in his writing, he used repetition of words as a prominent feature of providing stress to his essential dialogues that are important for readers' understanding. The importance of dialogues is stressed by the repetition of words. In addition, repetition also provides a slight tonal quality to the sentences.

The author beautifully mixed the rising and falling intonations in the text generating the differences in the audibility. This conveys the emotional fluctuations of the characters.

In order to convey the real tone of the speaker, the author used adverbs reflecting the voice quality of the speaker. Narayan selected the normal mode of writing in some of the places of the text, starting the dialogue of speaker with **H'm**., expressing his thinking process,

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agreement or even disagreement. Similarly, he used many such non-lexemic items, such as, **Ha! Ha! Ha!, Ah!, Oh, O, Aha, Alas,** etc. to express the ups and downs in the emotions of the speaker. He also used rhyming words, to convey the patterns of sound, making the background in accordance with the situation.

To express hatred, anger, humiliation, criticism, frustration, irritation and emotional conflicts, Narayan adopted phonological deviation as a tool. He created jerks in the sentences with high usage of dash signs '_____' , ALL CAPS, **Bold**, *Italics* as tools, overlapping of pronouns and half/ incomplete words. This deliberate deviation produced a significant effect in the minds of readers.

Keywords: Supra-segmental phoneme, R.K. Narayan, Accent, Pitch, duration, stress.

Introduction

R.K. Narayan's art as a novelist was largely limited to story-telling, for the story is the distinguishing characteristic of his fiction. As a genial story-teller Narayan held his listeners simply spell-bound. The story really matters in all his writings. In his novels and short-stories, Narayan wrote a story of the middle or the lower middle class people, neither too well off nor too poor in the South Indian towns, which constitute his familiar fictional locale popularly known as Malgudi. An imaginary but loveable town, which exists nowhere in the map of India but it is considered to be the microcosm of India. There is a certain indefinable relationship between Malgudi and its people. The people make the town of Malgudi the way they like it, and the town, in turn, affects the traditional and modern society of South India.

R.K. Narayan's novels have attracted the attention and interest of many researchers. Trivedi and Soni (1973) discussed the problematic genre classification of Narayan's book *Dateless Diary*. Walsh (1979, 1982) reviewed Narayan's work chronologically focusing on Narayan's growing maturity and his embodiment of the spirit of Hinduism reflected in the tension between the one and the many. Woodcock (1985) compared R.K. Narayan and V.S. Naipaul and opposed Naipaul's view of Narayan's fiction as "essentially aimless and produced by profound doubt about the purpose and value of fiction." Young (1981) disagreed with Naipaul's dismissal of Narayan's "quietism" and argued that Narayan's work has a positive "transforming power". Ali (1986) examined Narayan's style of using English in *The Guide*, focusing on the combination of ironic comment and comic manner.

Although there are many studies of Narayan's fiction and short stories, the effect of sound (phonetics) in his novels is largely ignored. The present study is to investigate the effects of phonetics in the novels of R.K. Narayan with a special emphasis on the evaluation of the supra-segmental phonemes.

Supra-Segmental Phonemes Evaluation

Sounds undergo many changes. Many contrasts in language are developed in the phonological processes. These take place at a higher level, a level that will involve sequences or strings of sounds, or even of words and phrases. This is the domain of *supra-segmental phonology*. Stress, rhythm, and intonation are phonological realities that manifest themselves at the supra-segmental level, spreading over segmental phonemes and parts of words and

throughout the sentence. Stress and intonation contours can even have phonemic (contrastive) value since only difference in stress placement establishes the distinction between **en**voy (the noun) and en**voy** (the verb). The same word, phrase or sentence pronounced with different intonational contours could express surprise, satisfaction, and matter-of-factness.

R. K. Narayan exploits these features in his own characteristic way developing his own tools. The way he handled these in his novels clearly demonstrate that a mere use of native English intonations and supra-segmental features would not do because his characters are almost always Indian, who may have learned English as a foreign or a second language, with no real mastery over the supra-segmental features employed by the native speakers of English.

The supra-segmental level includes duration, pitch, accent, stress through repetitive words, rising and falling intonation through dialogues and selection of sounds in Narayan's works.

Evaluation of Duration in Narayan's Novels

Narayan focused on the delivery of dialogues through the gaps and pauses in the speech or talk of the speaker. This durational pause can explain the inner feelings and emotions of the speaker and the style of delivery of dialogues in conversation with the characters in the novels. Example:

"I suppose….H'm". Nothing further was said (Narayan, 2000).
Narayan, R.K. (2000). The Magic of Malgudi. *The Bachelor of Arts*. Page 163.
The pause denotes the prolonged thinking leading to a speechless condition of the speaker.

"I have given her every comfort at home, provided her with all the jewellery and clothes a girl needs but[1A]…." . (He paused slightly).

"You son of a[1B] …".

"How far is[1C]…..?" The pause indicates a name, which Narayan didn't want to tell the readers.

"A box of jewellery left in safe custody at the Bank[1D] of ….." . The pause indicates a name of the bank, which Narayan didn't want to reveal.

 "I have, of course, enough stock with me, but if I run out[1E]…." . Here, the pause reflects the confusion in the mind of speaker.

'I didn't beat the shop man. The man who beat him was [1F]…". He gave a number of local names. Here, Narayan used pause to mention numerous names, which he didn't want to reveal to the readers.

She started crying, 'After all…. After all[1G]….. Is this right what I am doing'. The pauses indicate the hidden guilt, which is troubling Rosie, as she wants to re-confirm that whatever she is doing is right.

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"and when the tempo is varied[1H]…" (This was something, which Gafur could safely overhear).

She stopped now and then explain: '*Nari* means girl - and *mani* is a jewel[1I]…".
(Narayan, R.K. (1958). *The Guide*, , Methuen, London. [A] Page 15, [B] Page 24, [1C] Page 55, [1D] Page 42, [1E] Page 60, [1F] Page 124, [1G] Page 120, [1H] Page 124, [1I] Page 125).

"I'm, I'm….. a teacher in a school[1A]".

"Someone is coming to stay with us, and he wants[1B] …..".

"Do you know how many people[1C]……".

"He is not a tenant, but a …….. friend[1D]".

"Why could you not have straight away gone through the usual formality, that is[1E]…..".

"I thought since……. since you have…….. you might adjust your accounts[1F]".

"What about[1G] ………?"

"Babu said there was, was………. Some giant here[1H]……"

"All sorts of low-class women are wandering around this press nowadays[1I]……..".
"What about[1J]…….?"
 (Narayan, R.K. (1962). *The Man-eater of Malgudi*. Heinemann, London. [A] Page 19, [B] Page 75, [1C] Page 77, [1D] Page 78, [1E] Page 79, [1F] Page 87, [1G] Page 100, [1H] Page 104, [1I] Page 105, [1J] Page 101.)

Evaluation of Pitch in Narayan's Novels

Pitch is one of the three major auditory attributes of sounds along with loudness and timbre, and it represents the perceived fundamental frequency of a sound. While the actual fundamental frequency can be precisely determined through physical measurement, the actual fundamental frequency may differ from the perceived pitch because of overtones, also known as partials, harmonic or otherwise, in the sound. The human auditory perception system may also have trouble distinguishing frequency differences between notes under certain circumstances. According to American National Standards Institute (ANSI) acoustical terminology, it is the auditory attribute of sound according to which sounds can be ordered on a scale from low to high.

The pitch in the dialogues from Narayan's novels can be understood with the help of the usage of 'Oh' by the author to convey different moods of the speaker. In sentence 1, Oh is used to convey the happy mood of the speaker, while in sentences 2 & 3 Oh represents a tinge of disagreement by the speaker. In sentence 4, Oh represents apologetic behavior of the speaker with a stress on the word '**no**'. In sentence 5, 'Oh' represents the mood of admiration of the speaker.

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Example: The usage of **Oh** by Narayan

1. '**Oh**, wonderful. Where did you learn to write novels'[1A].
2. '**Oh**, no, I'm just interested that's all[1A]'.
3. '**Oh**, no, it's not that'[1A].
4. '**Oh**, no! apologized Jagan[1B]'.
5. "**Oh**, charming! Charming! Charming![1C]".

(Narayan, R.K. (2000). *The Magic of Malgudi. The Vendor of Sweets*. [1A]Page 294, [1B] Page 296, [IC] Page 316, [ID] Page 301.)

Example: Narayan used some of the **non-lexemes** to picturize the emotions and the inner feelings of the speaker.

1. '**H'm.**' [1D].
The usage of 'H 'm shows that the speaker is thinking and also agreeing with the other person. Other examples of the mood of the speaker through pitch are

1. '**Wow**[1]!" (Page 316).(happiness)
2. "**Ah**[1], here it is!" (Page 316)(satisfaction).
3. "**Ah**[1]!", jeered the cousin genially** (Page 316).(empathy))

(Narayan, R.K. (2000). *The Magic of Malgudi. The Vendor of Sweets*)

Evaluation of Accent in Narayan's Novels

An **accent** is a manner of pronunciation of a language. Accents can be confused with dialects which are varieties of language differing in vocabulary and syntax as well as pronunciation. Dialects are usually spoken by a group united by geography or social status.

When a group defines a standard pronunciation, speakers who deviate from it are often said to "speak with an accent". People from the United States would "speak with an accent" from the point of view of an Australian, but people from Australia may also "speak with an accent" from the point of view of an American.

The concept of a person having "no accent" is meaningless, although a variety used in formal settings, such as BBC English, is sometimes informally designated as "accentless". Narayan is not very fond of using different accents in his novels as he does not change the accent of his speaking character. This could be a deliberate effort of the author that the language of his characters does not vary in any context of socio-economic status, their ethnicity, their caste and their nativity.

A single example of Narayan using foreign accent is as follows:
"Yeah" Even here the identity of the character is the major goal, not any other aspects and functions of varying accents.

Evaluation of Stress in Narayan's Novels

Stress is an important feature of English. It is defined as the degree of prominence a syllable has. If a word has more than one syllable, the syllable, which is more prominent than the

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other, is said to receive the accent. The relative prominence of a syllable is generally due to stress, i.e. greater breath force, but very often stress and pitch work together to make a syllable more prominent. Most Indian speakers of English put stress on wrong syllables. As a result, their pronunciation becomes very much unintelligible to the native speakers of English. The syllable on which there is a pitch change is said to have the primary or tonic accent. Any other prominent syllable is said to have a secondary accent.

Narayan revealed the importance of any given sentence by giving stress on a vowel of a word.

> Kailas muttered: 'Good boy. You are a good friend in need is a friend *inde-e-e-ed*[3].'
> ([Narayan, R.K. (2000). The Magic of Malgudi. The Bachelor of Arts. Page 218)

Here, the vowel 'e' has been over-stressed. It seems that the author was not very keen in focusing on a particular syllable, but he gives the sense of stress by using words repeatedly.

Narayan also used repeated words to **stress** the sentence. The purpose is to stress the importance of the situation and to make the conversation more interesting to the readers. He is not very fond of using symbols but he uses repetition:

> "**Poor boy, poor boy**[1], let him be" (Page 281).
> "Oh! **Father, Father**[1]," the boy cried (Page 286)
> "**Yes, Yes**[1], I meant college" (Page 290)
> "**Oh, no, oh, no**[1]," cried the cousin (Page 290)
> "**College, college**[1], and of course college" (Page 291)
> "**No hurry, no hurry**[1]." (Page 291)
> "**Go back, go back**[1] to his wife" (Page 295)
> "**Of course, of course**[1]……" (Page 296)
> "**True, true**[1]" (Page 297, 302)
> "**No, no**[1], its my duty" (Page 302).
> "**I know, I know**[1]" (Page 308)
> "**Oh, charming! Charming! Charming**[1]!" (Page 312)
> "**Yes, yes**[1], I understand" (Page 315).
> "**You will, you will**[1]…." She said (Page 315).
> "**Oh, oh, Father, Father**[1], get me one of the letters" (Page 315).
> "**Yes, yes**[1]," said Jagan (Page 322).
> **True, True**[2]…….(Page 31)
> "**Yes, Yes**[2]," he agreed readily. (Page 33)
> "Oh, **Yes, Yes**[2], of course," Vasu said faintly.(Page 33)
> "**Yes, Yes**[2], that's a good idea .I'll always be round you. (Page 32).
> "**No, no**[2], it's not that" (Page 76).
> "**Yes, Yes**[2]," he said mockingly (Page 101).
> "**Yes, Yes**[2]", I said "Why not" (Page 105).
> "**Stop! Stop**[2]!" (Page 80).
> "**Suppose, suppose – suppose**[3]? What? I myself could not specify" (Page 115).

[1] Narayan, R.K. (2000). The Magic of Malgudi. *The Vendor of Sweets*.

[2] Narayan, R.K. (1962). *The Man-eater of Malgudi*. Heinemann, London.

[3] Narayan, R.K. (1958). *The Guide*. Methuen, London.

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Evaluation of Selection of Sounds in Narayan's Novels

Narayan used H'm to describe the thinking process of the speaker.

Example

"I suppose….**H'm**." Nothing further was said
[1] Narayan, R.K. (2000). *The Magic of Malgudi. Swami and Friends*.

He used H'm to highlight agreement.

Examples

 "**H'm.,** that's better", Vasu said, sitting down (Page 28).
'**H'm…** But I have got to tell you ------' (Page 28).
'**H'm.** You talk the matter over with one or two of your friends and see me again with some definite programme for the inaugural meeting' (Page 28).
 Narayan, R.K. (1962). *The Man-eater of Malgudi.* Heinemann, London.

Narayan used H'm to mention the disagreement of the speaker.

Examples

'**H'm.** You can't can you?' (Page 65).
Narayan, R.K. (2000). *The Magic of Malgudi. Swami and Friends*.

'**H'm.** But I wouldn't advise you to make it a habit (Page 147).
Narayan, R.K. (2000). The Magic of Malgudi. *The Bachelor of Arts*. Page 163

"**H'm!".** Don't get too serious (Page 18).
Narayan, R.K. (1962). *The Man-eater of Malgudi.* Heinemann, London.

He used Ha! to express the intensity of the laughter and pride of the speaker.

Examples

Ha! Ha! Ha! Vasu stopped laughing (Page 31).
Tiger blood? **Ha! Ha!** Pure alum solution. (Page 61).
Narayan, R.K. (1962). *The Man-eater of Malgudi.* Heinemann, London.

Narayan used "Ah!" phoneme to express the pleasure and pity of speaker.

Examples

He picked up the manuscript and glanced at the title page: "**Ah!**", he exclaimed (Page 95).

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He kept exclaiming, **"Ah!" "Ah!"** and Margayya sat before him and watched with complete aloofness (Page 95).
Lal kept exclaiming, **"Ah!" "Ah!"** every few seconds (Page 95).
Margayya said, "**Ah, that is interesting…."** (Page 105).
 Narayan, R.K. (2000). *The Magic of Malgudi. Swami and Friends*.

"**Ah,** you are showing some spirit after all, that's good" (Page 101).
 "**Ah**, I did not know that" (Page 200).
"**Ah**, **Ah, Ah**! Do you think my hair is dyed" (Page 215).
"**Ah**!" said Kailas (Page 217).
(Narayan, R.K. (2000). The Magic of Malgudi. *The Bachelor of Arts*.)

Narayan used "Oh!" for the expression of surprise, irritation, gratification, sorrow, grief, apology, abuse, please and happiness. In the below mentioned examples, the words in parentheses show the exact emotions conveyed by the sentences with 'Oh!'.

Examples

'**Oh**, wonderful. Where did you learn to write novels' (Page 294). (surprise).
'**Oh**, no, I'm just interested that's all' (Page 294). (disagreement).
'**Oh**, no, it's not that' (Page 294). (rejection).
'**Oh**, no! apologized Jagan' (Page 296). (apology).
 "**Oh**, charming! Charming! Charming!" (Page 312). (admiration).
Narayan, R.K. (2000). *The Magic of Malgudi. The Vendor of Sweets*.

'**Oh**, no!, we cannot afford to make it look like a gazetteer' Page 103). (satire).
Narayan, R.K. (1952). *The Financial Expert*. Methuen, London.

"**Oh**, no! I am not such a big businessman" (Page 76). (disappointment).
Narayan, R.K. (1962). *The Man-eater of Malgudi*. Heinemann, London.

"**Oh,** yes, yes, of course" Vasu said faintly (Page 33). (agreement).
"**Oh!** that's all-right" (Page 76). (agreement).
 "**Oh!**" Vasu groaned, "That original again" (Page 32). (irritation).
"**Oh,** poor creatures," I said. I hope they aren't hurt (Page 38). (sympathy).
"**Oh**, poor dog!" (Page 99). (sympathy).
"**Oh**, no, they won't be hurt" (Page 38). (casualness).
"**Oh**," I said casually. "he is good fellow, though his speech is blunt sometimes (Page 45).
      (casualness).
"**Oh!**" said his wife gratified (Page 102). (gratification).
"**Oh!** [1]**,** she said, "Is that book printed?" (Page 102). (query).
 "**Oh**, that nobody can say" (Page 45). (rigidity).
"**Oh**, please do something and print my cards", he cried, exasperated (Page 22).
      (desperation).
 He was quick to catch it. "Friend! **Oh! Oh**!" (Page 79). (exhausted).
 "**Oh,** idiot Sastri!" (Page 91). (abuse).
"How many things they demand and keep demanding! **Oh**[1]**,** God" (Page 75). (annoyance).
"**Oh,** how?" (Page 80). (query).

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(Narayan, R.K. (1962). *The Man-eater of Malgudi.* Heinemann, London.)

Narayan used "Alas" for the expression of sorrow, disappointment and grief.

Example

'**Alas!** I don't know what her caste is, so how can'.
Narayan, R.K. (2000). *The Magic of Malgudi. The Vendor of Sweets*. Page 387.

Narayan used "Oho, Aha" for the expression of taunting and happiness.

Example

'**Oho!**' said my uncle. 'She has reached the stage of addressing you as mother (Page 173).
'**Aha**' you are proud of that, are you? He said. 'You are showing a lot of liberality to your mother, aren't you' (Page 174).
'**Aha**, that's a good idea,' the man said jocularly (Page 77).
'**Aha**, you are proud of that, are you?' he said. (Page 174).
[1] Narayan, R.K. (1958). *The Guide*. Methuen, London.

Narayan used certain phonemes for showing the backdrop rhythm.

It is seen from Narayan's novels that Narayan deliberately used the expressions described above to describing certain essential situations. As his audience was primarily Indian, he chose to make use of simple devices, which are easily printable and easy to read and understand. Moreover such devices are also already in use in Indian languages. He exploited the existing conventions for creating appropriate backdrop for his characters, content and events of his story. For example, he described the sound produced by the tip toes and sandals to graphically describe the situation and to create an atmosphere of suspense making his novels more interesting and binding.

Examples

As the *pit pat* [1] of the sandals were heard …..(Page 115).
Narayan, R.K. (1952). *The Financial Expert*. Methuen, London.

"He heard the *creak-creak* of the sandals far off". (Page 24).
"His feet said *pish- pish- pish pat- pit- pat-* swish and crackled." (Page 119).
Narayan, R.K. (2000). *The Magic of Malgudi. Swami and Friends*.

Now over the *chug, gluck, pat* and *tap* I heard a new sound a repeated *tap* on the grille that separated me from Vasu's staircase (Page 154).
The sound of treadle parts came in a series, *chug, gluck, pat* and *tap* (Page 153).
Narayan used *tap tap* phoneme to describe the knocking sound on a metal.
Tap tap on the steel mesh (Page 154).
Narayan, R.K. (1962). *The Man-eater of Malgudi.* Heinemann, London.

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Narayan at a particular situation in his most famous novel, *The Guide* made a rare introduction of rhythmic reduplication to describe the actual situation of dancing posture by Rosie, the dancer, and the beloved of Raju. It can be depicted from the Narayan's writings that he was not very fond of using rhythmic utterances to make his novels decorative and language ornamental. But, Narayan deliberately selected these rhythmic repetitions to give a clear picture of the situation in the minds of his readers. Readers thus are able to imagine and fantasize the Rosie's feminine attraction. This is a good example of Narayan's selection of delicate rhythmic repetitions to describe the important behavioral and bodily features of his characters.

She uttered its syllables, *'Ta-ka-ta-ki-ta, Ta-ka '* (Page 124).
Narayan, R.K. (1958). *The Guide*. Methuen, London.

Other Deviations of Sounds in the Narayan's Work

Other deviations of sounds are usually found in the portions of novels and short stories, where there are hatred, anger, humiliation, criticism, frustration, irritation and emotional conflicts. These areas can be realistically depicted through the deliberately constructed deviations in the sound patterns by the authors. Narayan skillfully used the deviations of sounds to express these emotions of his characters. Some of the examples are as follows:

 "**The scoundrel, that cook is a buffoon….Wait a minute**" [This sentence depicted the forced anger of Rajam after being ignored by the cook] (Page 22).

"**He– the Pea – wrote TAIL – Big Tail – on the black board – big -** " [Swami with full anger said the above sentence on top of his voice] (Page 31).

"**No – I didn't, you - --**" screamed the Pea (Page 31).

 "**It is – my – examination list**" [Swami said this sentence with utter nervousness] (Page 45).

…..No?…….. I came on urgent business [Here No signifies 'not interested.'] (Page 55).

'**Give me – urgent – six pies – got to have it – coachman goes away for a week – may not get the chance again – don't know what to do without hoop….**' [The repeated jerks in this sentence show the hesitation of Swami while lending money from Mani] (Page 55).

'**Oh, Mani – the police – or the boy himself – he is frightful, capable of anything**" (Page 57).

Swaminathan hesitated for a moment to discover if there was any trap in this question and said: '**Why – er …..Of course…..**' [Swaminathan stammered in hesitation.] (Page 73).

It is —it is—never mind what.... I have given it to Rajam.' (Page 135).

"**Where is your er …… office or …**." (Page 15).

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"**I – I – could not come**", stammered Swaminathan [Swaminathan stammered in hesitation.] (Page 80).

"**I – I – I – really can't say**" [Swaminathan stammered in hesitation.] (Page 129).

'You are **a—a** very careless fellow (Page 130).

"**Remove it from the table, you ------**" He roared at the cook (Page 21).
Narayan, R.K. (2000). *The Magic of Malgudi. Swami and Friends*.

Conclusion

After phonologically evaluating the language used by Narayan, especially the supra segmental phonemes, I may conclude that the author used rhythmic lexemes which met fully the contextual and character depiction needs. I also found that there are repeated pauses, breaks and jerks in the sentences denoting pitch, duration and intonations. Almost same lexemes are used for pitch variation in different situations. In Narayan's language the expression of surprise, happiness, irritation, and satire are notified by the same lexeme in various situations.

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Roles of Output in Foreign Language Learning

Mohammad Nurul Islam, Ph.D.

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Abstract

In a foreign language context, grammar is always construed as an indispensable element to learn. It is the question of how to learn it that becomes a key issue to examine. Concern is placed on how grammar instructions can nurture and develop students' grammar interlanguage system. A wave of research ranging from intensive treatment toward specific linguistic features to focus on form in interactions is put forth.

Apart from the insightful research on grammar, some teachers still have a propensity to rely on language input through the adoption of meaning-oriented tasks. A common view held by teachers is that an abundant exposure to language use would warrant the development of students' grammar.

The communicativeness of the tasks is believed to enable the grammar learning to take care of itself. While the view, to a large degree, is justified, it might not be sufficient for the whole processing of the intricate development of L2 grammar learning to occur. Accordingly, Swain (1994) sheds light on roles of output as potential learning mechanisms to facilitate the process.

This study is an attempt to find some evidence of roles of output in L2 grammar learning. In particular, this study probes the degree to which the underlying process of output in a collaborative interactional grammar task can lead to grammar learning and might yield a

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different impact upon different levels of students. It is confirmed that output is vital in facilitating learners' noticing and acquisition of the targeted grammatical forms.

Keywords: Output, Noticing, Grammatical forms, Acquisition.

Roles of Output in Language Learning

'What' and 'how' teaching can nurture and develop grammar learning are two substantial questions that teachers need to answer. In terms of 'what,' 'comprehensible input' that Krashen claims as "the only causative variable" in second language acquisition has been one of the major constructs in language learning. Krashen (1994) argues that if acquisition occurs in a predictable order and learners understand the input, it is hypothesized that he/she can acquire slightly in advance of his/her current level interlanguage system.

Universally, it can be said that input is an inseparable element in SLA. However, despite the fact that comprehensible input and interaction offer linguistic and discoursal aspects necessary for learning, their roles are likely to be primarily attributed to learners' comprehension. On the other hand, the development of language form seems to be untouched.

To complement this learning process, Swain (1994) proposes output theory. At a general level, producing language in the sense of practicing can develop fluency and foster accuracy. In contrast to comprehension that, to a large extent, relies on the ability of decoding the language to understand the meaning, producing language necessitates the breaking of the code to discover the linguistic systems in expressing meaning. The link between form and meaning implies that to some degree, output pushes learners to engage in deeper mental processing than comprehension. It is this dimension that provides 'complementary roles' of output.

Emphasizing that output could be part of the learning mechanism itself, Swain in particular proposes three primary functions of output. They are (1) the 'noticing'/ 'triggering' function, or what might be referred to as its consciousness-raising role; (2) the hypothesis-testing function; and (3) the metalinguistic function, or what might be referred to as its 'reflective role.'

Noticing

The role of noticing in second language acquisition has gained attention. Schmidt and Frota (1986) claim that "a second language learner will begin to acquire the target like form if and only if it is present in comprehended input and 'noticed' in the normal sense of the world, that is consciously". The term 'consciously' refers to processes that are "the experiential manifestation of a limited capacity central processor". In other words, different from automatic processing, they are slow and often deliberate.

Gass (1991) believes that unless the target language is consciously noticed, there will be no intake feeding a learner's interlanguage system. In a more detailed explanation, Schmidt and Frota (1986) further suggest that for acquisition to occur, learners need to attend to linguistic

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features of the input they are dealing with; and they must notice the 'gap,' i.e. make comparisons between the current state of their developing linguistic system, as realized in their output, and the target language system, available as input. Boulouffe (1986) further claims that to be perceptible, the gap has to be sufficiently narrow.

Using the term 'matching,' Klein (1986) contends that "the learner must continuously compare his current language variety with the target variety". However, different from Faerch and Kasper's (1986) 'matching' of input with 'knowledge' to arrive at comprehension, Klein's primarily aims at developing awareness of the gap. In the same line of arguments, Ellis (1995) with his 'cognitive comparison' asserts that by comparing their output and input, learners are led to restructure their interlanguage. It is at this juncture that output is argued to trigger gap-noticing.

In particular, Swain and Lapkin explain that in attempting to produce language, learners may encounter problems leading them to be aware of what they want to say and what they are actually able to produce. This gap-noticing, in turn, triggers learners' cognitive processes to either search for structure they need in their own linguistic resources or turn into other resources, such as input, resulting in new linguistic knowledge for learners or in the consolidation of their existing knowledge. In so doing, they further state that learners may be pushed to engage in a more syntactic processing mode than the predominantly semantic mode in comprehension.

In addition, it seems also apparent that by noticing, learners are led to be aware of linguistic forms they require to resolve the gap. In other words, output also plays a consciousness-raising role. This role, however, is dependent upon the types of the tasks employed to elicit the language. Kowal and Swain (1994) argue that if the task can be devised to get learners to talk about language, their talk may heighten their awareness of forms and their relationship to the meaning they attempt to express. In a similar vein, Masny (1991) contends that linguistic awareness enables learners to abstract themselves from the normal use of language and to focus their attention on the properties of the language per se, which is said to facilitate second language development.

Hypothesis-testing

The underlying argument of hypothesis-testing function is that producing language provides learners with opportunities to test a hypothesis. Swain further argues that this role of output can be justified at least on two grounds. First, learners modify their output as a result of their hypothesis-testing. In support of output modification, Pica et al. (1989) found that over one-third of the learners' utterances were modified either semantically or morphosyntactically in response to clarification and confirmation requests. Moreover, they state that in modifying their output, learners "test hypotheses about the second language, experiment with new structures and forms, and expand and exploit their interlanguage resources in creative ways". Swain and Lapkin (1995) add that output represents the leading edge of the learner's interlanguage.

Linking learners' hypothesis-testing, modifying output, and learning, Swain states that by far

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there has not been direct evidence that the modified output affects learners' interlanguage system. Nevertheless, Nobuyoshi and Ellis (1993) provide some suggestive findings that "pushing learners to improve the accuracy of their production results not only in immediate improved performance but also in gains in accuracy over tune". On the basis of this result, they assert that "this augues well for the comprehensible output hypothesis".

Second, Swain (1994) furthermore argues that partial output modification might indicate that output as hypothesis testing serves not only as a means of generating input but more importantly as 'selector' for what will be attended to. Schachter (1983) states that learners may ignore some of the hypotheses and focus on some others because of the disconfirming evidence or the salience of certain hypotheses. It is this role of selector that accentuates the value of hypothesis-testing.

In selecting what they intend to test, learners to some extent might rely more on syntactic processing mode than on semantic one. The processing becomes deeper as they stretch their interlanguage system to respond to the feedback of their hypothesis testing by modifying their output. In addition, the 'selector' role also allows learners to control the agenda by selecting content to be reflected on, taking risks, and looking for feedback to verify the points of uncertainty they try out.

Similarly, Gass (1997) argues that output can be seen as a way of testing a hypothesis when it is in the form of a negotiated sequence. She further explains that through negotiation and also feedback, learners are led to be aware of their hypotheses. This awareness, in turn, "helps create a proficiency at analysis allowing learners to think about language". Viewed from these perspectives, it seems to make sense to argue that the role of output as hypothesis testing is worth taking into account.

Metalinguistic Function/Reflective Role

Concerning the third function of output, Swain (1994) argues that under certain task conditions, output might serve a metalinguistic function. Masny (1991) defines metalinguistic awareness as "an individual ability to match intuitively spoken or written utterances with his/her knowledge of language". However, in relation to output, this function is operated when learners control and internalize language by reflecting on output as hypotheses themselves using language. Such a function is closely allied to tasks. Swain (1994) states that "a communicative task can be feasible to meet the conditions if it allows learners to reflect on language form while still being oriented to getting meaning across".

Likewise, Fotos (1993) contends that such tasks raise learners' consciousness leading to their noticing of the gap. Employing grammar-consciousness raising tasks which integrate the features of grammar instruction and communicative language use, Fotos (1994) further argues that such tasks yield sufficiently rich negotiation that may be of general benefit to L2 acquisition as claimed by Long's interaction hypothesis.

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The feature of reflecting on language form or communicating grammar seems crucial as learners can be "aware of aspects of language without being able to explicitly articulate that awareness" Similarly, Sorace (1985) asserts that at the beginning of their learning process, formal learners seem to be able to analyse their mental representation without being able to apply them in production. This indicates the predominance of their metalinguistic over linguistic abilities.

Accordingly, students' articulating their metalinguistic ability through output would not only promote production in general but also more importantly strengthen the operation of metalinguistic knowledge in language production.

Roles of Interaction: Form and Meaning

It is commonly believed that the deeper learners' involvement in learning, the more effective learning will be. From this point of view, roles of interaction, especially its negotiation mechanism is deemed prominent and has been the subject of investigation. Even Allwright (1984) states that role of interaction in the classroom can be "much more than a superior form of language practice".

Communication in which participants' attention is focused on resolving a communication problem as opposed to communication in which there is a free flowing exchange of information. Due to the fact that miscommunication or incomplete understandings are not uncommon, negotiation of meaning is argued to pave the way for learners to modify their output so as it becomes comprehensible. Unfortunately, while negotiation of meaning can help learners gain better understanding of the message conveyed, it is unlikely to apply to the case of language form.

Giving evidence of the limitation of interaction in general, Sato found that neither the native speaker input nor the naturalistic interaction between her subjects, two Vietnamese boys and their native speaker interlocutors promoted their marking of past time. Another study by Loschky (1994) also showed that while negotiation gave positive effects on comprehension, it was not the case with the retention of lexis or morphosyntax.

Skehan (1998) sharply pointing out the limitation of the effects of negotiation of meaning state:
"It is one thing for successful negotiation to take place, but quite another for this to have beneficial consequences for interlanguage development." Far from scaffolding interlanguage development, negotiation sequences may distract the learners and overload the processing systems they are using, with the result that even when successful scaffolded negotiations occur which produce more complex language, these may not have impact upon underlying change because there is no time to consolidate them.

On the other hand, Lyster (1998) sheds light on 'negotiation of form'. Lyster and Ranta (1997) argue that negotiation of form has a more didactic function, in that it encourages learners to do self-repair "involving accuracy and precision and not merely comprehensibility". Underlying this major construct is corrective feedback. Lyster (1998) identifies four feedback moves, namely (1)

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elicitation, (2) metalinguistic clues, (3) clarification request, and (4) repetition. He excludes the other two interactional moves, namely recasts (reformulating all or part of the student's utterance) and explicit correction on the ground that they do not provide forum for learners to do peer or self-repair.

In support of self-repair, Lantolf and Pavlenko assert that self-generating repairs through modified output is seemingly a desirable condition fostering learning since learning hinges not so much on richness of input but crucially on the choices made by individuals as responsible agents with dispositions to think and act in certain ways rooted in their discursive histories.

Careful not to make a huge claim of linking the roles of negotiation of form to learning, Lyster (1998) speculates that negotiation of form might be beneficial for learning at least in two ways: (1) providing opportunities for learners to proceduralize target language knowledge already internalized in declarative form and (2) drawing learners' attention to form during communicative interaction in ways that allowed them to re-analyze and modify their non-target output. Extending these potentials to the role of output, Swain (1994) pinpoints that the second point richly offers a forum for learners to test their hypotheses of the target language.

Methodology

This section describes the study, the participants and the design, the task, the procedure, and data collection and data analysis.

The Study

This study, to a large degree, replicated Storch's (1998). Yet, different from Storch's (1998) employing different texts for different groups, this study employed the same tasks for the two groups of learners. In particular, this study investigates the extent to which producing language through a collaborative grammar task might lead to learning. To infer the process of learning, this study poses five questions:

  (1) While attempting to produce language, what is the overt focus of the learners' output.

  (2) What processes are employed in focusing on language problems they encounter in their output?

  (3) How might their focus and the processes relate to the qualitative functions of output, particularly gap-noticing, hypothesis-testing, and reflective role?

  (4) To what degree does interaction promote the functions of output as analyzed in terms of

     (a) the number of critical language-related episodes (CLREs) emerging, (b) the number of them leading to the resolved answers, either correct or incorrect answers or the unresolved answers, (c) the patterns of interaction

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(5) How does the learners' proficiency level affect their overt focus, the processes they employed, the functions of output, and interaction?

The grammar task

The task adopted in this study was text reconstruction based on Rutherford's (1987) *prepositional cluster.* Students were presented with groups of content words, which constitute semantic units. Based on these clusters, they were instructed "to reconstruct the text by inserting appropriate function words (e.g., articles, prepositions), linking words, inflectional morphemes (e.g., tense and aspect markers, singular/plural markers), and/or changing word order in order to produce an accurate, meaningful, and appropriate text".

A text taken from Wajnryb's (1990) grammar dictation was modified to be this text reconstruction task . The text was carefully chosen so as to balance both levels of learners in terms of its difficulty. In other words, the text was intended not to be too easy for advanced learners and not too hard for the intermediate ones. The task was chosen on the ground that it can provide ample opportunities for learners to devote their attentional resources to form while meaning is still their concern.

Procedure

There were two parts of the procedure: the preparation and the implementation. The preparation of carrying out the task included the explanation of the purpose of doing the task, the nature of the task itself, and the expected processes in accomplishing the task. In addition, at this stage, the participants were presented with a sample from a different text followed by doing the exercise together on the board.

This preparation was conducted together for both advanced and intermediate groups. Its purposes were two-fold: to familiarize them with the task and to ensure they had similar interpretations of the purpose of the task. In so doing, at least the variable of task familiarity and learners' interpretation can be minimized so that the task can manifest the processes of producing output as optimally as it was intended.

At the implementation stage, the participants were familiarized with the topic of the task that they were going to deal with followed by vocabulary discussion. The discussion was intended to prevent the participants from devoting excessive attentional resources to these two aspects in such a way that the processes underlying their output could be clouded. Afterwards, they started working on the task. They were instructed to discuss the task in English so that this study can capture their optimal output. During their interaction, which took about 20-25 minutes, the talk was recorded.

Data Collection and Data Analysis

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The data in this study were derived from the transcriptions of the learners' interaction during carrying out the task. The transcripts were analyzed based on these five questions:

1) Which parts of the interaction signal the 'critical language related episodes'/ CLREs (indicated in the transcriptions) and how many of them lead to the resolved or the unresolved answer?

2) What is the overt focus of the learners' output as indicated by CLREs?

3) What processes are employed in focusing on the language problems they encounter?

4) How might this overt focus and the processes employed relate to the qualitative functions of output: gap-noticing, hypothesis-testing, and reflective role?

5) What pattern characterizes the learners' interaction and how might this promote the functions of output?

Definition of Critical Language Related Episodes

Following Kowal and Swain's (1994) CLRE, a CLRE is defined as an episode in which language is the centre of the discussion intended to resolve a particular language issue, either correctly or incorrectly. In addition, this study also includes learners' unresolved output as parts of the episodes. This is due to the fact that it might be the case that learners go through a long process of discussion even though eventually this does not lead to any final resolutions. Taking into account that it is this process that becomes the primary concern of this study, unresolved episodes are incorporated into the analysis.

A CLRE begins with the identification of a particular language issue followed by either discussion or only explanation and finishes when it has been completed, either with resolved or unresolved answers. A CLRE is considered to yield a resolved answer when the pair comes to an agreement of a resolution either correct or incorrect one. On the other hand, the episode is considered to result in unresolved answers when both learners cannot reach an agreement because they persistently defend their own stance or they do not know the answer.

The Overt Focus of the Learners' Output and the Processes Employed in Focusing on Language Problems

Having been identified, CLREs are further analyzed and classified into four categories portraying the focus of the learners' language episode and the processes employed in focusing on the language problems. Drawing on Storch's (1998) taxonomies of learners' grammatical concern and Swain and Lapkin's (1995) study, as well as based on the data observation, the focuses are classified into (1) grammar, (2) meaning, (3) lexis, and (4) text organization. As for the processes of focusing on their language problems, the analysis is classified into (1) grammar analysis, (2) semantic analysis, (3) lexical analysis, and (4) discourse analysis.

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The analysis is then scrutinized into the way the learners perform it. As for grammar analysis, it is differentiated into the one based on articulated, implied rules or analogies. Semantic analysis is further categorized into the one based on the discussion of the use of a particular language structure/a sentence pattern or the learners' interpretation of the context of the sentence. Lexical analysis is examined by looking at via what language the analysis is carried out, English or LI (Indonesian). As for discourse analysis, the analysis beyond the sentence level, no further classification is involved. In addition, based on the data observation, this study also includes intuition, a statement reflecting an innate sense of what sounds right or what does not. The four categories of the focus and its process are listed below together with their examples:

(1) Grammar/Grammar analysis:

   • *Articulated rule: Sample I (5): line 24-26* L: *the trend starts out S:* are you
     using *starts out* for parallelism? L: not only that, but trends is up to date, so
     use present tense

   • *Implied rule: Sample IV (6): line 64-68* Y: *.. .since the ladder that he was manufactured*
     slippery when it was placed on some wet dog manure A: *which he was manufacturing,* you
     mean Y: ehm..ya *which he was manufactured* A: which *he manufactured,* or *he was*
     manufacturing

   • *Analogy: Sample I (8): line 48-49* S: *a five-year term!* L:
     you know *a five-year old boy*

  (2) Meaning/Semantic Analysis:

   • *Meaning derived from the discussion of the use of a particular structure/a sentence*
     pattern:

   • *Sample II (4): line 62-68*

     Y: *...cause if you write their punishment was added into five...five year term,* it means
     that..so er.the number of years they must go through is five years... E: er..ok, ehm..I.. I
     understand what you mean...

   • *Meaning derived from the learners' interpretation:*

   • *Sample II (6): line 134-139*

     E: er...I don't know which one is correct, maybe we have different interpretation.
     You said that the dog followed the medical treatment first and the dog has psychological
     damage but according to my interpretation ehm..the dog has the psychological damage first
     and then the dog has to follow the medical treatment, that's why the owner of the poodle

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sues the vet. What do you think?

(3) Lexis/Lexical analysis

- *Via English: Sample II (I): line 4- 7* Y: why do you write turn into?, because I think turn into is like to.. .to change magically E: yes, I think I have a wrong word because I've just remembered that...er *turn into is to change*

- *Via LI (Indonesian): Sample II (8): 197-202* Y: .'. .how can people make a pretty penny with legal system? E: ehm...maybe we have different interpretation. You said ehm..that *legal system is ehm...sistim hukum* (Indonesian meaning the law system) and I think legal system is system which is legal because we have legal and *illegal*

- *Intuition: Sample IV (8): line 101-105* Y: I heard *injustice* more often than *of justice*
  A: I don't know *ehm...just takes little notice of justice just... ehm..ehm sounds..sounds* better. I don't know I use it because of my feeling I think, I don't know *how* to explain. If you use *in,* there is something awkward about it...

(4) Text organisation/Discourse analysis:

Sample III (7) .-line 108-112

L: *in addition, a man was sued million dblla(t,£jt^,,*
Y: *in addition?*
L: yes, because it should relate to the previous examples**.** *In addition,* you add more examples
The Functions of Output in Learning

For the purpose of inferring, the functions of output in learning are confined to those serving as: (1) gap-noticing, (2) hypothesis-testing, and (3) metalinguistic functions. Besides these functions, other roles of output are more pertinent to the development of productive mode itself, which is beyond the scope of this study. As Skehan (1998) points out, producing language can help learners develop their discourse skills and a personal voice, two attributes indisputably crucial in productive skill.

Analysis and Discussion

Analysis of the Data

The analysis involves four stages: (1) the identification of the learners' language episode/CLRS(s); (2) the overt focus of the learners' output; (3) the processes employed in focusing on the problems; (4) the relation between these processes and the functions of output, and (5) the role of interaction in promoting the functions of output.

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The Identification of CLRE(s)

TABLE 1 <u>Quantitative Description of CLRE(s)</u>
Quantitative Description of CLRE (s)

Level of :	CLRE(s) -	Resolved Answers		Unresolved Answers
		correct		
Advanced	75	63	11	1
	100%	84%	15%	1%
Intermediate	45	32	11	2
	100%	71%	24%	5%

This study revealed that both groups of learners generated different number of interactions. As is shown in Table 1, the advanced groups yielded 75 language episodes while the intermediate, 45 episodes. The discrepancy between the -two groups suggested that the advanced group be engaged in more discussion than the intermediate was.

Table 1 also shows that the resolved answers apparently constituted the major results of both groups' discussion with 99% for the advanced and 95% for the intermediate. It was likely the case that the forum provided them with ample opportunities to discuss and to arrive at solutions regardless whether they were correct or incorrect. Yet it was apparent that the advanced group had a higher percentage of correct answers than the intermediate group did.

The overt focus of the learners' output

TABLE 2
Quantitative Description of the Overt Focus of the Learners' Output

Level of Proficiency Focus	Advanced Level % of total CLRE(s)		Intermediate Level % of total CLRE(s)	
• Grammar	49	65%	28	62%
• Meaning	19	25% 5% 4%	17	38%
• Lexis	4 3			
• Text organisation				
TOTAL	75	100%	45	100%

Atthough both groups differed in terms of the amount of the overt focus of their output, Table 2 shows that both considerably devoted their attention to the aspects of grammar and meaning of their output. In contrast, lexis and text organization obtained much less consideration of the advanced group learners and even no consideration at all of the intermediate group.

Yet in spite of their prime attention, grammar still surpassed meaning in both groups. Approximately both groups shared a similar degree of focus with 65% and 62%, respectively, in

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the advanced and the intermediate level. However, there seemed to be a gap in the case of meaning. It occupied 38% of the intermediate learners' focus while it took up only 25% of the advanced learners.'

There might be two perspectives of looking at these findings. The fact that grammars became the primary concern of the advanced group did not seem to be surprising due to their higher proficiency. However, the fact that the intermediate group also placed grammar as their major language focus might lead to a further thought of the potential of the activity they were engaged in. Putting it simply, involving them in a task requiring them to talk about language seemed to push them from predominantly semantic mode to syntactic mode of thinking as Kowal and Swain (1994) argue.

From the second perspective, it might be the case that under a particular task like reconstruction text, the intermediate learners' syntactic processing can be better promoted. Nevertheless, this finding should not cloud the fact that the intermediate learners to some extent still put more emphasis on meaning. In a heterogeneous classroom, such a propensity might affect the way teachers approach their instructions.

The Processes Employed in Focusing on the Language Problems

Concerning the processes the learners employed in focusing on their language problems, Table 3 shows that both groups displayed a similar analysis in discussing grammar and meaning. Focusing on grammar, they based their analysis primarily on articulated rules as it established 59% and 46% respectively of both groups' analysis, followed by implied rules, intuition, and translation. Though not significant given the advanced group's small percentage (2%), the adoption of analogy was the only aspect in which both groups differed.

TABLES 3
Quantitative Description of the Processes Employed

| Processes | Level of Proficiency | | | |
	Advanced		Intermediate	
Grammar Analysis				
Articulated rules	29	59%	13	46%
Implied rules	12	25%	7	25
Analogy	1	2%		
Translation	2	4%	1	4%
Intuition	5	10%	7	4%
TOTAL	**49**	**100%**	**28**	**100%**
Semantic Analysis				
Based on the discussion of the use of a particular structure/a sentence pattern	10	53%	9	53%

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Based on the interpretation of the context of the sentence	9	47%	8	47%
TOTAL	**19**	**100%**	**17**	**100%**
Lexical Analysis				
Via English	2	50%	--------------------	
Via Translation (Indonesian).	1	25%	--------------------	
Intuition	1	25%	---------------------	
TOTAL	**4**	**100%**		

Discourse Analysis
Beyond sentence level

Following the dominant use of articulated rules, the number of implied rules and translation occupying both groups' analysis further characterized their similarities. Implied rules similarly constituted 25% of both groups' analysis while translation 4%. In terms of intuition, nevertheless, both groups were quite different. Compared to the intermediate group, the advanced group's analysis utilized a lesser degree of intuition. It took up only 10% whereas it occupied 25% of the total grammar analysis of the intermediate group.

As for semantic analysis, Table 3 shows that again the two groups were very similar, in that they based their analysis on the meaning derived from their discussion on the use of a particular language structure/sentence pattern or from their own interpretation of the context of the sentence. The analysis based on the language structure dominated 53% while on the interpretation 47%.

In the case of lexical and discourse analysis, they were apparently the minor concern of the advanced group whereas they were totally abandoned in the intermediate level. The advanced group made use not only of their knowledge of the target language but also their LI and intuition to cope with the lexis. Yet they tried their best to use their knowledge of the target language as revealed by its 50% via English-conducted analysis.

Scrutinizing the grammatical points that the learners' raised when attempting to solve their language problems, Table 4 shows that *tenses* seemed to be the aspect of most concern of both groups of learners. This finding is consistent with Storch's (1998) which also found a similar concern in her classroom-based study. She contributes this result to the nature of the task. Given the functions words have been removed, the learners are more likely to be pushed to work out the text. The concern might also be attributed to the nature of *tenses* known to be persistent areas of concern even for advanced learners.

Table 4 also shows that tenses were particularly reflected on articulated rules for the advanced group but they dominated both articulated and implied rules for the intermediate group. The results might suggest the possible relationship between the learners' proficiency and the ability to verbalize grammar rules. The other grammatical points were widely distributed throughout the processes.

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TABLE 4
Quantitative Description of Grammatical Points Analyzed

</div>

Advanced Level		Intermediate Level	
Articulated Rules		*Articulated Rules*	
• Tenses	16	• Tenses	
• Verb pattern	1	• Parts of speech	1
• Passive voice	1	• Passive voice	2
• Conjunction	2	• Noun reference	1
• Relative Clause	1	• Preposition	1
• Subject-verb	2	• Using number as	1
• Subject omission	1		
• Part of speech	2		
• Preposition	2		
• Definite article	1		
TOTAL	**29**	**TOTAL**	**13**
Implied rules		*Implied rules*	
• Tenses	1	• Tenses	5
• Verb pattern	2	• Subject-verb	1
• Article	2	• Noun reference	1
• Preposition	4		
• Number as adjective	1		
• Adjective phrase	1		
• Coordinate conjunction	1		
TOTAL	**12**	**TOTAL**	**7**
Analogy		*Analogy*	
	1		
• Number as adjective			
Translation		*Translation*	
• Preposition	1	• Passive Voice	1
• Sentence connector	1		
TOTAL	2	TOTAL	1
Intuition		*Intuition*	
• Preposition	4	• Preposition	2
• Tenses	1	• Part of speech	1

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		• Tenses	1
		• Verb Pattern	1
		• Word order	2
TOTAL	**5**	**TOTAL**	**7**

Concerning intuition, the advanced group relied on their intuition for a more limited number of grammatical points—prepositions and tenses. On the other hand, the intermediate learners used their intuition for more varied grammatical points, such as parts of speech, preposition, word order and verb pattern.

Qualitative description of the possible relation between the processes employed and functions of output

Investigating how the processes the learners employ might relate to functions of output, the study finds that it is possible to suggest a correlation between these processes and the functions of output as gap-noticing, hypothesis-testing and metalinguistic role.

On the basis of Table 1, 2, 3 and 4 describing the overt focus of learners' output and the analysis involved, it is likely that output paves the way for the learners to test their language hypothesis. The rationale is that by making explicit the basis underpinning their responses concerning form or meaning, either by using articulated or implied rules, or using the context of the sentence, the learners are aware of their output. From this awareness, it can be inferred that they have selected a particular form or meaning while attempting to produce their output. It is at this juncture of selecting, the learners' output is likely to reveal their hypothesis that might be confirmed or disconfirmed by the feedback they obtain.

In addition, the learners' articulating rules underlying their output also can indicate the metalinguistic function. This is because through this segment of protocol, the learners demonstrate their conscious reflection of the language form allowing them to control and internalize their output.

With regard to the function of output as gap-noticing, the analysis shows that this function does not seem to be overtly shown. For output to function as gap-noticing, it necessitates the speaker herself or himself who is to be aware of what she or he intends to say and what she can say. However, throughout the data of this study, particularly those of the advanced group, the analysis revealed that it was often the listener who seemed to be more aware of the gap in her partner's output than the speaker herself. As a result, gap-noticing in the input rather than in the output seems to be more perceivable. However, in the case of the intermediate group, gap-noticing in output seems more apparent. The following two episodes illustrate the possible roles of output as the learning mechanisms discussed above.

   •**Advanced learners Sample IV (2): line 12-21**

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A: the second sentence is people turn to courts and sue compensation money for the misfortunes suffered Y: you joined those two sentences into one sentence, right? Why not people are turning to courts dot. They sue for money as the compensation for the misfortunes they have suffered. I use turning to courts because **that is in process, going on from the past tense until now, so I use the present progressive tense**
 A: ehm, it makes sense but why not you joined *people are turning to courts to sue bla bla bla* Y: good, it's better

This episode shows that having suggested combining two sentences and stating her sentence, Y explains her analysis underlying her output, *turning to courts* by articulating the grammar rule of *present progressive tense.* By explicating her analysis, it can be an indication that Y has selected that particular grammar to be tested. In other words, it is unlikely that Y would come to her analysis without having engaged in the process of selecting the grammar rule she intends to employ. This journey from selecting to explicating the rule might reflect **Y's** hypothesis-testing. And this hypothesis is confirmed when A approves it by saying *ehm it makes sense.*

Besides this function, **Y's** explicating her analysis by saying **that is in process, going on from the past tense until now, so I use the present progressive tense** also portrays the reflective role of her output. It is this level of her output that allows her to generate *turning to courts.*

However, different from these two roles, function of output as gap-noticing does not seem to be overtly displayed. While attempting to generate their output, **both A and Y** do not seem to overtly notice any gaps. On the other hand, what might be obvious from the episode is gap-noticing in the input. Having received A's sentence as her input, Y comes to realize that A's output is not accurate because of the use of present tense, *people turn to courts.* While Y can notice a gap in A's output, A as the one producing that output is unlikely to be aware of this gap. The similar case is also shown in the third turn when A suggests Y to *join people are turning to courts and they sue for money* by stating *people are turning to courts to sue bla bla bla.* A perceives a gap in **Y's** output.

Intermediate learners Sample VIII (6): line 60-65

M: *another case, the ladder manufacturer sued or is...was sued?*
F: *was sued...er passive* I think because *the ladder he manufacture...er ...manufactured ...was slip.....slipped?* that's why he was sued M: *was slip,* I guess F: are you sure? M: ehm not really I don't know just guess, feeling

This episode shows that while attempting to reconstruct the text, M encounters difficulty with the use of active or passive construction. By explicating some of alternatives of the form of language she might used *sued or is...was sued,* she notices the gap between what she intends to say and the right form of language she is supposed to employ. Confronted by this gap, she is seeking assistance from her partner. On the basis of semantic analysis of the context of the sentence, that is *because the ladder he manufactured slipped, he was sued,* F responses by suggesting using the passive form *was sued.*

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Interestingly, while attempting to make explicit the basis of her analysis, F also encounters the difficulty with the form of *was slip or slipped.* It is at this juncture her difficulty also gives rise to noticing of the right form of the verb she is supposed to use. Unfortunately, based on her intuition, M resolves the problem incorrectly by suggesting using *was slip.*

In addition to gap noticing in output, this episode is also illustrative of the hypothesis-testing role of output. This role is reflected on both M and **F's** giving some alternatives of the forms they are supposed to use. By offering some alternatives, they test which forms will be confirmed.

Moreover, this extract also reveals that by articulating the rule, the passive voice underlying her response *was sued,* **F's** output has served as a conscious reflection of the form she suggests. In contrast, M's response *was slip* does not perform any metalinguistic function since it is based on her feeling Examining to what degree interaction promotes functions of output as mechanism of learning, the analysis shows that it does provide a rich forum fostering gap-noticing, hypothesis testing, and metalinguistic function of output. Its significant particularly lies in its potential as a forum providing negotiation of form. It is through this level of negotiation, the learners gain opportunities to notice their language problems, to receive feedback that can verify or confirm/disconfirm their hypothesis testing, and also to operate the reflective role of their output. The following episode illustrates this role of interaction.

Advanced learners Sample IV (1): line 1-11

> A: *people in US are experiencing rash lawsuits*
> Y: why are using *are experiencing* instead *of experience!*
> A: because I thought you know ehm, those people right now, they are experiencing they are...they are experiencing rash lawsuits at the moment
> Y: ok, that should be the present tense, right?
> A: isn't the present tense for...like a habit thing? It's happening at this moment....ehm..so ....er I think present continuous Y: well, actually *are experiencing* also sound better A: ya ya ya that's what I thought too Y: ok, then

This episode shows that doubting A's using of the present continuous tense, *people in Us are experiencing.......* Y requests A's explanation. Responding to Y' s request, A attempts to analyze her output by stressing the time signal. However, it seems that Y is still persistent in using the present tense. Giving i counter argument by explicating rules of the both tenses, A eventually can convince Y about the use of the present continuous tense. This negotiation of the form provides both A and Y with the forum to test their hypotheses.

In addition, through this process of negotiating, A is led to operate the reflective role of her output by making explicit the grammar rule underlying her language. Moreover, it also brings Y to notice the gap between her intention to use the present tense and the more appropriate one, the present continuous tense. In other words, by negotiating Y understands why her choice to

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employ the present tense would not be so appropriate to convey the meaning of the sentence.

Based on the quantitative description indicated by Table 1, it seems obvious that interaction can promote functions of output. It leads to 84% and 71% correct answers respectively in the advanced and the intermediate group. The small percentage of the unresolved answer in both groups, 1% and 2% might further suggest that interaction can lead the learners not only to yield quantitatively invaluable negotiation but also more importantly to demonstrate its qualitative substance. This finding might bring some promising insights to roles of interaction that by far have been doubted due to its insufficiency in developing the learners' accuracy.

This study also finds two patterns of interaction emerging from both groups. In spite of being instructed to work collaboratively, the advanced group interaction is heavily characterized by the individual effort to produce the language. In other words, rather than jointly reconstructing the text, they prefer taking turn to produce the text and giving comments on their partner output. Sample IV (2) and IV (1) illustrate such a pattern. A produced her sentence *people in US are experiencing rash lawsuit* without negotiating the form she intends to use.

On the other hand, though this pattern appears in some of the intermediate interaction, their interaction in general is more collaborative work-oriented. This pattern is illustrated by sample VIII (6). Uncertain of the sentence, M attempts to resolve the problem by negotiating the form she intends to use.

Discussion

This section primarily discusses the effects of the learners' different proficiency on the five aspects analyzed. There are at least three points worth mentioning. The first one is related to the great difference of the number of language episodes emerging from both groups. Taking into account that through these episodes, the learners' language development might be engendered, the wide gap between both groups' language episodes should become the concern for teachers.

The gap might be attributed to their different proficiency that in turn seems to affect their patterns of interactions. As mentioned in the analysis, owing to their more collaborative nature of work, some of the intermediate groups tend to negotiate more to resolve their language problems, rather than to take a risk by producing language and testing it against their partners' feedback. As a result, they might come to the resolution faster, thus shortening their discussion. In contrast, the advanced groups relying more on their own individualistic answers opens a greater forum for their partner to challenge, analyze, and discuss the output, generating more language episodes.

Another aspect that seems to be influenced by this pattern of interaction is the function of output as gap-noticing. For the advanced level, this function is more perceivable as gap-noticing in the input rather than in the output. This might happen as the learners tend to produce their output without going through the process of negotiation first but seeking for their partners' comments. As a result, if there appears to be gap-noticing, this gap is perceived by their partner as the gap in

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the input which afterwards might also lead the speakers to notice the gap in their output.

On the other hand, in the case of some of the intermediate learners, their output seems to serve as gap-noticing. Aware of language problems either concerning form or meaning while attempting to reconstruct the text, they attempt to solve it either by negotiating or searching into their own knowledge.

The second point concerns the correlation between the learners' proficiency and their overt focus, and the processes employed. The learners' different proficiency does not seem to affect what aspects of language they pay attention to and what processes they employ since both groups similarly concern grammar and meaning and engage in the grammar analysis as well as semantic analysis. Moreover, in terms of grammar analysis, they make use of articulated rules as the primary basis of their analysis. Also, in analyzing meaning, they rely on the use of particular structure and their interpretation.

Yet, it is obvious that the higher proficiency group seems to rely more on their analytical thinking than on meaning. The advanced group relies on articulated rules more than the intermediate does. The ability to verbalize rules seems to indicate higher order ability as "more advanced learners... are able to convert subconscious acquired knowledge into verbalizable statements, and less advanced learners are not". Further support for the advanced group's analytical thinking is also indicated by their less use of intuition in resolving their grammatical problems.

As intuition is concerned, it is also worth discussing that compared to the advanced group's 10% intuition-based answers, the intermediate group takes up 25% of their answers based on intuition. Nevertheless, the advanced group's answers lead to 100% correct while the intermediate's only 43%. This finding suggests the importance of verbalizing rules as a means of developing learners' accuracy.

These differences accordingly seem to affect the functions of output of both groups. Despite the fact that the intermediate learners' output might also serve as gap-noticing, hypothesis testing, and metalinguistic function, the degree to which the output demonstrates these learning mechanisms might be different from those of the advanced group. Due to their tendency to be more critical in analyzing their language problems and their less collaborative pattern of interaction, their output seems to exhibit a higher degree of hypothesis-testing and metalinguistic role. As for their gap-noticing, this function seems to be more perceivable during their negotiation of form, rather than during their attempt to produce language.

Their higher degree of hypothesis testing and metalinguistic role of output is also suggested by their less reliance on intuition in their analysis. This makes sense because if they rely on their intuition as the basis of their output, the roles of output as hypothesis testing would be minimized. Intuition is likely to provide learners with limited feedback that can help learners verify their hypothesis. Moreover, it might also hinder the metalinguistic role of output. Though Masny (1991) claims that metalinguistic awareness is related to one's ability to match his/her

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language intuitively with his/her language knowledge, articulating rules is claimed to be a higher order ability.

Based on these accounts, it seems apparent that output can be learning potentials by serving as mechanisms stimulating learning to occur. In particular, as Kowal's and Swain's (1994) claim, learners are forced to come to a deeper processing rather than only to comprehend input.

Conclusion

Producing language through a grammar task putting the emphasis on the accuracy is likely to promote at least three significant learning mechanisms. By engaging in such a task, the learners are involved in some thought processes triggering their analysis of their output and drawing on a number of sources such as their LI knowledge, intuition, and largely on their linguistic knowledge. It is through this analysis particularly reflected on their articulating rules of grammar, learners' hypothesis testing and metalinguistic role of their output are engendered.

These two mechanisms are further facilitated by the learners' negotiating of form through which the learners receive some feedback that might result in new linguistic knowledge for learners or in the consolidation of their existing knowledge. Moreover, this negotiation of form also gives rise to the third learning mechanism, gap-noticing. While attempting to reconstruct the text, the learners might not always be aware of the gap between what they intend to say and what they can actually produce but through negotiating form, they become more aware of the gap.

Gap-noticing triggered by negotiation of form rather than by output seems more evident in the advanced group than in the intermediate group. The advanced learners are likely to be able to make use of all sources, both their linguistic knowledge and their analysis of the text to produce language. As a result, their awareness of the gap does not seem to be evidently shown while attempting to produce language. This ability in turn also influences their pattern of interaction. Instead of going through discussion before arriving at an answer, the advanced group learners tend to show their own answer first and seek for feedback. As a result, their output opens a wider forum for analysis and negotiation. Such a pattern might suggest the higher tendency of the advanced group to make use of their output as a means of testing their hypothesis.

Learners' different proficiency also influences the degree of their overt focus and the analysis employed. While both groups similarly consider grammar aid meaning as their focus and analyze the language problems by appealing mainly to articulating grammar rules, the degree of both aspects in each group is different. The advanced group is more able to make use of the forum of the interactions to promote gap-noticing, hypothesis testing and reflective role of their output than the intermediate group.

In sum, the findings suggest a different degree of processing between intermediate and advanced learners in utilizing output in the course of their interlanguage development. Accordingly, these insights would help the teachers in designing tasks and conduct their teaching. A central idea worth thinking is the role of verbalizing grammar rules for both groups of learners.

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New Historicism in Amitav Ghosh's *The Shadow Lines*

Bhanumati Mishra, M.Phil., Ph.D. Research Scholar

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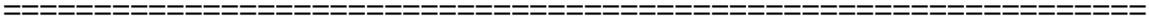
Amitav Ghosh

History in Creative Literature – Writings of Amitav Ghosh

Focusing upon **New Historicism** as an element of text and history in literary writings, I wish to elaborate on the historicist approach to literature as used by the contemporary Indian English

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writer, Amitav Ghosh, who has won many accolades for his fiction which is intertwined with history. What better reference can one give than his second novel ***The Shadow Lines***.

Amitav Ghosh's success as a historical novelist owes much to the distinctiveness of his well researched narrative. It brings a bygone era and vanished experiences to life through vividly realized detail. Ghosh's fiction is characterized by strong themes that may be sometimes identified as historical novels. His themes involve emigration, exile, cultural displacement and uprooting. He illuminates the basic ironies, deep seated ambiguities and existential dilemmas of human condition. The narrator is very much like the chronicler Pimen in Pushkin's drama *Boris Godonow*. But unlike Pushkin's Pimen Amitav Ghosh is not a passive witness to all that happens in his presence, and absence. He is the very soul of the happenings, he connects the various clauses of life lived in Calcuttta, London, Dhaka and elsewhere.

The Shadow Lines
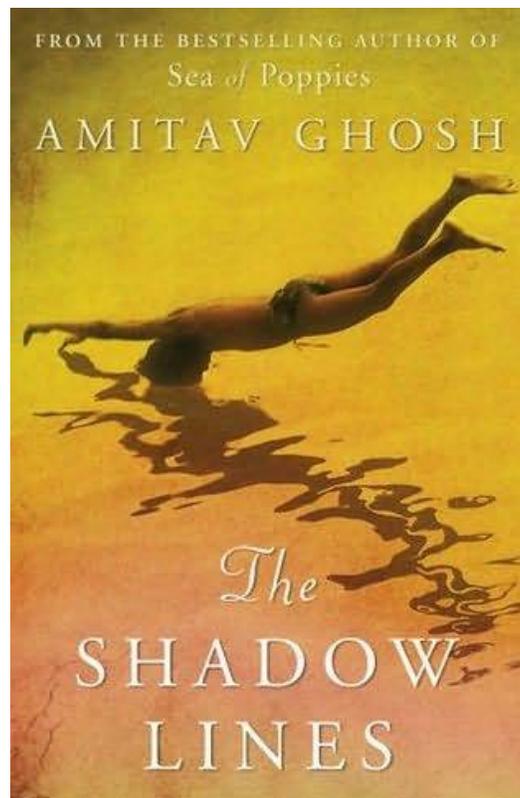
Ghosh's second novel, *The Shadow Lines*, was published in 1988, four years after the sectarian violence that shook New Delhi in the aftermath of the Prime Minister, Indira Gandhi's assassination. The novel probes the various facets of violence and the extent to which its fiery arms reach under the guise of fighting for freedom.

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Ghosh's treatment of violence in Calcutta and in Dhaka in this novel is valid even today. Answers still evade the questions which he poses about freedom, about the very real yet non-existing lines which divide nations, people, and families.

In *The Shadow Lines*, the narrator recalls with Proustian precision, the people and events that dominated his childhood in Calcutta in the '60s, and later in London. The mystery at the tale's heart concerns his Uncle Tridib's fate in the city of Dhaka during the Khulna (East Pakistan) riots in 1964 which resulted in the outbreak of communal riots on 10 January in Kolkata (West Bengal). But, the effect of that crucial time does not unfold until nearly twenty years later.

Such delayed understanding is the fuel that powers Ghosh's quiet, forceful writing, in which detail and memory are shown to shape our lives as effectively as events of global importance. Examining connectedness and separation, the author uses the fate of nations to offer observations about a profound human condition.

Restless Narrative Motions

Amitav Ghosh's historical world is one of restless narrative motions. His central figures are travellers and diasporic exiles. He treats national borders and conceptual boundaries as permeable fictions to be constantly transgressed. Through the multiple criss-crossing, discrete binaries of order and category give way to a realm of mirror images and hybrid realities. Reason becomes passion; going away is also coming home and the differences between us and them, now and then, here and there are disrupted by the itinerant maps of a roaming imagination.

The New Historicist Approach

New historicist approach concerns itself not only with the big and paramount national matters like partition and communal frenzy but also with political matters and international events of the past. The inscrutable and transcendental issues like the indivisible sanity, religion and alienation, themes of detachment and isolation become part of it. The search for freedom, passion for social justice and deep concern for the individual liberty in an increasingly collectivized society are very well represented in such works.

The Element and Function of Nostalgia

The novel also highlights nostalgia, which is an intrinsic part of history. The characters suffer a sense of loss and isolation. They are always hankering after the past, for those days and for those places that are no longer traceable. For example, reminiscences of her childhood in Dhaka keep haunting Tha'mma, who has been living in Calcutta for about two decades. For her, Calcutta can never be Dhaka which used to be *her* home.

The Strategy: Fictional Language and Fictional Episodes as History

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Amitav Ghosh's novels have historical events written in the fictional language and fictional matter treated as history thus giving the effect of presence and absence of history at the same time.

The public chronicles of nations are interrogated by highlighting on the one hand the reality of the fiction people create around their lives and on the other hand by recording the veritable graphic details of individual memories that do not necessarily tally with the received version of history. For instance, the narrator himself is a witness to the riots in Calcutta in 1964, but when he tries to prove it to his colleagues using the traditional medium of recording history – i.e., the newspaper – he initially meets with disappointment. There is no visible record of the narrator's mnemonic history.

Personality of the Creative Writer as Historian

In *The Shadow Lines,* the narrator's personality merges with that of the historian on one hand and on the other hand after a passage of time, he is no more physically present in them. For him the past exists only in memory and has no visible traces left in the present to go by. The only resources, which the narrator-historian possesses to graft history, are memories, photographs, and Tridib's stories which are difficult to dismiss because they are factually correct yet set in a medium of fiction.

The events are reconstructed, often as accurately and as carefully as any historian, putting real people in imaginary situations, and fancy conditions in documentary narratives, augmenting the significance of historical events by plausible and internally consistent depictions and at the same time they seem to register only the fictive aspect of the stories and, consequently, dismiss the history which is connected with them.

An Evaluation of a Segment of Historical Reality

Thus a historicist approach to text is nothing but an evaluation of a segment of historical reality as projected by the novelist whose techniques of writing fiction enable him or her to describe his or her world-vision.

In all his writing, Amitav Ghosh's engagement with history is not the same kind as that of a regular historian, but this does not, in any way, lessen its significance as historical fiction. The fictional framework renders history more readable and lively and he is able to involve the reader more than what actual history does. Ghosh's fiction reveals that the novelist's involvement with history is his prime obsession. Indeed, he interjects a new dimension into his encounter with history. His fiction is imbued with both political and historical consciousness. Ghosh is thus a novelist who virtually bends his novels to the needs of history; they largely derive their purpose and shape from it.

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A Brief Introduction to the Sound System of Sizang, a Kuki-Chin Language

Bobita Sarangthem Ph. D. Candidate
P. Madhubala, Ph. D.

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A Sizang Village
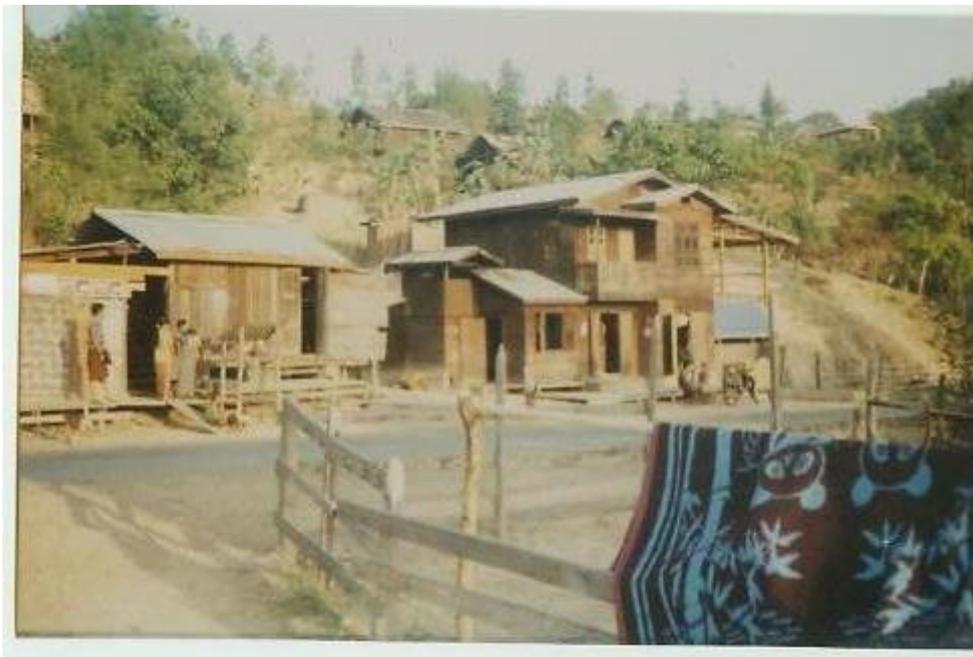
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Abstract

This paper attempts to present the sound system of Sizang, a Kuki-Chin language. By phonemic status is meant the distinctive function a speech sound or tone performs in keeping words (with their meanings) apart. The contrastive pairs demonstrate the phonemic status of the sounds concerned. Tones, vowels and consonants are dealt within that order to offer relatively extensive and reliable information on the sound system of Sizang. An inventory of the phonemes and allophones of Sizang, specifying their distribution and showing diagrammatically the consonant and vowel phonemes along with their place and manner of articulation are discussed as part of articulatory description..

Introduction

Sizang is a Kuki-Chin language of the Tibeto-Burman family. It is spoken by approximately 10,000 speakers in the Chin state of Myanmar and in north-eastern states of India. Manipur has many ethnic groups having their own ethnic identity. Sizang speaker are found in the southern direction of Manipur state, namely, Moreh, an international border town located on the Indo-Myanmar road south east of Imphal. Moreh is in India, and five kms away from this town is the Tamu town, its Myanmarese counterpart, where Sizang speakers are found in large numbers.

A Sizang Home

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In this paper an attempt is made to delineate the characteristic features of the sound system of Sizang, based on a lexicon eliciting from our informant Mr. Khampum (45yrs), a native speaker of Sizang, a resident of Tamu Town.

This paper attempts to present an inventory of the phonemes and allophones of Sizang, specifying their distribution and showing diagrammatically the consonant and vowel phonemes along with their place and manner of articulation. The segmental and supra-segmental phonemes are comprehensively given on account of articulatory description.

An Inventory of the Phonemes

1. Consonants

		Bilabial		Labio-dental	Alveolar		Velar		Glottal	
		Unasp.	Asp.		Unasp.	Asp.	Unasp	Asp.	Unasp.	Asp.
Stops	Voiceless	p	p^h		t	t^h	k	k^h		
	Voiced	b			d					
Nasals		m			n		ŋ			
Fricatives	Voiceless				s					h
	Voiced			v	z					

There are sixteen consonant phonemes in Sizang. The phonemic consonant inventory of Sizang by place and manner of articulation is given in Table 1.

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Table 1. Sizang Consonantal phonemes.

Vowels

There are six vowel phonemes in Sizang.

The articulatory description of the phonemic vowels of Sizang is given in Table 2.

	Front		Central		Back	
	Rounded	Unrounded	Rounded	Unrounded	Rounded	Unrounded
High		i			U	
Mid		e		ə	O	
Low				a		

Table 2. The vowel phonemes

Diphthongs

In addition to the simple vowels, Sizang has nine diphthongs, seven of which are falling diphthongs whereas the remaining two are rising diphthongs. Diphthongs never occur with any final consonant.

 Falling diphthongs are:

1. **/əy/-** The diphthong /əy/ glides from the articulatory position for the mid-central unrounded vowel /ə/ to that for the high front unrounded vowel, the former being more prominent.
Examples: phəy 'thigh'; vəy 'lakh'.

2. **/ey/-** The diphthong /ey/ glides from the articulatory position for the mid-front unrounded vowel /e/ to that for the high front unrounded vowel, the former being more prominent.

Examples: key 'I'; ley 'tongue'.

3. **/ay/-** The diphthong /ay/ glides from the articulatory position for the low central unrounded vowel /a/ to that for the high front unrounded vowel, the former being more prominent.

Examples: pay 'go'; tay 'run'.

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4. **/oy/-** The diphthong /oy/ glides from the articulatory position for the mid back rounded vowel /o/ to that for the high front unrounded vowel, the former being more prominent.

Examples: noy 'breast'; hoy 'fair'.

5. **/uy/-** The diphthong /uy/ glides from the articulatory position for the high back rounded vowel /u/ to that for the high front unrounded vowel, the former being more prominent.

Examples: uy 'dog'; khuy 'cow'.

6. **/əw/-** The diphthong /əw/ glides from the articulatory position for the mid-central unrounded vowel /ə/ to that for the high back rounded vowel, the former being more prominent.

Examples: thəw 'house fly'; təw 'sit'.

Consonant Phonemes	Position

7. **/aw/-** The diphthong /aw/ glides from the articulatory position for the low-central unrounded vowel /a/ to that for the high back rounded vowel, the former being more prominent.

Examples: thaw 'fat'; ŋaw 'frown'.

Rising diphthongs are:

1. **/ia/-** The diphthong /ia/ glides from the articulatory position for the high-front unrounded vowel /i/ to that for the low central unrounded vowel /a/, the latter being more prominent.

Examples: hisia 'this'; koysia 'which'.

2. **/ua/-** The diphthong /ua/ glides from the articulatory position for the high-back rounded vowel /u/ to that for the low-central unrounded vowel /a/, the latter being more prominent.
Examples: ŋua 'rain'; khua 'village

3. Distribution of Consonants

The occurrence of the consonantal phonemes at the initial position, medial position and the final position are listed in Table 3.

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	Initial	Medial	Final
/p/	pəŋ 'wall'	ləmpi 'street/ road'	top 'to smoke'
/t/	tul 'thousand'	ətaŋ 'light'	khət 'one'
/k/	kaŋ 'white'	bokbon 'brinjal'	vok 'pig'
/pʰ/	phəlbi 'winter'	siphu 'horse'	--
/tʰ/	thum 'three'	sathaw 'butter'	--
/kʰ/	khət 'one'	zakhət 'hundred'	--
/b/	bənla 'banana'	nakba 'nose-ring'	--
/d/	dim 'full'	peaŋdəp 'shoes'	--
/m/	mul 'body hair'	thamən 'reward'	khəm 'gold'
/n/	nú 'mother'	lupna 'bed'	mən 'catch'
/ŋ/	ŋu 'bone'	loŋtol 'throat'	zaŋ 'northern side'
/v/	vom 'black'	khovak 'light'	--
/s/	si 'salt water'	əsuŋ 'inside'	--
/z/	zin 'guest'	ŋilzəŋ 'intestine'	--
/h/	ha 'teeth'	sahun 'skin'	--
/l/	lu 'head'	sali 'seven'	pil 'clever'

Table 3. Distribution of Consonant phonemes.

4. Syllable Final Consonants

Only seven consonants can occur as syllable finals. Many syllables are open, having no final consonants at all. From Table 3, it may be noted that the syllable final consonants are /-p/ ,/t/,/k/,/m/,/n/,/ŋ/ and /l/.The unaspirated stops /-p/, /-t/ and /k/are unreleased, and they bring the syllable to an abrupt end. Vowels in closed syllable are shorter than in open syllables. The lateral and the nasals are otherwise unremarkable. Consonants do not occur after diphthongs.

5. Distribution of Vowels

The occurrence of the vowel phonemes at the initial position, medial position and the final position are listed in Table 4.

Vowel Phonemes	Position		
	Initial	Medial	Final
/i/	in 'house'	hiŋ 'green'	ni 'sun'
/e/	eŋ 'yellow'	kel 'goat'	ole 'crocodile'
/ə/	ən 'rice'	səm 'hair'	--
/a/	ak 'fowl'	nay 'near'	pá 'father'
/o/	om 'chest'	ŋoŋ 'neck'	toso 'oak'
/u/	uy 'dog'	kul 'twenty'	telŋu 'ribs'

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Table 4. Distribution of vowel phonemes.

5. Allophones of Consonantal Phonemes

In Sizang, stops in word final position are never released. Release is not distinctive in voiceless unaspirated stops, because release and non-release are always in complementary distribution. Hence, they become allophones of the same phoneme.

The phonetic values of the allophones are, in most cases, conditioned by their occurrence or the phonetic environment.

It is observed that the voiceless unaspirated stop /t/ is never found before a high front vowel /i/ but phonetically as [c] representing the voiceless alveolar affricate produced by forming a [t] and releasing it slowly through as [s]. Similarly the voiceless aspirated stop /th/ is never found before a high front vowel /i/ but phonetically as [č] representing the voiceless alveopalatal affricate produced by forming a t-like stop followed closely by an alveo-palatal fricative [š]. However, the Sizang [c] and [č] produce certain amount of friction which is much less than the amount noticed in the production of the English affricate.

Illustration

A. Unaspirated stops

1. /p/ → [p˺] $/$ ___ #;   e.g. ip 'pocket', kəp 'to cry'
       → [p] elsewhere;   e.g. pəŋ 'wall', ləmpi 'road'

2. /t/ → [c]$/$ ___ i;   e.g. ti 'salt', tilte 'saliva'
       → [t˺]$/$ ___#;   e.g. kʰut 'hand', pet 'bite'
       → [t] elsewhere;   e.g. top 'to sip', ətaŋ 'light'

3. /k/ → [k˺]$/$ ___#;   e.g. vok 'pig', səzuk 'reindeer'
       → [k] elsewhere;   e.g. kaŋ 'white', ənkəm 'mustard'

B. Aspirated stops

The three aspirated stop /pʰ, tʰ, kʰ/ vary in the quantum of aspiration, depending upon their phonetic environment. Initially, these aspirated stops [pʰ], [tʰ] ,[kʰ] are heavily aspirated; but medially even though fully aspirated, they lack much of the tenseness that is usually found in initial position. The phoneme / tʰ / has an important allophonic

variant i.e. / tʰ / → [č]$/$ ____i;   e.g. tʰiŋ 'tree', tʰi 'dead'.

C. **Voiced stops /b, d /**

The voiced stops [b], [d] have no important variants in the language, except the lip protrusion depending on the vowel that follows.

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D. **Nasals /m, n, ŋ/**

The nasals [m], [n], [ŋ] are unreleased in the final position and sounds relatively longer than its occurrence elsewhere.

E. **Fricatives**
 /v, s, z, h /

The fricatives [v], [s], [z], [h] have no important variants in the language, except the lip protrusion depending on the vowel that follows.

F. **Lateral /l/**

The lateral [l] has no important variants in the language, except the lip protrusion depending on the vowel that follows.

Tones

In Sizang there are three tones, viz., i) Level tone, ii) Rising tone and iii) Falling tone. These tones are also easily attestable by minimal pairs. The three contrastive tones in a syllable are illustrated in Table 5. The level tone is left unmarked above the vowel whereas the rising tone is marked as / ´ / above the vowel and the falling tone is marked as / ` /, above the vowel.

The Level tone maintains an even pitch. The duration of the vowel carrying the level tone is relatively longer than the vowel carrying the falling tone. There is a perceptual decline of the pitch in the production of falling tone. It is shorter than the level tone, and it also ends abruptly. The rising tone starts from the level pitch and then there is a sharp pitch rise. The rising tone is accompanied by tenseness and it sounds louder than the remaining two tones

Table 5

Level tone	Rising tone	falling tone
1. saŋ 'school'	sáŋ 'received'	sàŋ 'height'
2. hay 'mango'	háy 'cup'	hày 'late'
3. tul 'thousand'	túl 'second hand'	tùl 'feeding'
4. vot 'work'	vót 'cold'	vòt 'leech'
5. ley 'tongue'	léy 'earth'	lèy 'bridge'

Vowel length is conditioned by Tone. It is not the vowel length but the length or duration of the tone which accompanies them. It is also noted that sometimes the length and height of the same tone is different. This condition is by the environment; hence it is regarded as phonetic and does not provide grounds for identification as a

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separate toneme. In some examples tones change their colour, i.e. according to the context in which they occur, and this process is quite common.

Example: /pá/'father' /əpa/ 'his/her father'

Conclusion

The main purpose of this paper is an attempt to serve as a basis for further investigation in the language of Sizang. The study presented here will also provide a systematic linguistic study of Sizang which remains neglected till date. It is also evident that the phonology of a language provides the basic data for the researchers working on any aspect of the language.

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Abstract

Language learning and teaching can be an exciting and refreshing activity for students and teachers. This atmosphere of excitement and trust can be created where confident students initiate and cooperate in imaginative activities, sharing with each other real messages in authentic and exhilarating interaction. In a second- language situation, interaction becomes essential for survival in the new language and culture, and students need help to cope with styles of interaction. Interaction involves listening to others, talking to others, and negotiating meaning in a shared context. Students can increase their language store through a wide range or interactive games, activities, and tasks. It has been noted that language teachers have to consider the classes with informal atmospheres which are most appropriate environments for communicative language practice.

Introduction

English has been taught in the educational institutions for quite a long time, yet the students feel handicapped in using it effectively in and outside their classrooms. The reasons are many and manifold but the most obvious and glaring is the use of faulty

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methods of teaching and learning the language at various levels of education. The methods so far used have been considered as a mechanical process of learning and teaching without considering its cognitive aspects. The learner is considered a mere appendage in the learning/teaching process and the teacher is a mere agent who transfers the set material from the higher authorities (the government or board of studies) to the students with no consideration of their present needs.

The examination system enables the teachers to test the learners' memory and luck alone and not their competence in the various language skills. All these factors have led to a serious set back to the quality of education.

A shift therefore needs to be made if the language learning/teaching has to yield positive results. The interactive method in English language teaching with its learner-centered focus can help in equipping the students with adequate skills to use language communicatively in different situations. In fact, language is a creative process with the learner playing a pivotal role. Communication is an interaction between people who have something to share.

If communication is to be the objective in foreign language teaching, then interaction must be present. If skillfully handled, interactive classroom techniques can promote learner initiative and autonomy, which, in turn, will ensure successful language learning. Since real communication interaction is a collaborative activity, classroom teaching and learning activities must be interactive in nature.

Interaction-Defined

Interaction is central for communication. It is viewed by Brown as "the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other."(159)

Wells has defined interaction as follows "Exchange is the basic unit of discourse … Linguistic interaction is a collaborative activity" involving "the establishment of a triangular relationship between the sender, the receiver and the context of situation"(29).Interaction involves not just expression of one's own ideas but comprehension of those of others. One listens to others; one responds (directly or indirectly), others listen and respond. It is an ability to create meanings by exploring the potential inherent in any language for the continual modification in response to change, and negotiating the value of conventions rather than conforming to established principles. All these factors should be present as students learn to communicate.

Human interaction has been defined as a process whereby two or more people engage in reciprocal action. This action may be verbal or nonverbal .Thus, for the purpose of teaching a language, teachers mainly focus on the verbal interaction or communicative

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interaction (Cummins, 1994) without separating the nonverbal interaction that is present at an early phase and which has been called the silent period. As considered by IIola, Matsumoto and Jacobs the interaction that occurs in the English as a Foreign Language (EFL) classroom or English as a Second Language (ESL) classroom is of great importance during the learning process.

> Merely putting students in groups isn't enough. Student interaction needs to be structured to match instructional goals. In the ESL /EFL classroom, developing proficiency in reading, writing, listening, and speaking the target language, as well as acquiring knowledge of culture, are core instructional goals. Student interaction also needs to be structured so that the many benefits of peer-interactive approaches can come about (33-36)

Richards (1994) has pointed out that a considerable amount of time is used in the interaction process while learning a second language. Also, he has mentioned that " a great deal of time in teaching is devoted both to interaction between the teacher and the learners, and to interaction among the learners themselves"(138). Teachers spend hours together to provide the students with the necessary input for them to be able to communicate using the foreign language.

Interaction can be described depending on the dominant type of interaction that is taking place in the English classroom. Thus, we need to consider the teacher-dominated, teacher- centered, and student- centered classrooms. The teacher dominated classroom is the one where the teachers spend most of the time talking, and the students' participation is very limited. The teacher – centered classroom is the one where the teacher is controlling the students' participation through some classroom activities and students have the chance to participate. Finally, the student – centered classroom is the one where the students can participate more actively. Besides, they can direct and develop the classroom activities by interacting among themselves.

The Significance and Implications of Classroom Interaction

Classroom interaction is considered a productive teaching technique. According to Allright (1984), it is the process whereby classroom language learning is managed. In the language classroom, the process of negotiation involved in interaction is itself to be identified with the process of language learning.

In the classroom interaction, both teachers and students can create the learning opportunities, which motivate the students' interest and potential to communicate with others. Classroom interaction in the target language can now be seen as not just offering language practice, nor just learning opportunities, but as actually constructing the language development process itself.

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However, not all the forms of classroom interaction are equally productive for language development. For this reason, interaction must be seriously meaningful about matters of serious concern to the participants and therefore conducive to a serious attempt to communicate, not merely to simulate communication.

There are many patterns of classroom interaction, such as group work, closed-ended teacher questioning, individual work, choral responses collaboration, teacher initiates and student answers, full-class interaction, self-access and so on. Among these patterns, pair or group work is considered the most interactive way. It does not only pay attention to the sociocultural and personal experience that guide students' behavior in the classroom, but also have three value systems of choice, freedom and equality. Sullivan (2000) claims that what is embedded in the notion of pair work or group work is the idea of choice because students have a choice of partners or groups; and they have a right to talk freely and are also free from the teacher's control.

Interactive language teaching stresses the importance of providing learners with more activities to interact directly with the target language – to acquire it by using it rather than to learn it by studying it. It requires the teacher to step out of the limelight, to give a full role to the students in carrying out activities to accept all kinds of opinions, and to tolerate errors. On the other hand, the students are expected to listen to others (the teacher and other students) to talk with and to negotiate meaning in a shared context.

All the skills of language are equally taught and acquired to enable the learner to use language effectively. This method takes not only the cognitive and creative aspects of the learner into consideration but also considers his psychological and behavioural aspects. It aims at developing the intrinsic motivation of the students and makes a teacher motivating, stimulating and supervising rather than imposing and thrusting. The shift of emphasis is from teaching to learning with the learner as the focal point. The learner's affective state and his learning needs are adequately catered to. The emphasis shifts from focusing on the language (i.e correct grammar and structure) to the functions of language (i.e what it is used for).

The students can increase their language store as they listen to or read authentic linguistic material. In interaction, students can use all what they possess of the language-all they have learned or casually absorbed-in real-life exchanges where expressing their real meaning is importance to them. They thus have experience in creating messages from what they hear, since comprehension is a process of creation (Rivers 1981:160-2). In a second language situation, interaction becomes essential to survival in the new language and culture.

Features of Interactive Language Learning

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The important features of interactive language learning are:

- Meaning is paramount
- Language learning is learning to communicate
- Effective communication is sought
- Drilling may occur, but peripherally
- Attempt to communicate may be encouraged from the very beginning
- Teachers help and motivate learners to work with the language
- Fluent and acceptable language is the primary goal
- Learners are expected to interact with people either in a pair and in a group work.

Role of Teachers

The major role of the interactive teacher includes the roles of a facilitator, a manager, a resource, an independent participant, a researcher and a learner. As a facilitator, he makes the process of learning an easier task to help students' clear away road blocks and find shortcuts. As a manager, he plans lessons, organizes learning activities, gives feedback and structures classroom time. As a resource, he offers advices and counsel when students seek them. As a researcher and a learner, he makes an effort to find out how well students can learn and how much assistance is needed.

The teacher is the main agent of change and of prime importance in the teacher-centered approach. His roles are varied and manifold and his position in the whole educational system becomes indispensable. Part of the teacher's art is to create, or stimulate student creation of the types of situations in which interaction naturally blossoms and in which students can use what they have been learning in a more formal fashion.

Classroom Procedures
Interaction, which is achieved in formal situations, is a matter of technique or of classroom approach, but when it is achieved in less formal situations, it involves imaginative planning with student input.

At first, the teacher needs to consider the age of the students, their scholastic background, their culturally absorbed ways of learning, and their objectives in studying the language without ignoring the political and social pressures that are largely determining their motivation. After taking these factors into account, the kind of course and presenting material that will meet the students need is to be decided.

The teachers should not look for the best method for teaching languages, but rather they should seek the most appropriate approach, design of materials or set of procedures in a particular case.   Teachers need to be flexible with a repertoire of techniques. They can employ as circumstances dictate, while keeping interaction between teacher and student,

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student and teacher, student and student, student and authors of texts and the student and the community that speaks the language.

Teacher-student Interaction

In the pattern of teacher-student interaction, the teacher has a total control on who talks, when and about what is being talked. On one hand, the teacher-student interaction may have tightly controlled patterns of communication and on the other greater variability in the patterns of communication. The appropriateness of the pedagogical purpose of the lesson, the language proficiency of the students, and the frames of reference through which both teachers and students judge the appropriateness of their classroom behaviour are to be taken care of in the teacher-student interaction.

Student- student Interaction

The recent shift toward more communicative approaches of second language teaching has prompted a shift in instructional styles; as a result more classroom time is allotted for students to actively communicate with one another. The student- student interaction in second language classrooms can create opportunities for students to participate in less structured and more spontaneous language use, negotiate meaning, self- select when to participate, control the topic of discussion, and most important, draw on their own prior knowledge and interactional competencies to actively communicate with others.

Student- text Interaction

Reading experiences enable the students develop a control over the language. It helps them develop confidence in themselves. They read around words that they do not know and make use of the available information to comprehend the familiar words and identify their grammatical function.

Student- community Interaction

Classrooms do not operate in isolation from society. The educational institutions tend not only to reflect but also to transmit the social and cultural values and beliefs of the dominant society in which they exist. Interacting with the community enables anyone to speak the language. The students get many opportunities when they are sent out into the community with a clearly defined project that involves talking with native speakers and finding out the required information.

Proceedings in the interactive classroom

The proceedings in the interactive classroom are as follows:

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- In an interactive classroom, first of all, there is much listening to authentic materials. The listening is purposeful as students prepare themselves to use what they have heard of in some way.
- The students listen and begin to speak in reacting to pictures and objects, in role plays and in discussion.
- The students are made to watch films and video tapes of native speakers interacting. This enables the students to know the varieties of language, stress and intonation and acquire it through practice.
- The students improve their pronunciation not only through interaction but also in poetry reading, preparing dialogues, etc.
- Reading activities in the classroom may help to promote interaction through interpretation, expansion, and discussion.

The Interactive Discourse in the Language Classroom

The foreign language is not only a tool for future encounters in the outside world but it is the instrument that creates and shapes the social meaning of the class itself. By entering a foreign- language classroom, students leave behind the social reality created by their native tongue and start constructing a new reality. Traditional forms of classroom interaction need to be reassessed in the light of the new language and help the learners broaden their discourse options in the classroom. This could be made possible through various classroom activities.

Promoting Interaction through Classroom Activities

A wide range of activities have been proposed for use in the classroom. They are mostly problem- solving activities which include sharing of information, negotiation of meaning and interaction. The activities may include large- group activities, small- group activities, and pair work.

Classroom activities

The most workable classroom activities are presentations, pair work, discussions, debates and written exercises. All these activities need to be task-oriented; so that they can help nurture students' problem-solving and creative abilities and can give them experience in functioning in realistic discourse.

Well-organized interactions will make learners rack their brain, speak their mind, and share their views with others naturally. Thus words slip out or pour out desirably.

Large-group activities

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Large group activity is a method of cooperative learning method. The group members are encouraged to contribute their personal opinions or knowledge of a particular issue, support those opinions and discuss differences of opinion within the group. The Large group activities may include:

- Group discussion on a particular topic
- Interpreting a story
- Group decoding of a text

Small -group Activities

Small -group activities enable the students take a more active role in what they are learning, as well as, have more opportunities to contribute to and help formulate the information that is generated and learned. The small -group activities may include:

- Small-group discussions
- Debate

Pair-work

In the pair-work activity, the individual performance of the student is highlighted. The students freely initiate their own ideas. The pair-work activity may include:

- Role-play
- Interpreting statements
- Finding key sentences

Interactive Computer- Assisted Language Learning

The computer is essentially an interactive device. It is, therefore, a most appropriate aid for language learning that has interaction as its goal. Although not yet capable of carrying on a natural conversation with the user, the computer does have a responsive capacity that endows computer- assisted language learning (CALL) with certain advantages. The various types of CALL programs possess common characteristics related to interaction. Even a simple drill program enables the learners to achieve success. The student may transmit the message and receive an immediate feedback from the computer. If specific hours are identified, the students make a self-correction. By this, the students can achieve what they aim at.

Interactive language Teaching

If the cultivation of Communicative skills in the target language is the goal of education, then interaction must be present in the classroom. Since real communication is interaction

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between people and linguistic interaction is a collaborative activity, classroom teaching and learning activities must be interactive in nature. To promote interaction in another language, one must maintain a lively attention and active participation among the students.

In the attempt to improve classroom work mainly seeking ways and ideas for students' involvement, the researcher turned to interactive language teaching and tried out many of its principles.

In this sense, this study is a reflection of the successful application of the basic principles of interactive language teaching in the classroom. Communication is interaction between people who have something to share. If skillfully handled, interactive classroom techniques can promote learner initiative and autonomy, which in turn ensure successful language learning.

Need of the present study

English is an important tool for the learners for career mobility and social advancement. But the courses offered for majority of learners at the undergraduate level do not lend themselves to immediate usefulness in terms of proficiency or job-related skills development. Therefore, the need of the time is to focus on the development of communication. English should be taught as a functional language, as a means of communication rather than as a dead language. The holders of the new jobs in the industry and commerce, scientists, engineers, and communicators in the service organizations, all need a type of practical ability in English language – in particular, an ability to talk in direct communication with their counterparts, covering both everyday discourse and the specialized usage of their own jobs.

A learner – oriented teaching method may enable the learner engage himself in creative and divergent thinking, problem solving, self-learning and explore new avenues of communication.

The study

In an attempt to investigate the important question of how teaching/learning techniques relate to successful language learning, a small scale and relatively informal research project was undertaken in VHNSN College, Virudhunagar, Tamil Nadu, India. The selected samples are 37 in number from various departments: Tamil, English, Chemistry, Zoology, Computer Science, Physics, Economics, Commerce and History.

The Interactive method with all its encompassing and multidimensional nature in ELT is envisaged not only to develop the communicative capacity of the students but also to empower them with the capability 'to learn how to learn' and become self-directive in the

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long run. It is with these things in view that the researcher has attempted to make an in-depth assessment of teaching/learning of English at the college level; particularly the focus is on developing the interactive skill among the students of Arts, Humanities and Social Sciences. The study is tuned towards a small group of learners who are interested in pursuing a proper career for their life.

The main objective of this study is to motivate and inculcate the spirit of entrepreneurship in young graduates. The primary aim of the course is to activate and enrich learner's English language and further improve their communicative competence to help them play their roles effectively in this competitive world where they will undertake their career.

Activity

Interview Technique

Interviewing is a natural interactive activity because it emphasizes group discussion and deliberation. The researchers have grouped the samples in teams of 5 to 6 members and asked them to develop a series of questions that could be used to interview a candidate for a specific job. The interview was then conducted in front of the class using selected samples.

This interview technique has enabled the learners hone their job interview skills and take them through the application process and offered tips on what to do and say during interviews and meeting with potential employers.

Question and Answer Technique

Questioning is a humanistic exercise that focuses on the learners themselves, their attitudes, and values. The researchers have framed a series of disconnected questions which were graded in order of increasing difficulty, starting with short simple questions, and working up to long and complex sentences. The questions do not usually develop a conversation for they do not usually depend on each other in a meaningful way. Here, the learners were explicitly encouraged to keep speaking for the full amount of time. The researchers have set a range of possible questions such as:

- What is your name?
- How are you?
- How well can you speak English?
- What do you do?
- What is your brother's name?
- What is he doing?
- What do you like to do in your leisure time?
- What are your future plans?

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- Have you ever been to Delhi/Bombay/Calcutta?
- When did you go there?
- What did you see there?
- Did you enjoy your visit? Why/Why not?
- Why do you want to learn English?

Asking and answering questions are the two basic functions necessary for the survival in a foreign language and it is considered to be a very general technique. In all the modules questioning activities have been used to find out the level of learners about their culture and surroundings and also ensure their active participation. The learners were asked to give a minimal standard of self-expression for the above questions.

Giving instructions/description/explanation

This technique enables the learners to come out fluently with the description of a well known object, at some length. The researchers have chosen something that is familiar to everybody for it is a good way of getting the learner to produce connected discourse on a given topic. The choice of a widely known or easily comprehensible object for description would allow the learners with a considerable freedom of choice of expression without requiring extensive preparation. The learners have been given certain topics and asked to express themselves in short.

- Describe an elephant.
- Describe how you celebrate New Year.
- How do you cover your book?
- Explain how would you advise your brother to prepare for the public exam?

The learners are required to express themselves at some length at a minimum of six to eight sentences within the given preparation time of two minutes and then speak for three minutes. This technique has allowed the learners to display their own ability to explain things with extended opinions fluently.

Discussion Technique

The discussion technique is a powerful teaching technique. Discussions help the students understand not only the material but also each other better and enable them build a more cohesive learning team among themselves. It allows students to clarify gaps in their knowledge. Learning becomes more effective when it is participative for discussions involve students more directly in interaction. The researchers have assigned a topic to the learners:

Women make better managers.

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The learners have been given a controversial topic so as to invite them to explore areas that they want to probe more deeply. The main intention of the exercise is to get the learners to talk and to stimulate their interest and imagination. The discussion technique has made the learners think about their values and priorities.

Role- Play Technique

The use of role-play makes language learning more student centered and interactive. It creates a more spontaneous and realistic learning environment that prepares the students for social interaction through the medium of a foreign language. Role plays may be enacted around every day situations as well as around topical problems. The learners are asked to take on a particular role and to imagine him/her in that role in a particular situation. Then they are given a set of instructions that would be expressed in terms of the general situation:

Imagine you are a tourist in Andhra and you want to visit Thirupathi. You are talking to a travel agent. Find out how to get there and get details about the places to visit, traveling time, lodging, price, comfort etc.

The simple role-play has enabled the learners to make a series of appropriate in one continuous role. It improves the learners' oral performance and trained them in all the four skills.

Role-Play between learners:

Learners can also be paired together for a role-play. These learner-learner role-plays are usually of great fun. Learners tend to get very involved, with visibly greater spontaneity and creativity than in talking to teacher role plays. Each learner in a pair has been given a role that would match by his /her partner's role. The researchers have assigned certain matching roles for the learners such as:

- Policeman and robber arrested for robbery
- Doctor and patient with a problem
- Lawyer and client accused of bribery
- Teacher and student caught for copying
- Hotel receptionist and tourist

The researchers have specified the situations according to the learners', imagination and familiarity with the role played.

Observation

- The pair work and group activities made students socialize with each other. This created a positive atmosphere in the class.
- The activities like role play, and problem solving discussions have greatly contributed to the overall development of the students and enhance their personalities.
- Few students used their native languages from time to time, but it faded away as they became accustomed to the activities.
- With the activities and practice, interaction and imagination have increased among the students.
- The multi benefited techniques used by the researchers enabled the learners to easily and quickly assess as the students have really mastered the language. The use of various techniques and assessments drives interactivity bring several benefits to the students, by this they are revived from their passivity of merely listening to a lecture and instead they become attentive and engaged.
- The study ends on an optimistic note wherein it is believed that the implementation of the Interactive method is practical.

Recommendations

- It is necessary to provide opportunities to interact in the classroom. This could be done through interactive learning activities that can provoke a very positive attitude towards language learning.
- Teachers should concentrate on performance assessment techniques such as group projects, oral presentations, constructed response questions, demonstrations and simulations that can be used to encourage students construct meaningful learning experiences while applying critical thinking skills.
- Time is an essential part of the learning process. The active participation of the students in the activities may use a lot of time; so the teachers need to reorganize the classroom activities to make a good use of time.
- The students must be persuaded to interact positively and effectively in the language classroom.
- Language teachers must make error corrections in a very careful way so that the students can feel comfortable at the remarks made by the teacher and not frustrated at the attempts to correct them in front of their friends.

Conclusion

In a language class, many language teachers might have felt that they spent a considerable amount of time doing the talking and encouraging the students to participate rather than listening. Now, it is clearly understood that the students need English by and large to communicate their ideas in everyday situations and express themselves clearly and effectively. So, teachers need to be more conscious of the usefulness of applying

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different teaching methodologies, techniques, and activities to promote students' active participation. The lecture mode of teaching will have to give way to interactive activities like group and pair works in order to help students exchange information to obtain comprehensible input while they are engaged in constructing meaningful experiences to achieve success.

A reflective teaching approach would give language teachers hints to overcome the everyday problematic situations which they deal within the classroom. Once teachers are conscious of the way they are carrying their teaching, they will be able to make the necessary turns to bring the ship back to shore.

Traditional forms of classroom interaction need to be reassessed in the light of the new language to help learners move from institutional productivity to productive conviviality. Only by broadening their discourse options in the classroom, and learners stop being foreign-language consumers and become the active architects of interpersonal and intercultural understanding. A sincere effort from our experts and the government can set the rails on the tracks and get it going. We all need to pool in our efforts to make the Interactive Method work in our situation and make our education more fruitful and rewarding.

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Linguistic Diversity and Classroom Issues - A Case Study of International Classrooms of the International Islamic University Islamabad, Pakistan

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Abstract

The problems of foreign students in classroom discourse in English have triggered a question, "how do the learners and the teachers deal with the classroom discourse in a multilingual teaching learning environment in times of linguistic complexity?"

Several African and Chinese students come to the International Islamic university with the linguistic proficiency over their native and national languages, for which they find no use in classroom; they have no knowledge of Urdu, that is the language of their peer group and they may not possess the required level of English language proficiency (in listening, reading and writing) even after the completion of the English language proficiency courses. As a result they miss out on several things happening in the classroom.

This study was planned to investigate the problems of a multilingual classroom and to propose solutions to deal with the issue. This paper has two objectives; the explanatory purpose, to help foreign students and teachers by understanding their difficulties. The second purpose is normative, to point towards better teaching-learning strategies by conceptualizing the linguistic problems associated with the classroom issues of international students. The research employs a case study methodology with the data collected through questionnaires from foreign students and

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their teachers. 110 students from different faculties of the university and 20 teachers from the same faculties constituted the sample of the study. The study found that Pakistani teachers may not always stick to English and may recourse to Urdu to deal with problems of the native Pakistani students, so the foreign learners need to learn Urdu (not a university requirement) in order to fit into Pakistani classrooms and the teachers need to devise strategies to address the linguistic issues of the foreign learners.

Key words: Linguistic Diversity, International Classroom, Learner's difficulties, teaching strategies

Introduction

"Linguistic disability puts me into hot water; my classmates often leave me helpless because I cannot speak what I exactly want to say. I easily get lost in the classroom discourse, just because of missing a word. The worst situation occurs when I hear only sounds in the class without knowing what is going on". These are the words of one of my foreign students in response to my question, how do you deal with the classroom discourse in a multilingual teaching-learning environment?

Foreign enrollment is an integral part of International universities, and so is of the International Islamic University, Islamabad (IIUI). A large intake of foreign students in different programmes of IIUI has been recorded since the birth of the university. A large percentage of foreign learners are likely to have difficulty in understanding the course contents, discomfort in class participation and find a heavy work load.

Most of the foreign learners joining IIUI have not even acquired those reading and writing abilities in English language, which Pakistani students have acquired by this level. They are, therefore, supposed to join the English language teaching classrooms where they start from a Basic English course, then intermediate and after the successful completion of the advanced English course they are allowed to join their respective faculties.

Asian versus Asian Problems

There has been a rapid increase in the number of overseas students over the last 5 years. The diversity in the university's population is enhanced by foreign students and also adds value to the overall experience of teaching and learning contrary to the normal teaching learning experiences.

However this diversity and value brings with it a lot of issues and challenges which need to be investigated and addressed. Many studies have been done in the European and Australian universities identifying the linguistic and cultural problems faced by Asian students as they are foreigners there, but little has been done to investigate the difficulties of Asian (mostly Chinese) and Arab students in an Asian country (Pakistan).

This study shows that there are Asian versus Asian problems, because cultural and linguistic

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diversity is not restricted to the east and the west but is subject to linguistic differences. In its very raw form it can even occur within a small community. This research is meant to investigate the linguistic issues in multilingual classrooms and the way they are taken up by the teachers and the foreign learners.

A case study research method was employed and the data was collected through interviews and questionnaires. The data collected was analyzed and the findings draw attention to dimensions of the problems and issues in multilingual, international classrooms, and could have implications for teaching and management of this diversity. The findings may also have relevance to countries with similar cross linguistic student populations. The final sections discussed the implications of the findings and presented the conclusions of the study.

Linguistic Issues of the International Classroom Teachers

English as a language of cross boarder communication has shifted the focus of language teaching from writing competency to oral communication. However, English language teaching pedagogies in South Asian countries have not yet been able to meet the need of an expanded emphasis on oral communications. These pedagogies enable the learners to read documents, books and other texts, they can even write comprehensive essays and letters but usually lack effective communication skills in the English language. Students schooled with such an approach to language teaching tend to use the language they feel comfortable with, usually the language of use, whether it is their native language, the regional or the national language.

Many teachers feel discomfited when it comes to teaching multilingual classrooms, as they are not able to work in a diverse linguistic environment due to their incompetent professional development to deal with these classrooms. Reagan (1997) and Zeichner (2002) talking about the issue of linguistic diversity in classrooms, discuss the need of training teachers in applied linguistics. Snow (2000) outlines the requirement of the knowledge of language and linguistics, language acquisition and development, cultural diversity and sociolinguistics by the teachers teaching international classes with a diverse linguistic environment.

Linguistically Diverse Classrooms and Teaching Strategies

Language is the vehicle for negotiation and discussion. In international classrooms where multiculturalism creates a lot many classroom issues, linguistic differences make the situation more critical for the learners as well as for the teachers. Teachers get nervous when the students speak their native languages which are not understandable for them as it is not humanly possible for a teacher to learn the native language of every student sitting in the class. These drain the teacher's energies and affect his/her teaching. To implement professional expertise in a multilingual classroom, the teachers need to address the increased cognitive and affective demands of the learners in order to cross the linguistic barrier in cross communication during classroom discourses.

Students, when they feel discomfort in interpreting classroom discourses, lose interest and their

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motivation level drops. They feel bored, lazy and become non-responsive in classroom discussions. This difficulty in the present situation is due to poor English language competence. It is important to find ways to engage the learners by the use of appropriate language learning activities. Elizabeth (2003) while discussing linguistic diversity and classroom management says, "visual support is essential to help contextualize classroom discourse for English Language Learners".

These aids, according to her, include chalkboard, realia and all other visual aids. Teachers working in diverse linguistic environments can augment their lessons by the use of visual aids, as these can sometimes serve as a replacement unit of the spoken language thus making the learners able to comprehend the target language easily. Teachers can make extensive use of gestures, expressions, increasing eye contacts and use of sign language.

Peregoy and Boyle (2000) suggest that teachers can ease their foreign learners by assigning a personal buddy who knows their language to facilitate and support him or her inside and outside the classroom. Krashan and Ternel (1983) discussed the importance of lowering the effective filter of the learners, which according to them can be a barrier to language learning. Goffman (2001) lists the ways to learn about the countries from which the foreign learners belong, making it a point that such information can foster student teacher relationship which in turn will make teaching learning environment more conducive.

Method of the Study

The purpose of the study was not to test a hypothesis or any other already formulated theory, so qualitative research seemed appropriate. The research employs a case study methodology with the data collected through questionnaires from foreign students and their teachers. 110 students and 20 teachers constituted the sample of the study.

The aim of the study was to build up a picture from the students' perspective, where they become consumers rather than producers of the institution and from the teachers' perspective where they have to act as the producers of the system. Focus group interviews were conducted with day scholars/the classmates of the foreign learners of the study to investigate their rate of participation in class discussions, group activities and during projects as interviews are considered to be an effective research tool to collect qualitative data (Karthwohl, 1997).

Four focus groups were interviewed by the author for approximately 30 minutes each in January 2009. This activity provided the researcher with the basis for the development of questionnaire for the foreign learners. Questionnaire was based on the analysis of the interviews from the peer groups of the foreign students, so the categories formed out of the analysis of the both remained the same. Questionnaire developed was administered to the target population. This tool provided the researcher with an authentication of detailed data regarding the problems faced by foreign learners of IIUI.

Another questionnaire was developed for the teachers teaching multilingual classes on the basis

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of the personal experience of the researcher as a university teacher of international classrooms. The teachers engaged in teaching the classes where there is relatively high strength of foreign learners, like in preparatory non credit English language classrooms, were requested to fill this questionnaire which was primarily about the difficulties they face, and the strategies they develop while teaching foreign learners in multilingual classrooms.

The Cohort for This Study

International Students of different faculties and different batches (fall 2004 to spring 2009) with the students enrolled in a variety of disciplines coming from different countries of the world to study in Pakistan formed the cohort of the study. The sample contains male and female international students of IIUI (usually from a non-English speaking background) data were collected from 50 local students (25 females and 25 males) and 110 international students (60 females and 50 males). Thus overall, 85 respondents were females and 75 males. 20 teachers from different faculties formed an informant group of the study to identify linguistic issues of multilingual and multicultural classrooms and the strategies employed to overcome those difficulties.

Data Analysis

Different issues emerged from the data, although some issues were common. But the present study concerns only about the linguistic problems faced by foreign students in IIUI. This paper is based on an analysis of the questionnaires filled by the students and interviews of the faculty members. Analysis revealed that majority of the foreign learners requires a lot of struggle on their part to cope with this particular barrier of language. The students said that all Pakistani teachers make use of Urdu language and even while speaking in English they end in mixing up both languages which perplexes foreign students and makes them uncomfortable. Students feel discomfiture when teachers communicate in Urdu while delivering lecture in the class. It was also analyzed that the use of the Urdu language in a multilingual class creates a lot of ambiguities and despair for the foreign learners who need to adjust linguistically and academically both in an alienated environment where there are more differences than similarities.

Another problem identified by the foreign learners, especially of the first and second semester was the speed of teacher's speech. They said teachers speak fast and give no time to the beginners in English language classes to get adapted to their manner of speaking. They added that they cannot sometimes understand the vocabulary of the teacher which sounds high for them as beginners.

"In order to get high marks, I always struggle to get involved in class, whereas local students dominate most of the time". (Foreign female, BS 4years programme). This problem was highlighted as a linguistic issue because the local students are used to the speed and the accent of Pakistani teachers so they usually lead classroom discussions leaving the foreign learners behind despite their hard work.

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With regard to English language issues, the foreign students in our university are required to qualify in a language proficiency test before joining the faculty but those who qualify in the test also face problems because of the difference between the evaluation criteria and the requirements of the classrooms.

Unfortunately, listening and speaking skills tend to receive much less attention in tertiary contexts (Mulligan & Kirkpatrick, 2000; Dooey, 2006). A classroom requires accuracy in listening skills and is not evaluated formally, which not only hinders the note taking activity but also deprive the learner from participation in the classroom discussions. Some of the students said that their listening is good but they are weak at writing, so they face difficulty in taking notes of the lectures and miss out many important points during this exercise. All students said that this problem can be handled the best by providing them with lecture notes by the teachers prior to the class so that they might get the difficult words checked for the meanings in the dictionary and prepare for listening before coming to class.

An analysis of the questionnaires filled up by the teachers showed that Pakistani teachers may not always stick to English and may recourse to Urdu to deal with problems of native Pakistani students, so the workable solution to deal with the issue may be a need to learn Urdu by the foreign learners, not as if it is a university requirement for admission but to fit in Pakistani classrooms and to develop a social circle that can help them adjust easily and communicate within the new culture where they have planned to spend a longer and important time period of their lives with an ultimate objective of getting knowledge and enhance learning. On the other hand, teachers need to device strategies to address the linguistic issues of foreign learners.

Conclusions

The data obtained from the questionnaires and interviews seems to support the earlier studies describing the problems faced by the international students in the course of obtaining their degree. The primary linguistic concern was related to the English language issue. Other concerns of foreign learners included lack of the knowledge of the languages in contact (Urdu and other Pakistani languages), the fear of speaking out in class, not understanding the spoken language of teachers and class mates, having to work in multinational student groups and lacking the linguistic support from the environment.

The research led to the conclusion that Pakistani teachers may not always stick to English and may take recourse to Urdu to deal with problems of native Pakistani students, so the foreign learners may need to learn Urdu (not a university requirement) in order to make their fit in Pakistani classrooms and the society around. Teachers need to device strategies to address the linguistic issues of foreign learners. We found that students entering the university were determined to learn, but the linguistic challenges obstruct their rate of progress and demands an extensive hard work. Major issues identified as potential difficulties included the unfamiliarity with English and Urdu languages, and the speed of speaking English and the use of Urdu by the teacher. These primary difficulties give rise to the problem of jotting down of lecture notes,

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increased workload, time management issues and above all lowering of the CGPA.

Implications of the Study and Suggestions for the Teachers

In conclusion, the need for the teachers and classmates to assist foreign learners in achieving their goals is highlighted. The implications of the present study are to be considered only in terms of enhancing teaching and learning process of the international classrooms, specifically with reference to linguistic difficulties foreign learners of IIUI are encountering in a complex multilingual classroom environment.

Following are some of the suggested implications drawn out of the study:

To address the issue of speed of the teachers' speech in the class, the findings of the present study suggests that teachers may encounter learning and teaching difficulties while dealing with international classrooms but these should not be considered as abnormal linguistic and academic situations, rather these should be the expected part of the learning process in international classrooms.

The present study suggests that the problems can be handled strategically in several ways as listed:

Preparation of handouts for foreign learners with the hints of the contents they are to be taught can minimize their listening and note taking problems. The distribution of the handouts should be made possible a day before the delivery of the lesson with the instructions to find out the meanings of difficult words and the relevant details from the recommended books so that when they enter the class they have a cognitive map of the knowledge they are going to be exposed to. Otherwise it will be a futile effort.

The second implication that emerged from the study involves the need to provide opportunities for the foreign learners to communicate freely in order to get them acquainted with their teachers and classroom. Managing at least one extra hour per week for the foreign learners to make them confident and to strengthen the teacher-student bond is recommended. This hour can be a teaching hour, a counseling hour or a motivating hour, to overcome the feeling of alienation in a culturally new environment because the foreign learners not only encounter linguistic problems, but also have other issues, like free communication outside the class. Allowing foreign students to communicate freely and informally will definitely help them overcome the fear of communication barrier and will eventually find a comfortable adjustment in a foreign academic environment.

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ELT in India - Need for New Thrust

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Abstract

The conditions under which English is taught and learnt and the reasons for low standard of English in Indian schools, have always been a matter of concern to all language learners and teachers. In fact, there exist many problems that confront Indian linguistic scenario and the present article enlists the major problems and perspectives in the field of teaching English in contemporary India. The article also highlights some of the crucial factors which demand great attention in order to bring about a new thrust in the current linguistic scenario in the country.

Introduction

English is included in school curriculum as a second language or as a foreign language for practical utility. But there are certain problems related to the conditions under which English is taught in our country, which need to be tackled tactfully. According to V.K.Gokak, "Teaching of English is in a chaotic state today" [1]. The conditions under which English is taught and learnt remain a source of dissatisfaction to all. The natural corollary is the poor standard of learning English in our schools.

As Michael points out "a language is not a subject which can be taught. It is a subject which

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must be learnt" [2]. Pupils are taught English for about six periods a week for six years. But it has been estimated that they hardly know 1500 words by the time they join a university. It means that they have been able to learn English words at the rate of one word per period.

Long periods of exposure to English enable the students to have a certain degree of familiarity with sentence patterns, words and phrases in the language that strengthens their ability in writing skill though not in skill of speaking The conditions under which English is taught and learnt and the reasons for low standards of English in our schools have always been a matter of concern to all language learners and teachers. In fact, there are many problems that confront Indian linguistic scenario and the following is the list of the major problems in the field of teaching English in contemporary India.

Need for New Thrust

The following are some of the crucial factors which demand great attention in order to bring about a new thrust in the current linguistic scenario in the country:

- **Population:** The pressure of population and the craze for English has resulted in the commercialization of English teaching in India and it is market driven, and not welfare driven. Ronald Mackin has listed the problems of teaching English in India as follows: "The old fashioned type of benches and desks which restrict movement; the bad light; the noise from neighboring classes which may be separated from them by nothing more than a bamboo screen, insufficient provision for their subject in the time-table, lack of aids of all kinds; interference from parents or a dominating, conservative Headmaster and finally the requirements of an examination system which places a premium on the written language seem to favor the grammar-grinder of the old school" [3].

- **Pluralism:** Although some estimates say that there are about 300 languages and dialects in India, the English Schedule of the constitution of India recognizes 18 languages as official languages. Not only in terms of languages, but also in culture, religion and ethnicity, India is highly pluralistic; it is multilingual, multicultural, multi-religious and multiethnic with large rural areas. This makes language planning a highly complex and emotional issue. That is why the problem of a compulsory official language in India continues to be a puzzle, because of non-existence of a language planning commission.

- **Colonial Mindset:** The colonial legacy continues in the field of education. The colonial mindset has made the nation dependent on other countries and agencies for all innovative ideas even in the field of education. All the committees and commissions have only tried to adopt and adapt the colonial model, though Indians could evolve their own strategies of instruction.

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- **Political Compulsions**: Language, particularly the English language, has become not only a means for power and exploitation; but has also become a site for struggle. As a result, there is no proper planning or political will or coordination among various agencies, the central government, state governments, and universities in the implementation of suitable policies. The aimless drift continues without any direction, clear-cut policies, goals, aims and objectives.

- **Dearth of Trained Teachers:** Many teachers who teach English in schools lack the technique of foreign language teaching. They remain largely ignorant of the changes taking place in English teaching and learning across the globe. In the current scenario teachers are being appointed on the basis of their qualification and after their recruitment in the institutions they evince very little interest and opportunity to attend in-service programmes. Though certain seminars, conferences and workshops are conducted by ELTAI and other professional bodies, they cease to help the teachers in changing their age old method of teaching overnight.

- **Imported Methods**: Imported methods of teaching English have been used in a country like India. Most of the methods advocated were developed in monolingual countries like the United Kingdom or the United States of America. They prove to be ineffective in a multilingual context. The language professionals in India have not yet evolved appropriate methods and techniques of teaching English in India, based on local wisdom and classroom experience. The Indians have lived on 'received knowledge' and imported theories and methods - Structural Approach, Direct Method, and Communicative Language Teaching and so on.

- **Ineffective Text books**: The textbooks, which are prescribed for the students are not suitable and attractive. The text books mostly do not contain tasks where learners can draw samples from the local, every day experiences. Most of the tasks are designed to find answers from the text book itself. Students read it only to get through the examination. The English text books need improvement in the selection and gradation of vocabulary, good printing, suitable subject matter, genuine illustrations, language and style, exercises and glossary, relevance and abridgement of English stories to suit Indian condition.

  Until recently, majority of the schools used the text books which contained prose texts, stories and poems written by native speakers of English. They were linguistically difficult and culturally alien. Textbooks prepared by government agencies appeared to be dull and unattractive with no proper illustrations or exercise material. They often contained errors – factual as well as linguistic. Quite often textbooks were prescribed not on the basis of quality or merit but on other considerations given to the management or the head of the institution.

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- **Examination Oriented Teaching Pattern:** The examination oriented teaching pattern does not produce any practical impact upon the learners for various reasons. The teachers complete the text in a hurry to give the impression that portions are covered. Then it is left to the students to prepare and face the examination. The comprehension questions are also not designed to help the learners to critically analyze the text. More than making the students comprehend the text and assisting them in preparing the essays of their own, teachers advocate the learners to depend on the sub-standard material prepared by non-professionals. Thus, the students' cognitive ability and creative faculty are not fully utilized. Learners merely learn by rote, a fact one tends to ignore. The purpose of acquiring the skill by the learners is not attained. Thus, the learners lack the ability to learn other subjects in English.

  The present examination system is based on memorization and reproduction. It does not test the competence of learners in English. The examination in English puts a lot of emphasis on rote learning rather than language mastery. At the time of examination more importance is given to written English, ignoring other skills. However, very few attempts have been made to realize the aims of teaching English through proper assessment.

- **Over Crowded Classrooms:** The physical condition of the classrooms poses a serious problem. Accommodating a huge number of students in a small room does not in any way motivate the students to learn. Often, they are huddled up together with very little space to sit and write. Learning in such situations is highly demotivating to the students, and it is equally frustrating to the teachers. Although students manifest mixed ability in a large classroom, the teachers find it difficult to bestow individual attention on learners.

  In addition, the teachers do not adopt innovative methods like activity method, project method etc. in the schools due to lack of proper facilities in schools and also due to the heavy strength of the class. As they mechanically resort to lecture method, the young learners feel deprived of real motivation from teachers.

- **Lack of Infrastructure and Facilities:** The infrastructure of the classrooms is inadequate. Some schools do not have enough pieces of furniture to accommodate all learners. Majority of the schools, Primary and Secondary, are all ill-equipped so far as teaching aids are concerned. There is a dearth of even simple visual aids like flash cards, charts, black-board, pictures etc. in the schools leave alone tape recorder, linguaphone, film strips etc. which are minimum aids required if one has to learn English worth the name. The non-availability of right type of teaching materials and audio-visual aids make the teaching of English in India quite ineffective. Also the teachers show least enthusiasm towards the

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preparation of teaching aids in their regular classrooms, and fail to make the language class lively and interactive.

- **Socio-economic Factors**: The quantitative expansion in education and English teaching has resulted in lack of quality. Those who have the necessary resources and the money send their children to the best Convents, best English medium schools and Public Schools in the country and those who do not have the means are forced to be satisfied with what they get in the name of English.

- **Variation in Curriculum**: The English curriculum varies from State to State; from one school system to another. While variety should help generate innovations to take care of the varying needs of the audience of learners, we only notice deterioration of the standards of materials, and teaching and evaluation strategies. The variation in syllabus brings variation in achievement. The right way to face this problem is to design the syllabus with clearly stated objectives right from the level at which English begins, to the level where English ceases to be a compulsory subject in curriculum.

- **Lack of a Uniform Policy:** There is no uniform policy with the Government of India to introduce English at the school level. At present there are different ages in which English is introduced at the school level.

All the aforesaid aspects prove to be great challenges in the field of English language teaching in the country and one can add many more to the list of difficult circumstances under which English is taught and learnt. This situation emphasizes the need for a new thrust in teaching English.

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Some Pragmatic Markers of Politeness Used in English to Smoothen Communication

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Abstract

In all the languages, speakers use certain pragmatic markers to save themselves from impolite and face-threatening acts. In order to minimize impoliteness and face-threatening assertive, commissive and directive speech acts, speakers use certain pragmatic markers that contribute to indirectness, tentativeness and optionality. Through making utterances indirect, tentative, optional and less forceful, these pragmatic devices lessen the force of impositions. The present paper is an attempt to prepare an inventory and to explore the pragmatic markers of politeness which are used as hedging devices to soften the force of commands which if used in a direct and blunt manner may mar the communicative goals.

Keywords: Pragmatic markers, Hedging devices, Indirectness, Tentativeness, Optionality, Directives

Introduction

In the present globalized world, the aim of communication has not remained confined to the encoding, comprehensibility and intelligibility of the message but has gone beyond

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that. Communication becomes an act that is performed for fulfilling some goal or motive by the speaker. Hence, unless the speaker's goal is fulfilled, the aim of communication is not achieved. Therefore, in order to achieve the goal of communication, adoption of some cooperative and politeness strategies to avoid conflicts and offence to the hearer and to smoothen the communication process becomes necessary.

In interpersonal communication, speakers use some pragmatic devices – lexical as well as grammatical – to hedge a conflict that may arise between interlocutors due to direct and blunt assertive, directive and commissive speech acts. According to Searle (1975), Brown and Levinson (1987) and Leech (1983), indirect illocutions raise the degree of politeness.

Prof. Leech regards indirect illocutions more polite "because (a) they increase the degree of optionality, and (b) because the more indirect an illocution is, the more diminished and tentative its force tends to be" (1983:108). He recommends hedging impositions, providing options and avoiding cost to the hearer as some means to avoid impoliteness.

According to Searle, "Politeness is the most prominent motivation for indirectness in requests, and certain forms tend to become the conventionally polite ways of making indirect requests"(1975:76).

The present paper, therefore, aims to explore some linguistic devices in English used by the speakers to smoothen the communication process by hedging face-threatening communicative acts and to soften them in order to achieve the intended goals of communication.

Approximators

In an interpersonal discourse, sometimes speakers avoid exact details and do not provide exact particulars about persons, places, things, numbers, size or quality of something. They do this to avoid causing offence to the listeners by being direct, absolute and blunt.

In English *about, almost, approximately, something, perhaps, thousands, up to, more or less*, etc, are the words which belong to the category of approximators as they do not provide any final, specific and precise information.

Quirk and Greenbaum think that approximators "serve to express an approximation to the force of the verb"(1973:218) and "imply a denial of the truth-value of what is denoted by the verb" (1973:219).

Thus, when a speaker escapes providing precise and exact information in order to avoid bluntness and consequent offence to the listener, he uses approximators to smoothen a conversational exchange. In such cases, approximators are used as hedging device to save an utterance from being impolite by avoiding any direct and absolute information that

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may hurt the feelings of the listener. They, instead, contribute to tentativeness, open-endedness, inconclusiveness, and lead to guessing and speculations by the addressee.

Carter and McCarthy believe that approximators contribute to vagueness. Vagueness is motivated and purposeful and simply keeps options open. They write, "Being vague is an important feature of interpersonal meaning and is especially common in everyday conversation… Vague language softens expressions so that they do not appear too direct or unduly authoritative and assertive" (2006:202).

In the following examples, 'so', 'about' and 'a lot' are used as approximators to avoid giving exact information in order to soften the assertive.

1. How much time will you take to learn your lesson? I shall take twenty minutes or so.
2. How much time will you take to wind up your presentation? I'll take about five minutes.
3. How much will it cost us? It won't cost a lot.

Modals

Sinclair (1990) regards the use of modals a goal-directed activity and extends the study of modals to pragmatics. He observes, "Modals are often used to produce a particular effect, and the modal you choose depends on several factors, such as the relationship you have with your listener, the formality or informality of the situation, and the importance of what you are saying" (1990:218).

Strategy to Avoid Offence and Imposition

A strategy to avoid offence and imposition on the addressee is to make an assertive, commissive or a directive less forceful, and to make them tentative, indirect and optional.

Modals which have great communicative potential are widely used in interpersonal rhetoric as hedging devices to ease the effect of an impositive to smoothen the communication process.

In English society, an illocution that compels the addressee to act as per the wishes of the addresser is regarded as inherently impolite. Speakers use modals in interrogatives to signal optionality, tentativeness and indirectness. The addressee is given full freedom to decline the offer or command if he pleases to. The options provided to the hearer save impositives and commissives from being impolite. The speaker lessens the force of an impositive by using a modal in a question pattern tactfully and hedges the offence that may be caused by a directive or a commissive.

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As we see in examples No. (1), (2), (5) and (6), use of modals aids a speaker to remain non-committal and distances him from any direct impositions. When modals 'may', 'might', 'can', 'could', 'will', and 'would' are used as directives for seeking permission from the addressee and 'will', 'shall', 'would' for ascertaining the willingness of the addressee and 'shall' for the offer of help to the addressee, the speaker tones down a direct impositive and saves it from its inherent face-threatening quality.

1. May I have your attention please?
2. Might I just kiss you before we begin?
3. Can I be of service to your honour?
4. Could I have a word with him, miss?
5. Will you favour this gentleman with your company at supper?
6. Shall we take a stroll in the garden?
7. Would you bless me before I go?

Indefinites

Words which are used to refer to indefinite quantity or numbers of something without providing precise information are called indefinites. *Some, any, all, several, anybody, everybody, nobody, anyone, everyone, no one, one, someone, anything, everything, nothing, something*, etc. are used in English to refer to indefiniteness.

In many communicative situations, the speaker, instead of directly naming a person by using a proper noun or instead of using a personal pronoun, uses indefinite pronoun either when he does not know the name of a person, place or thing or due to pragmatic reasons does not want to name them. Therefore, substitution of nouns and personal pronouns by using indefinites is a strategy to make the communicative act less imposing, forceful and threatening.

Patil regards the use of indefinites as generalizing device and writes, "One important way of minimizing the face-threatening act of complaining and criticizing is to state the act as a general rule a social norm, regulation, or obligation. This again is based on pronoun avoidance. The speaker does not impose but, rather draws attention to the existence of a general rule which sometimes is almost proverbial and epigrammatic" (1994:176). According to him, by using indefinites as a generalizing device, one can hedge accusations by making them tentative advice. He writes, "Impersonalizing a criticism makes it less coercive and less threatening" (1994:174).

1. Some are engaged in unjust, selfish and even hellish deeds. One should not waste one's precious life in such type of ugly acts. One can't behave in any way one likes.

In this example the addresser indirectly criticizes the deeds of the addressee by making the criticism impersonal through the use of indefinites 'some', 'one', 'such' and 'any'.

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2. There are just a few things, you don't know. And I'll tell you one of them.

In this example the addresser avoids a direct assertion and hence uses indefinites 'few' and 'one'.

3. I know that I have so many officers in my factory. I can't ask anyone to sweep the floor. I have to be careful. If I ask, I'll insult somebody.

In this example, the addresser uses indefinites 'so many', 'anyone' and 'somebody' to avoid naming a person in order to save the utterance from impoliteness.

Passives

In English passives are generally used when a speaker either does not know the name of the agent or due to pragmatic reasons does not want to name them. Agentless passives are used to shift the attention from the agent to the action performed.

Sometimes due to pragmatic reasons the speaker hides the identity of the person or thing responsible for the action as he is either afraid in naming the agent or has some selfish motive in not mentioning his name.

According to Carter and McCarthy, "Reference to the agent(s) may be omitted in order to deflect possible criticism, because it may be embarrassing/ inappropriate to mention the agent, or because it may be necessary to omit such reference (2006:799). Passives are used as politeness strategies to hedge the agent from any unpleasant job done by him.

According to Prof. Z.N. Patil, "In English the passive often implies politeness. Since pointing at people is avoided in most cultures to increase politeness, the agent is deleted. Because the agent is directly connected with the action, it is associated with the responsibility of the action. The passive ascribes no personal responsibility to the addressee. The passive is very often used when there is something unpleasant to be expressed. This comes about because with the passive one always has the option of deleting the agent and therefore assigning blame to anybody" (1994:173).

Passives, therefore, can be used to facilitate a goal directed communication which needs some unpleasant expressions to be avoided.

In many communication situations, avoidance of blaming somebody for performing some unpleasant tasks becomes essential to smoothen the process of communication. In such cases, passives are used as hedging devices to hide the names of the agents or unpleasantness associated with them. In many societies due to respect for elders and superiors, the young and the junior in order to show respect to them do not name them and instead use passive expressions. Similarly in some social relations also naming is

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generally avoided as we see in the relations of husbands and wives in many social segments of Indian society.

1. I was falsely accused. Believe me. I am innocent.
2. I was made a coward in this home.
3. We were punished for no fault of ours.
4. I have been told that she deceived me.

Question Tags

Question tags are used in conversational exchanges when a speaker first makes a statement and then asks the listener to confirm it.

According to Carter and McCarthy, "Question Tags are used to check or clarify information, or simply to involve the listener in a more interactive way" (2006:547).

Sinclair believes that tags are used by a speaker to check the opinion, belief about something, to check whether a listener agrees with his suggestion and also to show the speaker's reaction to something that someone has just said or implied(1990:433-34).

Many statements in conversations are uttered by speakers with hesitation and tentativeness. When a speaker is not confident about the definiteness, relevance and truthfulness of his statement, he uses question tags to seek confirmation from the listener.

In interpersonal communication, Tag questions also perform the pragmatic functions of hedging and softening the utterance. Particularly in directives, tags are used to tone down the force of commands and to make them sound like a request.

Use of Question Tags provides options and choice to the listener to decline the directives. In directive speech acts in order to save an utterance from being impolite a speaker employs Tag questions to make the impositive less forceful. Tags are used as Tact Maxim to facilitate the speaker in achieving the conversational goals through hedging and softening a direct command and imposition.

1. Don't go through it all again, will you?
2. Try to get hold of yourself, will you?
3. Don't surround us, will you?
4. You're not going to believe that, are you?
5. Come and eat your breakfast, won't you?

Conditional Clause 'If'

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Conditional clauses are generally used in English for referring to real as well as hypothetical conditions and their consequences. However, conditional clauses beginning with 'if' also perform pragmatic functions.

According to Carter and McCarthy, "'If' clauses do not always mark conditions; they can be used to issue polite directives, especially in spoken contexts, where the if-clause often stands alone and typically involves a modal verb" (2006:757).

'If' clause also contributes to uncertainty and eases the force of assertives and directives. When a conditional clause beginning with 'if' is put into the beginning of a sentence and is used to consult the wishes of the hearer by providing him option to act as per his wishes, it functions as face-saving device and softens the face-threatening act.

In such cases the face-threatening proposition is put at the end of a sentence. It is evident from the below given examples that 'if' as a conditional clause is put in the beginning of a sentence for permission seeking purpose to hedge directives and to serve the purpose of politeness. Use of 'if' as a conditional clause tones down the force of a command and makes them mild ones by functioning as a hedging device.

1. If you kindly allow me, I'll have a meeting with you in the evening.
2. If you will permit me, I'll bring Mohan along with me.
3. If you do that for me, I'll get rid from this mess.
4. If you do me a favour, I'll recover from bankruptcy.
5. If you help me solve this exercise, I'll score good marks.

Impersonal 'It'

Impersonal 'It' is used in place of proper nouns and personal pronouns to tone down the force of an assertion or a commitment caused by the presence of an agent denoted by nouns or pronouns I/We. Impersonal 'it' functions to make the subject/action of the proposition agentless/nameless and as a result makes the assertion or the commitment less imposing. It lessens the force of an assertive or a commissive and softens the imposition compelled by the personal agent/ subject.

Carter and McCarthy regard that "Anticipatory 'it' is frequently used in passive voice clauses with or without an explicit agent to create an impersonal structure. This enables writers/speakers to distance themselves from assertions" (2006:286). According to them, "Propositions may be hedged by the use of impersonal it-constructions with passive voice which enable the writer/speaker to avoid the more direct commitment to a proposition which a first person I/We + active voice may create" (2006:283). 'It' when used as an anticipatory subject/ dummy subject functions as a hedger when it hides the actual subject or a delayer when it comes in the forefront and sends the actual subject in the background.

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1. It breaks my heart to know what your father did to you.
2. It slipped my mind that I had pneumonia that day.
3. It seemed impossible that he hates you so much.
4. It has been brought to my notice that she misguided me.

Conclusion

In this paper, I explored some of the pragmatic markers of politeness – approximators, modals, passives, question tags, indefinites, conditional 'if' and impersonal 'it'. This brief study confirms the observation of Brown and Levinson (1987) and Leech (1983) that indirectness raises the degree of politeness and lessens the effect of face-threatening assertives, commissives and directives.

The above-mentioned pragmatic markers investigated in this study confirm that indirectness, tentativeness and options provided to the listeners increase the degree of politeness as they lessen the force of impositives by respecting the wishes of the listeners.

The inventory of the pragmatic markers prepared in this paper can be further improved by pursuing a more detailed study of this type. The same type of study may also be carried out in other languages to prepare inventory of pragmatic markers of the same sort so that such inventory can be pedagogically explored to improve the communicative competence of the students.

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Rett Syndrome -
A case study of Malayalam Speaking Child with an Autism Spectrum Disorder

Supritha Aithal, Manjunath Y.N., and Shyamala K.C., Ph.D.

There is no enigma like the mind. The normal mind functions at the speed of light, in a multitude of directions, and yet, there are certain shadows that are never dissolved by light, and remain a deep mystery, as when presented by a disordered human mind.

In this paper, an attempt is made to present the case study of a child with Rett syndrome/ disorder, a sub group of the pervasive developmental disorder.

Definition of Pervasive Developmental Disorders (DSM-IV-RT, 2000)

Pervasive developmental disorders (PDDs), also called autism spectrum disorders (ASD) are characterized by dysfunction in three core areas of early childhood development namely communication and language skills , social interaction , behavior, specifically by the presence of stereotyped, repetitive behaviors and restricted activities and interests.

Diagnostic and Statistical Manual for Mental Disorders (DSM-IV-RT, 2000) Classification System of Autism Spectrum Disorders

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The Autism spectrum Disorders is an umbrella term under which there are group of disorders such as

- Autism
- Asperger's syndrome
- Childhood disintegrative disorder (CDD)
- Rett syndrome
- Pervasive developmental disorder not otherwise specified (PDD-NOS)

Out of all these disorders the specific symptoms, assessment and management of the rare condition "Rett disorder" is the highlight of this paper.

Objectives

1. To highlight the specific symptoms of the rare condition "Rett disorder" among the Autism Spectrum Disorders.
2. Get to know in detail the crucial manifestations, neuropathology, differential diagnosis, assessment and management aspects of Rett disorder**.**

Definition of Rett Syndrome

Rett syndrome is a neurodevelopmental disorder caused by X-linked genetic mutations that occur almost exclusively in females (Amir et al., 1999). It was originally described by Austrian pediatrician named Andreas Rett in 1966.

Incidence

The incidence of the disorder is about 1:10,000-20,000 (Percy, 2001).
Indian literature quotes that the incidence in India is about 1 in 10,000 to 22,000 live births (Sitholey, Agarwal & Srivastava, 2005)

Causes

Rett syndrome is caused by mutations in the gene MECP2 located on the X chromosome.   And these mutations can be of two types:

1) Sporadic Mutations
2) Germline Mutations

Sporadic Mutations

Sporadic mutations are usually caused by a de novo mutation which are not inherited from either of the parent. They occur in 95% of the rett syndrome children. Parents are generally genotypically normal, without a MECP2 (Methyl-CpG-binding protein-2) mutation. Mutated

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MECP2 is usually derived from the male copy of the X chromosome. It is not yet known what causes the sperm to mutate. Such mutations are rare.

Germline Mutations

Rett disorder can also be inherited from phenotypically normal mothers who have a germline mutation in the gene encoding methyl-CpG-binding protein-2. MECP2 is found near the end of the long arm of the X chromosome at Xq28.

Atypical Rett Syndrome

An atypical form of Rett syndrome, characterized by infantile spasms or early onset epilepsy, can also be caused by a mutation to the gene encoding cyclin-dependent kinase-like 5 (CDLK5). These individuals have generally tested negative for a MECP2 mutation. Not everyone with a CDKL5 mutation appears as atypical RTT. Other CDKL5 mutation disorders include Infantile Spasms, West Syndrome, Early Onset Seizures, and Autism.

Mortality

Males with pathogenic MECP2 mutations usually die within the first 2 years from severe encephalopathy, unless they have an extra X chromosome (Klinefelter syndrome), or have somatic mosaicism. Females with Rett syndrome can live up to 40 years or more.

Case Details

- Case number: 230795
- Age/Gender:4yrs/female
- Language : Malayalam
- Date of birth: 28.04.06
- Date of report:23.10.2009

Brief history of the child (23.10.2009)

The child was brought to AIISH by her parents with the complaint of poor speech and language skills. They reported that child appeared to be developing normally till 8 months of age. She showed regression soon after, in motor, speech and language skills.

Duration

According to DSM IV criteria there should be apparently normal psychomotor development at least through the first five months after birth in children with Rett syndrome. In the client regression was noticed after the age of 8 months.

Nature and Onset:

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Literature on the onset and the nature of the Rett disorder is progressive and gradual. In the child the condition is worsening and gradual.

Developmental History

Speech milestones of the child were

- Babbling : 6months
- First word:1 year /amma/
- First sentence :Not achieved

Motor Milestones of the child were
- Neck control : 3-4 months
- Turn over : 6 months but lost the turn over skill at 8 months
- Sitting: > 2 yrs after the physiotherapy and she lost the skill after discontinuing the therapy.

Medical History

According to DSM IV TR (2000) main criteria for Rett disorder should be apparent normal prenatal and perinatal development.

In the child, the medical history as reported by the parents included the following information on:

Pre natal period – There was no significant history
Peri natal period - Full term normal delivery.
         Birth weight: 3.5 kg
         Birth cry: Normal

Post natal period- EEG abnormalities were found but without apparent seizures. She was under medication to avoid seizures.

Family history

Literature suggests that more than 99% of cases occur among people with no family history. Rest 1% of cases have X linked dominant pattern of inheritance. The child is from joint family, and she has a normal elder sister and consanguinity was reported to be negative and no other family history was reported by the parents.

Earlier investigations

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The previous investigations were done at department of neurological sciences in Baby memorial hospital at Calicut on 26.12.2007 when the child was one and half years old. Digital Electroencephalography (DEEG) was done. The diagnosis made was "? Seizure."

Magnetic resonance Imaging (MRI) was done at Dr. Shaji's MRI Center on 31.12.2007 and the impression made was Bilateral Hippocampal Sclerosis.

Recommendations made after the general history taking included the following:

- Detailed Speech and Language Evaluation
- Autism Spectrum Disorders unit (ASD) Evaluation
- Clinical Psychology Evaluation
- Physiotherapy /Occupational therapy Evaluation
- Neurological Evaluation
- Pediatric Evaluation
- Counseling
- Follow up

Speech and Language evaluation

First evaluation was done on 23.10.2009

Tests administered were

a) Receptive Expressive Emergent Scales (REELS) – by Bzoch and League (1989) adapted by Madhu, Deepa, Suhas, Harshan Kumar & Shyamala (2009).
   Receptive Language age (RLA) was 8-9 months
   Expressive language age (ELA) was 4-5 months
   Delay in both receptive and expressive language was seen in the child.

b) Modified Checklist for Autistic toddlers (M-CHAT)- by Robins, Fein, & Barton (1999)

   It is a screening tool which can be administered to assess the children at risk for Autism Spectrum Disorders (ASD). It includes 23-items which are in a question format. There are six critical items which are behaviors that are majorly found in at risk children for ASD. Children who fail in two or more critical items has to be referred for detailed evaluation. M-CHAT was administered in the present child. She failed in all the critical items (2, 7, 9, 13, 14, and 15) which includes Q2 (Does your child take an interest in other children?), Q7 (Does your child ever use his/her index finger to point, to indicate interest in something?), Q9 (Does your child ever bring objects over to you (parent) to show you something?) ,Q 13 (Does your child imitate you?) ,Q14 (Does your child respond to his/her name when you call?) ,Q 15 (If you point at a toy across the room, does your child look at it?).

Recent evaluation was done on 10.08.2010

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Only REELS was administered and the scores were
Receptive Language age (RLA) was 11-12 months
Expressive language age (ELA) was 8-9 months

Provisional diagnosis made was Delayed Speech and language with Rett syndrome

Table 1: Criteria for Differential Diagnosis of Autism spectrum Disorders (Wetherby & Prizant, 2001)

	Autism	**Asperger's**	**Rett**	**CDD**	**PDD-NOS**
Onset/ Course	Prior to 3 yrs	Onset may be before or after 3 yrs *	Onset prior to 3 yrs. Normal development till 6 –18 months **	Onset after 3 – 4 yrs of normal development **	May fail to meet autistic criteria
Delay	May or may not be associated with general delays	No general delay in cognition and language. Motor clumsiness may be present **	Usually associated with mental retardation *	Usually associated with mental retardation*	May or may not be associated with developmental delays
Severity	Exceed standard threshold of a number of features	Most exceed threshold in social area *	Exceed standard threshold of a number of features	Exceed standard threshold of a number of features	May fall below threshold in 1 or more areas *
Domains affected	Social Communication Repetitive behaviors	Social Circumscribed interests *	Social Communication Repetitive behaviors (lesser than autism) *	2/ 3 domains of autism Social Communication	Social Communication Repetitive behaviors (lesser than autism) *

*- May differ from Autism, **- Always differs from Autism

Table 2: Differential Diagnosis of Rett syndrome from other similar syndromes

Characteristics	**Rett Syndrome**	**Fragile X Syndrome**	**Angelman Syndrome**
Genetic Mutations	MECP2 GENE,	FMR-1 gene	Deletion of long arm

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	CDKL 5 gene	Weak link of X chromosome	of chromosome 15(15q11-15q13)
Gender	Exclusively in females	In both males and females	In both males and females
Epidemiology	1-10,000 to 22,000	1-1,000(males) 1-2,000(females)	1 in 12,000 to 20,000
Dysmorphic features	Mild microcephaly only in few cases.	Long face, prognathism, macrocephaly	Triangular face, prognathism, macrostomia, widely spaced teeth, protruding tongue, and hypopigmentation.
Cognition	Severe cognitive impairment	Varies from mild to severe cognitive impairment	Mild cognitive impairment
Communication	Severe speech impairment, Receptive and non-verbal communication skills higher than verbal, Apraxia of speech.	Delayed speech milestones, Articulation difficulty, Alternations in rhythm and fluency, Repetitive speech (palilalia)	Severe speech impairment, Receptive and non-verbal communication skills higher than verbal

Autism Spectrum Disorder (ASD) Evaluation

Tests administered were

a) **Differential Diagnostic Checklist for Autism Spectrum Disorders - DDC-ASD by Shyamala, Vijayashree, Sujatha&Rajkumar (2007).**

This test was mainly used to differentially diagnose the autism spectrum disorders. In this test Part-B was administered which includes diagnostic criteria for rett syndrome. This section consists of

- Gender-female
- Normal development till 5 months followed by regression

This checklist assessed majorly three domains:-

1) Motor - Deterioration was seen in the child

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2) Behavior - Loss of acquired previous hand skills and stereotyped hand movements e.g.
            hand wringing and hand washing and mouthing
3) Social - Withdrawal from the surroundings, absence of reciprocal interaction and poor
            adaptive skills

  The other associated problems present in the child were

- Abnormalities in gait (unsteady, scissored gait, wide based, stiff and toe walking)
- Reduced muscle tone and hypotonia.
- Reduced body fat and muscle mass (power or strength)
- Decelerated head growth after a period of normal development.
- Exhibits severely delayed intellectual development or profound mental retardation noticed
  from 5 months with severe learning disabilities

b) Childhood Autism Rating Scale (CARS)- by Schopler, Reichier, and Renner (1988)

The Childhood Autism Rating Scale (CARS) is a behavioral rating scale used to identify
children with characteristics of Autism and differentiate them developmentally delayed
children who don't have autism features. And CARS can be administered to any child
who is above two years of age. It consists of 15 items and which are rated on a 7 point-
rating scale. Here each item represents a particular ability or characteristic or the behavior
of children with autism. CARS can distinguish the severity of autism from mild to severe
degree depending on the total scores obtained.

The various domains which were assessed in child are

1) Relating to people
2) Imitation
3) Emotional responses
4) Body use
5) Object use
6) Adaptation to change
7) Visual response
8) Listening responses
9) Taste, smell and touch response and use
10) Fear or nervousness
11) Verbal communication.
12) Non verbal communication.
13) Activity level
14) Level and consistency of intellectual response.
15) General impression

Total score was: 43/60
Impression made was Severe Autism.

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Other Evaluations

Clinical Psychology Evaluation

First Evaluation was done on 23.10.2009

Test administered was developmental screening test
     Developmental Age (DA) was 8-9 months
     Developmental Quotient was 21
    Diagnostic formulation made was severe developmental delay

Recent Evaluation was done on 10.08.2010

Test administered was Vineland Social maturity Scale
      Social age (S.A) was 7 months
      Diagnostic formulation made was
   Expressive language Disorder, developmental delay type,
   Profound grade M.R (I.Q < 20) and poor psychomotor coordination

PT/ OT Evaluation

Impression made was Developmental delay with sensory issues and recommended for Developmental therapy.

Neurological Evaluation

Impression: Rett syndrome

Pediatric Evaluation

Head circumference of the child was 46 cm which was less than that of normative.
Tone: Hypotonia in the lower limbs power is 3/5.

Impression was Rett syndrome.

After all the evaluations the provisional diagnosis made was Developmental delay with Rett syndrome.

Other characteristic features of the Rett syndrome present in the child was

1) Hypotonia(usually first to appear)
2) Deceleration of head growth
3) Breathing problems

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4) Severe speech and language impairment
5) Loss of purposeful hand movements, replaced by stereotyped hand movements
6) Loss of social engagement
7) Sleep disturbances.
8) Bruxism (grinding of teeth)
9) Poor circulation that can lead to cold and bluish arms and legs
10) Gastrointestinal problems like constipation and GERD
11) Frequent Seizures
12) Reduced eye contact and lack of interest in play

Other characteristic features of the Rett syndrome that are not present in the child but can occur at the latter stages of the disorder are

1) Shaky, unsteady, or stiff gait; or toe walking
2) Apraxia.
3) Ataxia
4) Scoliosis
5) Excessive saliva and drooling
6) Anxiety, panic, occasionally self –injury

Neuropathology in Rett syndrome:

1) **Brain weight reduction**: MECP2 is responsible for the production of a type of Glial cells. One of the types of glial cells are asterocytes which contribute to the majority of the brain weight. When there is a mutation in the MECP2 gene then there is reduction in the glial cells which in turn reduces the brain weight.
2) Reduction in brain weight is not generalized because the cerebral hemispheres are affected more than the cerebellum in Rett disorder.
3) **Brain volume** is affected in the brain areas such as prefrontal area, posterior frontal area and anterior temporal regions.
4) Normal brain volume is preserved in posterior temporal area and occipital area.
5) Decreased pigmentation in subtantia nigra and pars compacta can be seen.
6) Abnormalities in neurotransmitters like acetylcholine, dopamine, serotonin, glutamate substance p production and new nerve growth factor can also be noticed.
7) Decreased dendritic territories in regions like cortex, thalamus, basal ganglia amygdala and hippocampus(decreased neuronal size and increased density)
8) Neuronal loss at anterior horn and gliosis in cortico spinal tracts of spinal cord.
9) Breathing irregularities, heart rate variability, cold feet, constipation and swallowing suggests autonomic impairment in Rett disorder.

Management

Currently, there are no readily available therapies that radically change the course and evolution of Rett Syndrome (Zwaigenbaum & Szatmari, 1999).

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Aims of the Intervention:

1) Preserving physical and psychosocial functioning in children with rett syndrome
2) Enhancing quality of life.
3) Providing education and support to families.

Team Members

The team members include various medical and nonmedical professionals who help in the intervention of children with Rett syndrome.

- Speech language pathologist
- Psychologist
- Family members
- Special-education teachers
- Orthopedic surgeons
- Physio / occupational therapist
- Nurse
- Neurologist
- Pediatrician
- Cardiologist
- Pulmonologist
- Gastro enterologist.

Following are a few management approaches general to all the autism spectrum disorders including Rett disorder.

Medical Management

a) **Drug therapy**

The drug therapy helps to improve the various characteristic features of rett syndrome. They are as follows:

1) Poor sleep patterns
2) Aggression towards others
3) Chronic constipation
4) Anxiety disorders
5) Self injurious behaviors
6) Depression
7) Hyperactivity

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b) **Vitamin and minerals therapy (Pimland, 1989)**

High dose of vitamin B6 with Magnesium is given to children with Autism Spectrum Disorder. The autism research institute proposed that many studies have shown that vitamin B6 and magnesium supplements have a good rate of success by improving the ability to relate and communicate.

c) **Gene therapy**
It is the insertion, alteration, or removal of genes within an individual's cells and biological tissues to treat disease. Here insertion of functional genes into an unspecified genomic location in order to replace a mutated gene is carried out. But this technology is still in its infancy.

Non-Medical Management

It deals with communication education and overall rehabilitation.

a) **Speech Language and Communication Therapy**
It helps the children with autism spectrum disorders to communicate verbally or nonverbally. There are several approaches that are in practice. Some of them are mentioned here.

i) Lovaas method/Applied Behavior Analysis (ABA), 1987: It is a form of applied behavioral analysis (ABA) in which the trainer models to the child a skill to be mastered and then encourages the child to replicate.
- Here the principles of operant conditioning are used to teach language. Very popular with early childhood educators.
- It uses careful behavioral observation and positive reinforcement or prompting to teach each step of a behavior.
- A child's behavior is reinforced with a reward when he or she performs each of the steps correctly.

ii) Treatment and education of autistic and related communication handicapped children (TEACCH) - Schopler (1970)

- This was founded by Dr. Eric Schopler in the early seventies. The main purpose of the curriculum is to teach the child with autism communication skills versus speech skills. The main emphasis is on remodeling the environment to accommodate difficulties faced by the children with ASD.

iii) Play therapy - Hickman (1997)

Play therapy is an intervention method to promote skills designed to facilitate positive social interactions, either verbal/nonverbal.

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- Play designs allow the clinician to structure activities to accommodate the child's level of functioning and create unique opportunities for new skills (Hickman, 1997).

iv) **Option method/ Son-rise program - Kauffman (1970).**
- It's a home based, child centered approach. Encourages the parents to participate with their child to increase the child's motivation.
- The philosophy behind treatment is that we have to accept the child with autism rather than change the child to suit us, second the child is always given options or choices so that some amount of control is given to the child rather than being controlled.

v) **Augmentative and Alternative communication - Sigafoos &Woodyatt, (1996)**

- This method relies on the comprehension abilities of the child. It helps to improve communication and stimulate interaction. Commonly used methods are:
- Picture Exchange Communication System (PECS)- Bondy and Frost (1994)
- Visually mediated communication - Hogdon (1999).
  Depending on the child's need, the techniques can be selected.

b) **Physical therapy and occupational therapy:**

- This is required to develop, maintain and restore maximum movement and functional ability.
- Splints and braces can be given to the child to assist coordination and balance.
- This is also useful to increase purposeful use of hands in daily life activities.
- Sensory integration therapy helps them process what they see, hear, taste, smell and touch.
  Following are all alternative and supportive therapies that can be used for children with ASD.

c) **Hydro therapy (Bumin, Uyanik, Yilmaz, Kayihan, & Topcu, 2003).**

- Hydrotherapy can be used to improve gross motor abilities especially spontaneous movements and also for muscle relaxation and it decreases the body tension.

d) **Hippotherapy**

- Use of movement of the horse as a treatment strategy in physical occupational therapy sessions and this improves gait and emotional well being of the client.

e) **Music therapy - Yasuhara & Sugiyama (2001)**

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- Music therapy uses music to improve learning, build self-esteem and reduce anxiety or any of a number of treatment goals that are specific to the patient.

f) Yoga and meditation

- This is used with children with ASD and have been found effective in calming and de-stressing.

Speech and language therapy given to the child:

The goals taken up for the child based on the baseline (see table 3) and its progress are tabulated below.

Table 3: The goals taken up for the speech language therapy and the progress in the child

Goals	Progress
▪ To improve the functional communication ▪ To improve the concept of self and family members ▪ Response to name call. ▪ To improve the child's ability to comprehend polar questions ▪ To improve the comprehension and expression of food items, body parts and common objects	• To indicate yes smile and to indicate no she will turn her face. • Says /ta/ inconsistently • Says /amma/ /appa/ /akka/ meaningfully. • Says /bibi/ for biscuits, /mika/ and /vava/ for doll inconsistently

Table 4: The speech and language abilities of the child with Rett syndrome

Speech and Language abilities		Verbal		Non verbal
Comprehension		General	Malayalam words in IPA	Attends to sounds easily. Example: children's cry. Attracted to television advertisements.
		Responds to name call. /bubLu/ Shows inconsistent responses to short commands. Identifies few objects like		

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		fan, light, switch, glass, phone, book, cycle, fruits like banana ⟶ flower ⟶ crow ⟶ cup ⟶ doll ⟶ Comprehends some action verbs like eating ⟶ sleeping ⟶	/paḻam/ /pu:vu:/ /ka:ka/ /kappu:/ /mikki//va:va/ /tinnunnu/ /uraɳunnu/	
Expression		Differential cry and vocalizations present. Says /ta/ inconsistently. Says /amma/ for mother, /appa/ for father, /akka/ for sister (actual name /akhila/) meaningfully. Says /bibi/ for biscuits, /mika/ and /va:va/ for doll inconsistently.	Smiles to indicate 'yes' and turn her face to indicate 'no'.

Summary

- The manifestations are highly variable with this genetic syndrome
- This child shows majority of features of the Rett syndrome reported in the literature.
- Malayalam language skills in the present child indicate better comprehension than expression; though expression is also limited to a few words.
- Although poor prognosis is indicated in literature, rigorous and continuous developmental therapy is recommended in all domains of motor, speech/ language/communication as well as other behaviors as she has shown slow but steady improvement.

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Role of Instructional Technology in Training for NFBE Teachers in Pakistan

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Abstract

The use of instructional technology is appreciated in the teacher training of formal and nonformal systems. It is currently considered as a matter of making education more meaningful and effective.

The present study was undertaken with a view to evaluate the frequency and quality of instructional technology being used in the in-service trainings of nonformal basic education (NFBE) community schools' teachers, and to identify the problems related to the use of instructional technology.

Filled questionnaires were received from 200 basic education community school teachers from the upper, central and south districts of Punjab (Pakistan). The data were analysed by using percentages and mean scores through SPSS. It was noted that the use of instructional technology does not get its due status in the settings of basic education community schools' teachers training programme.

The major findings indicated that training courses does not include the use of all the essential components of instructional educational technology and surprisingly the trainers' attitude towards usefulness of instructional technology is less positive. Besides

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these, many other interesting findings were surfaced by the study. On the basis of the research findings some recommendations were made to make the teaching –learning process more effective with the help of instructional technology.

Keywords: Nonformal basic education, community school, instructional technology, teachers training

Introduction

The use of instructional technology is appreciated in the teacher training of formal and nonformal systems. It is currently considered as a matter of making education more meaningful and effective. According to Kumari and Rao (2004) majority of educationists consider the use of instructional technology not only supportive but also effective for quality teaching learning process. It acts as a catalyst for enhancing the efficiency of the whole teaching learning process (Singh, 2005).

What Ahluwalia & Bais (1992) defined instructional technology 15 years ago seems still applicable to the current situation that instructional technology is anything and everything, which tries to improve teaching learning process systematically. It ranges from the teachers smile or frown at the appropriate moment, to the use of computers for assisting training or instructions during teaching learning process. To Uzma(2001) instructional technology comprises techniques and instructional aids used by a teacher or trainer to improve the process of human learning.

Rashid (2006) explored the importance of teachers' knowledge and his training with new situation that today the task of an ordinary teacher has become more challenging and demanding. Even the trained teachers now a day have been rendered out of date and less effective with constant developments in instructional technology and changing strategies. It appears that as long as education is concerned and knowledge of children continues to increase, the teacher has to learn something new. In fact 'learning to teach' is a life long pursuit.

In Pakistan almost all policies and plans (National Education Policy 1979, National Education Policy 1992, National Education Policy 1998-2010, Perspective Plan 2001-2011, and Education Sector Reforms 2002-2006) consider instructional technology as a useful tool for making education more meaningful. The white paper of recent Education Policy 2009 gives high priority to teachers and their training to render teaching-learning process more effective.

Ministry of Education (1990) has always considered teacher as nucleus of educational system and almost all policies documents explain that always prominently matters is teacher- the quality of his preparation and his maintenance as a professional. The National Education Policy 1998-2010 has included pre-service and in-service training of teachers as quality inputs for the improvement of the quality of education. Education Sector Reforms: Action Plan 2001-2005 also holds the similar views. Malik, Adeeb & Hussain (2009) concluded that whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by teachers. The policy documents recommend that training with linkage to instructional technology is dire need of the day.

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The training of nonformal basic education (NFBE) community school teachers was planned to organise every year, three days for in-service teachers every year and 15 days pre-service training for newly appointed NFBE teachers but the process of in-service training remains discontinued for the period of four years. (Govt. of Pakistan 1995, 1998) In year 2008, the Government has launched an in-service and pre-service training programme for NFBE teachers already working in NFBE community schools and newly appointed NFBE teachers in all over the Pakistan(NEF 2008).

The present study focused on the role of instructional technology during in-service training of NFBE community school teachers to analyse its use, and effectiveness.

Research Methodology

The present study was delimited to the in-service training of nonformal community school teachers held in 2008. Population of the study consisted of all the nonformal basic education community school teachers participating in in-service training in Punjab, Pakistan. Three hundred NFBE community school teachers were randomly selected as sample from the districts of Punjab. A self designed yes/no type of questionnaire was used as a data collection tool. The participants were approached at their working place. A copy the research tool was given to each of the respondent. Filled questionnaires were received from 200 basic education community school teachers from the upper, central and south districts of the Punjab as detailed in Table 1.

Table 1
District wise detail of sample

District	Sample	%
Rawalpindi	36	18.0
Rahim Yar Khan	83	41.5
Okara	81	40.5
Total	200	100.0

Data collected through questionnaire were coded and analysed by utilizing SPSS XIV in terms of frequencies and percentages.

Findings

The findings drawn out from the data collected through the questionnaire are given below (see table 2-9).

Table 2
Support of Charts, Maps, and Pictures during NFBE Teachers Training

	Charts		Maps		Pictures		Flip Chats	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Yes	133	66.5	42	21.0	44	22.0	16	8.0
No	67	33.5	158	79.0	156	78.0	184	92.0
Total	200	100.0	200	100.0	200	100.0	200	100.0

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Table 2 indicates that to 92% teachers training was supported by charts, whereas pictures, models were not frequently used during the in-service training.

Table 3
Support of Model, Projector, and Slides during NFBE Teachers Training

	Model		Projector		Slides	
	Frequency	%	Frequency	%	Frequency	%
Yes	46	23.0	13	6.5	8	4.0
No	154	77.0	187	93.5	192	96.0
Total	200	100.0	200	100.0	200	100.0

According to Table 3, 96% teachers viewed that training was not frequently supported by models, projector, and slides.

Table 4
Support of Tape Recorder, Radio, and TV during NFBE Teachers Training

	Tape Recorder		Radio		TV	
	Frequency	%	Frequency	%	Frequency	%
Yes	10	5.0	16	8.0	24	12.0
No	190	95.0	184	92.0	176	88.0
Total	200	100.0	200	100.0	200	100.0

Table 4 indicates the opinion of 88% teachers that training was not frequently supported by the tape recorder, radio, and TV.

Table 5
Support of Tape Recorder, Radio, and TV during NFBE Teachers Training

	Multimedia		Computer		Internet	
	Frequency	%	Frequency	%	Frequency	%
Yes	10	5.0	14	7.0	14	7.0
No	190	95.0	186	93.0	186	93.0
Total	200	100.0	200	100.0	200	100.0

Table 5 indicates the opinion of 93% teachers that multimedia, computer and internet was not used frequently during the in-service training of NFBE community school teachers.

Table 6
Opinion about Importance of Charts, Maps, Pictures, and Flip Charts during NFBE Teachers Training

	Charts		Maps		Pictures		Flip Chats	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Yes	149	74.5	157	78.5	164	82.0	177	88.5
No	51	25.5	43	21.5	36	18.0	23	11.5
Total	200	100.0	200	100.0	200	100.0	200	100.0

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It is evident from Table 6, that more than 85% NFBE teachers have a desire that training may supported by the frequent use of charts, maps, pictures and flip charts.

Table 7
Opinion about Importance of Model, Projector, and Slides during NFBE Teachers Training

	Model		Projector		Slides	
	Frequency	%	Frequency	%	Frequency	%
Yes	151	75.5	169	84.5	192	96.0
No	49	24.5	31	15.5	8	4.0
Total	200	100.0	200	100.0	200	100.0

It is apparent from Table 7, that 96% NFBE teachers desired that training may be made effective by making the frequent use of models, projector, and slides.

Table 8
Opinion about Importance of Tape Recorder, Radio, and TV during NFBE Teachers Training

	Tape Recorder		Radio		TV	
	Frequency	%	Frequency	%	Frequency	%
Yes	181	90.5	177	88.5	163	81.5
No	19	9.5	23	11.5	37	18.5
Total	200	100.0	200	100.0	200	100.0

Table 8 reveals that more than 81% NFBE teachers desired the frequent use of tape recorder, radio, and TV in their training.

Table 9
Opinion about Importance of Tape Recorder, Radio, and TV during NFBE Teachers Training

	Multimedia		Computer		Internet	
	Frequency	%	Frequency	%	Frequency	%
Yes	189	94.5	149	74.5	175	87.5
No	11	5.5	51	25.5	25	12.5
Total	200	100.0	200	100.0	200	100.0

It appears from Table 9 that more than 87% NFBE teachers valued the frequent use of tape recorder, radio, and TV in their training.

Conclusions

On the basis of findings we arrive at the following conclusions:-

1. Training was supported by the use of charts in all the centres.

2. In most of the centres the training was not sublimated by the use of TV, radio, audio tape recorder, projector, slides, multimedia, computer and internet.

3. Most of the teachers expressed the desire that the training should be supported by the use of charts, maps, pictures, models, flip charts, tape recorder, radio, TV,

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multimedia, computer, and internet.

Recommendations

On the basis of finding and conclusions, following recommendations are made:

1. The course may be revisited to include all the essential components of instructional technology.

2. Trainers need more training to enhance their capacity to use instructional technology during the training.

3. The training may be supported by the use of charts, maps, pictures, models, flip charts, tape recorder, radio, TV, multimedia, computer, and internet to make the teaching learning process more effective.

4. Continuous monitoring and evaluation regarding the use of instructional technology should be introduced which will improve the implementation.

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Communicative Language Teaching: A Modified Version

Furrakh Abbas, Sahar Aslam and Rabia Yasmeen

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Abstract

The study aims at providing solutions for implementing Communicative Language Teaching (CLT) in accordance with local culture. CLT is the first comprehensive method of language learning and it has achieved enormous importance as it addresses all important issues regarding language learning. It has also been criticized by many researchers for paying insufficient attention to the context in which teaching and learning take place. It is considered unsuccessful in a sense that it conflicts with social, cultural and physical conditions of the recipient countries.

Despite all the drawbacks in CLT, its importance can not be denied. With expansion of globalization and increased demand of English, adopting communicative language teaching is inevitable. Its prominence is well observed not only in East Asia but also in South Asia.

The need of the hour is to particularize its theoretical notions and the most important aspect of teaching is peculiarity. This peculiarity can be achieved by introducing local culture in the framework of CLT. As it is the product of sociolinguists who believe in the relation of language with culture and society, so importance of culture cannot be left out of language teaching.

This has necessitated the appropriation of CLT according to cultural specifications. The study contends that there are certain cultural conflicts in CLT that impede its progress and implementation. For evolving culture-oriented version, the researchers conducted interviews of English language teachers.

A sample of thirty English language teachers, belonging to eight Pakistani universities was selected. Semi-structured interview comprising open-ended questions leaving room for the opinion of the respondents was conducted. The data was transcribed and then interpreted to extract the suggestions. The study presents a modified and acculturated version of CLT which is in harmony with the local culture of the learners and thus readily acceptable.

Key terms: communicative language teaching, culture, communicative competence, intercultural communication, specificity

Introduction

Twentieth century was the period when communicative value of the language was openly acknowledged. During this period, the pendulum from one extreme of wholesale use of mother tongue shifted to another of fully avoiding the resources of the mother tongue in L2 learning (Mukalel, 1998). The developments in the field of language teaching marked a shift from writing and teaching of grammar to spoken and speech skills. Audio Lingual Method and Situational Language Teaching were the forerunner of the most influential language teaching methodology of the century i.e. Communicative Language Teaching (CLT).

The label that is used for the developments in the field of language teaching 1970s onwards is communicative. It makes the learners consider language not only in terms of its structures, but also in terms of its communicative functions. The newer functional view of language is combined with the traditional structural view to achieve a more complete communicative perspective.

Communicative Language Teaching emphasizes meaning as the foremost component of communication. It seeks effective communication with comprehensible pronunciation, fluency and negotiation of meaning. It was the first comprehensive method as it addressed all important issues regarding language learning. Li Xiaoju (1984) defines it as "language is communication and learning a language a language is learning how to communicate". David Nunan (2004) sees CLT as an overarching concept – a broad, philosophical approach to the language curriculum.

With the expansion of globalization and increased demand of English in the twentieth century, the inevitable circumstances to adopt CLT led to its popularity. William

Littlewood (2006) says that the educators and governments in Asian countries felt the urgent need to increase the number of people who could communicate effectively in English. CLT and TBLT (Task-based language teaching) were the expected solutions.

Communicative Language Teaching was triggered from the concept of communicative competence propounded by Dell Hymes opposite to the grammatical competence of Chomsky. Hymes believes that linguistic competence is not the knowledge of grammatical rules but the knowledge of social and cultural norms as well (Hymes, 1972).

Language was no longer seen as abstract grammatical rules but having application in social context and as such, it is not just the grammar but also function. Grammatical competence (knowledge of the linguistic forms of the target language), sociolinguistic competence (understanding of the dynamics of communication in social contexts), discourse competence (ability to interpret individual elements of a piece of discourse in terms of their interconnectedness and relationship to the entire discourse) and strategic competence (ability to employ various strategies effectively to get communication accomplished) were introduced as components of communicative competence by Canale and Swain (1980).
Savignon (1997) added another dimension of communicative curriculum to the concept of communicative competence.

When CLT was becoming recognized, Swan (1985a, 1985b) raised questions against some of the assumptions of CLT which were defended by Thompson who saw these questions as no more than misconceptions (Thompson, 1996). Much of the debate related to CLT has focused on the issues of cultural appropriateness whether of context or of content (Jarvis & Atsilarat, 2004; Guangwei, 2002; Pennycook, 1989; Canagarajah, 1993; Yang, 2003 and Palmer, 2007).

Though CLT has achieved enormous magnitude yet inadequate consideration to the culture of learners leads to dissatisfaction and subsequent malfunction in language classrooms (Holliday, 1994). There were social, cultural and physical conditions of the learners' context that hampered its progress in many countries as there is a direct relationship between culture and language. Language does not exist in a vacuum. It is rooted in the reality of culture and the customs of the people. Culture is a way of life and is the context within which we exist, think, feel and relate to others (Sarigul & Ashton, 2005). Languages always exist in a social and cultural matrix. Culture and language are inseparable so cultural influence on language cannot be undermined. "Language is not a culture-free code, distinct from the way people think and behave, but, rather it plays a major role in the perpetuation of culture particularly in printed form" (Kramsch & Widdowson, 1998).

Sapir and Whorf have tried to draw relationship among language, thought and culture. Their hypothesis is interpreted in two forms of linguistic determinism and linguistic relativity. The former is the stronger version of the hypothesis while later is the weaker

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version. Sapir- Whorf hypothesis highlights that language reflects cultural concerns and constrains the way people think and that the context is of much significant in complementing the meaning encoded in the language. (cited by Kramsch & Widdowson, 1998).

Communicative functions of a language are culture specific, the same way as linguistic forms are language specific. As communicative functions are culture specific, function varies from culture to culture. It seems mandatory to keep in mind the context and culture in which language learning takes place. Kumaravadivelu (2001) comments, 'The most important aspect of post-method pedagogy is its peculiarity. This is to say that any post-method pedagogy must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular context embedded in a particularly socio cultural milieu'.

Abdul Hafeez (2004) has supported communicative approach for Pakistani learners. It addresses the learners' needs not in terms of language items but meaning and function. The impact of social and cultural aspects must be directly addressed since the desired ability of the learners is the ability to communicate competently not the ability to use the language as native speakers.

Sabiha (2002) refers to objectives of teaching English and three out of her four objectives address culture and the need of learner to learn English within local culture. She further says that we need to publish local material in English if we want to see the development in the field of English language teaching. She adds that knowledge of culture is quite helpful in learning a language and calls culture an aid in language learning. The need of the hour is to integrate local culture in CLT.

Focus of This Study

The present study aims to address the cultural factors restraining the progress of CLT. Triggered by the question put forward for future thinking and action by Pham Hao Heip , this paper aims to present a modified version of CLT in light of the local culture as Palmer suggests that CLT has much to offer if it is employed after an analysis of a specific learning context (Palmer, 2007).

Methodology

A semi structure interview was used as an instrument for the present study. Thirteen open-ended questions addressing the cultural issues of content or context were formulated for the interview purpose. These questions were developed in the light of literature concerning language and language teaching in the framework of communicative language teaching.

A carefully designed criterion was utilized for selecting the sample which comprised thirty University teachers of English Language. The selected teachers either had taken some course in language teaching or had at least five-year experience of language teaching.

The sample was collected from eight recognized universities of Pakistan. A pilot study of interview questions was conducted. After the initial pilot study, certain modifications were made in interview questions. Nine questions for the purpose of interview were finalized and subjected to another pilot study. After five pilot interviews, questions were again refined with minor modification and re-sequencing of words. The final interview sheet consisted of nine open-ended questions leaving room for the opinion of interviewees. The interview addressed the points about understanding of CLT, role of culture and content in it and how to acculturate CLT and how to cope with emerging challenges regarding language teaching. The collected data was transcribed and then interpreted to extract the suggestions.

Data Analysis and Discussion

The interpretation of the data was done carefully. The responses were elicited and suggestions were cautiously written down. The interviews focused on the major issues related to cultural implications in the framework of Communicative Language Teaching. The detailed discussion on the results is given here:

What is Communicative Language Teaching?

The data collected through interviews showed that the teachers considered communicative language teaching an approach rather than a method. Terms like *"Interaction", "communication" and "negotiation of meaning"* were used to refer to CLT and these were considered the means and ultimate goals of CLT.

The respondents asserted that this approach believes in maximum involvement of students in real life like tasks where they get the chance to use language and share information. It gives them confidence and develops their competence. CLT develops all four skills especially laying emphasis on oral proficiency and fluency. Both aspects of communication (Verbal and non verbal) are given equal importance in CLT. It gives importance to communicative values and functions and the learner is the center of the whole process. The teacher serves as initiator, mentor, guide, facilitator and communicator.

The focus is on understandability rather than mastery of the language. The data showed that '*CLT is an umbrella term to include all methods that teaches the appropriate use of language and how to communicate effectively with primacy of meaning'.* To sum up,

'CLT moitivates learners create meaning rather than helping them develop perfectly grammatical structures or acquire native-like pronunciation.'

Culture and Communicative Language Teaching

The respondents defined culture as the aggregate sum of the ways of society. Language always stems out of culture and society. If society is the body, culture is its soul. Whatever ways a society uses to represent itself, these become culture. Language and culture are inseparable and indivisible. The data showed that culture is an important aspect of language. It has vital importance in language teaching especially in communicative language teaching as triggered by Hymes' model of communicative competence. CLT places great emphasis on helping students use the target language in a variety of social and cultural contexts. Language learning can be equated with "*how well a learner has developed communicative competence*".

Communicative Competence and Local Culture of the Learners

The data showed that communicative competence refers to local culture of learners and believes that the learners must know the cultural norms of communication where they are to communicate. It asserts that knowing the grammatical rule is not enough as communication goes beyond grammatical rules; there are other aspects as well which refer to culture of the learners. It includes sociolinguistic discourse and strategic competence.

There is a dire need to include local culture because culture is something that makes learning interesting and effective. Local culture must be incorporated in activities of CLT. Another dimension of CLT is the difference between '*communicative efficiency'* and '*communicative competence'* that highlights the importance of local culture. Learning a language is a socio cultural phenomenon and that is why it has to fit for the social context. Local culture must be targeted by the teacher in class. Inclusion of local culture in language learning process makes things comprehensible and understandable; the culture always interferes with understanding. Cultural difference of vocabulary should also be taught to students, for example owl may mean wisdom in one culture but it ma be ominous in another.

Importance of Content

The respondents viewed that content makes major contribution in the whole language learning process. It is the backbone and the road map of the language learning process. The right input leads to the right output so proper output cannot be achieved unless proper input is provided.

The data showed that content is an integral part and streamlines the teachers towards language learning objectives. People adopt whatever they study, so content must be

selected cautiously and carefully. Every learner tries to interpret input in light of schemta and resultantly, the learners locate meaning in light of their background knowledge. So if their local culture is given importance in selection of content, it will facilitate learning. The data highlighted the practical side of the things. The better the learners understand, the better they are able to apply.

Conflict between Content and Culture of the Learners

When conflict exists between the selected content and the culture of the learners, it may impede the whole process of language learning, and may even lead to its failure. It can also develop a sense of cultural and linguistic insecurity, creating obstacles and hindrances. It may create barrier in the dissemination and assimilation of knowledge. An experienced teacher can handle the situation with skill. But in case the situation is mishandled, it may create confusions in the mind of learners, shattering their confidence and resulting in the loss of interest. The problem is that if they aren't able to relate to life, what they study, they won't be able to understand it.

Authentic Material in the Framework of CLT

The respondents defined authentic material in the framework of CLT as those resources of language with which the learners are familiar. This is the language which occurs in natural setting of context. The material taken from brochure, magazine, real advertisement, newspapers etc was considered authentic material. It comprises authentic sources of communication and real life like situation. Authentic material is best obtained from the culture of the learners. While selecting authentic material, one must look for culture attuned material. The terms like "*stimulus*" and "*catalyst*" were used to summarize the importance of authentic material which suffices both content and contextual values.

Integration of Culture in Language Skills

The collected data proved that the integration of culture into skills requires careful selection of the content. Content should be taken from the local scenario of the learners.

The learners should be given case studies that must be from local environment. They should be given writing activities on cultural issues like fashion, co-education, traffic problems, uses and abuses of mobile internet, rituals related with wedding, funerals and parties. The routine topics on which we often exchange our views, i.e., about the people in the street, dialogues between friends and interviews should also be used for both spoken and writing. In speaking, teachers can ask them to talk about local and cultural things, persons and phenomena. For example, they would be able to talk about Benazir more conveniently than Tonny Morison.

Reading skills can be acculturated by selecting material from local literature and translation of great works of art by local translators. Reading materials can be taken from local newspaper. For listening, we can have our students listen Pakistani English news, documentaries, recorded material from social context, English movies depicting the local culture.

Culture and Teachers' Training Courses

The respondents were of the view that it is very necessary to supplement cultural courses in teachers training courses. The teachers must make the learners study both local and target culture. The respondents emphasized the importance of ICC (intercultural communication) framework. There should be exploration of similarity and variation in both cultures. It will enable them to make language learning more interesting. We also need exposure to the cultures of the world as the world has become a global village and we need to know about our neighbours and the people in our surroundings.

Coping with the Emerging Challenges

The respondents asserted that the religious, social and ethnic issues should be addressed while teaching a language. The study of culture should be included in teachers' training courses. Syllabus should be modified, specified and localized keeping in view the significant cultural aspects. Teachers should try their level best to neutralize the effects of heated cultural debates. The teachers must have a deep insight into culture of the learners as well as the culture of the language that he or she is teaching. Only then they can exploit the similarities and variation to develop the interest of the learners. In such situation, culture becomes an aid rather than hindrance to language learning.

Conclusion

The findings of the study suggest that communicative language teaching needs to be modified and acculturated. Local culture must be given importance in the framework of CLT. It must serve as the starting point for the whole language process. Culture must be integrated in content, material and skills. The teachers training programmes must have cultural courses as their integral component. The understanding of similarities and variations of the local and target cultures can enable the teachers to handle the content and techniques in appropriate way suited to conducive learning. If local culture is given appropriate importance, it can be an authentic aid rather than a hindrance in language learning. Thus, language can function effectively only when we know the culture of the society in which we are communicating.

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Integrating Video in English Language Teaching

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The Purpose of This Article

The famous saying one picture is worth one thousand words highlights the importance of audio video materials. Particularly, the use of video as an audio-visual material in foreign language classroom enables the teachers to effectively supplement what their textbooks and their teaching practices offer to their students. At the same time, students are also exposed to modern technology and thus are greatly motivated in learning the language. While traditional classroom setting will continue, audio and video materials change the dynamics of teaching and learning. It is obvious that the introduction of video classes would be a great help for foreign language learners to stimulate their communicative talents.

Importance of Videos

Video has been proved an effective tool in language learning in recent years for both young and adult learners. Video-audio materials may include documented films, T.V programs, movies, series of episodes and other materials that combine motion picture with sounds. Nowadays videos, films and TV are not only part of our daily activities, but they also have become an integral part in our education both inside and outside the classroom. Educators and teachers of ELT also recognize the value of using TV and videos in ELT classes.

Visual media effectively motivate language learners in the language learning process to practice listening. The media also stimulate speaking and writing, when properly designed and presented.

Videos can be used in a variety of instructional settings in classrooms. DVDs play selected and directly relevant discs in the classroom. There are also telecast lessons and online studies through websites, where information is telecast from a central point to learners in the classroom. These telecasts are also receivable from home as well. Students can interact with the facilitator via computer. These varieties of instructional settings help the teachers in their professional development even as these help improve teaching and learning situations and achievements.

In this article, we attempt to discuss the utilitarian and worthwhile practices of integrating video-audio materials in teaching and learning English.

The primary advantage in the use of video is described in this manner by Bedjou 28: "In EFL setting, where authentic materials are scarce and students are rarely exposed to the natural pace of native speakers of the target language, the video can be valuable source of input and highly relevant to language acquisition."

Videos as Authentic Language Input and Its Implications

A great advantage of video is that it provides authentic language input. Morrow defines the term authentic as "a stretch of real language, produced by a real speaker or writer, for a real audience and designed to convey a real message of some sort"(13). Movies and T.V. programmes are usually made for native speakers; so, in that sense, video provides authentic language.

Students in the Middle East have traditionally been taught the grammar rules and vocabulary through classroom exercises or classroom activities. They hardly have or make us of any chance for using spoken language in the classroom which help the learners to follow the real language and acquire fluency. Thus the use of videos gives room for the students to access authentic language.

Help with the Development of Speaking and Listening Skills

One of the major drawbacks is that the real spoken language is not found in typical teaching materials or even in the oral models provided by the teachers in the classroom. For example, as an extreme case, real people when they talk mumble and talk for so many reasons. Some people speak slang forms and talk incomplete sentences using all sorts of short forms, etc.

Accent and mode of delivery are usually quite different from those adopted and produced by the foreign language learners. Differences in speech also may be found because native speakers of English may come from different regions, groups, social classes, ages, apart from gender distinction.

Most of these features may be recorded in the written material used for reading, but these differences are well beyond the reach of the teachers who teach English in most schools in India and similar countries. Video lessons however expose our students to these contexts by giving exposure to learn language through recorded videos like movies and TV shows.

No Need to Develop Perfect Accent or Pronunciation, But Comprehensibility is Important

Perfect accent or perfect delivery of speech requires concentrated effort. However, such concentrated effort exerted exclusively on some or the other aspects of language performance may result in uneven skill development in other aspects of language performance. Our goal in learning and mastering English in countries like India may not include imitating wholly the native-like performance, but to achieve a level of pronunciation to enable their listeners (both regional, national and international, not merely native speakers of English) to comprehend the utterances the learners use.

As Thirumalai points out (http://www.languageinindia.com/april2002/tesolbook.html#chapter6),

> Most TESOL teachers do not aim at imparting "perfect" pronunciation. Even native-like pronunciation is not insisted upon in all contexts. Teachers have recognized that it takes a lot of time to master "perfect" pronunciation and that the results are not often worth the time and effort.
>
> When mature students try seriously to imitate a foreign pronunciation model, and when the expertise is available to offer technical assistance, they will demonstrate the physical capacity for a quite satisfactory production. But the minute the students' attention is diverted to the content of the message, the pronunciation control loosens, and native language influence reappears to produce a heavy speech accent . . . For most adult students a reasonable goal is the ability to communicate orally with ease and efficiency, but without expecting to achieve a competence in pronunciation that would enable them to conceal their own different language background. At the same time it should be possible to achieve a consistent production of the basic contrasts of the sound system, to speak fluently and understandably in a form that requires minimum adjustment on the part of one's listeners. And of course students must be capable of understanding native pronunciation under normal circumstances of production, and not require of their interlocutors a special style (Bowen, p.102, in Celce-Murcia, et al. 1979).

Techniques

The video courses specifically written for ELT are usually accompanied by fairly detailed teacher guidelines. These guidelines can be applied to specifically written or authentic video

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material. In general, however, silent viewing, prediction and role playing are three major techniques (Lonergan, 1984: p 30-40) that may be adopted to teach video lessons in order to develop various language skills.

Silent Viewing

Students view a sequence such as booking a hotel reservation in a leading hotel in a big city, talking to a sales person in a departmental store in a metropolitan city, or even to a high ranking government or bank official eliciting information about borrowing money from a financial institution approved by the government for his or her studies abroad, etc. Based on this viewing of such episodes, they attempt to generate appropriate dialogues for similar situations. The actual dialogues can then be used as a model and the students can adapt some of the techniques and styles which have been displayed in the actual dialogue in the video they viewed. Alternatively, if the students have already heard the dialogue, they can use the silent re-viewing to reproduce the conversation.

Prediction

Another activity often used with videos is prediction. The teacher plays part of a video, stop it at a specific point, and then ask the students to speculate and discuss what they think will happen next. In our everyday lives, we probably do not actively predict and discuss what will happen next, yet prediction is an authentic activity. We may observe the activities in the movie and predict the activities that can take place next. "Using the visual cues on the screen, and parts of the spoken dialogue, learners can predict what is going to happen or spoken next and discuss hypothetical happening to give explanations and reasons for things".(Lonergan p 36)

Role play

Incorporating role-play into the video lesson adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the video class and not a 'one-off' event'. Role-plays are interesting, memorable and engaging, and students retain the material they have learned. In their assumed role, students drop their shyness, other personality and cultural inhibitions and it is said to be the best tool available for teaching a second language. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. However, if the teacher is not convinced about the validity of using role-play the activity "will fall flat on its face just as you expected it to" (Porter 54).

Setting the Atmosphere

Kritzer wrote that "Education is a truly cybernetic system in which three complex agents … are coupled, namely the student, the teacher and the environment" (1976. P 4). In order to get maximum results from the video-audio material, the material has to meet the expectations of the first two agents and has to be suitable for the third agent. This means that a teacher who wishes

to use videos has to convince him/herself of the usefulness of the video-audio materials used in the class. And it is used to play a role in the learning process and not just to fill free class time. Also learners have to understand what they will be seeing and what they need to do afterward. The teacher's enthusiasm and learners' readiness are not quite enough. The environment in which the task will take place has to be set.

Procedure in a Video Lesson - **Pre-viewing, Viewing and Post-viewing**

Milli Fanzy of Kentucky Educational Television (KET, 1999) suggests that teachers think of using as a three-part lesson, including pre-viewing, viewing, and post-viewing activities.

1. The pre-viewing activity included general discussion with the students to check their knowledge on the topic going to be presented. Before presenting the video, the teacher must engage the learners' to generate interest in what they will be doing and prepare them to do it successfully.
2. The 'viewing activity' involved answering multiple choice questions like filling in the blanks, drawing inferences, and listening for the gist. While learners view the video, the teacher should remain in the classroom with the learners to observe their reactions and see what they do not understand, what they are intrigued by, and what bothers them.
3. The last stage is the 'post-viewing' where students were given the chance to comment on the show and to express their enjoyments or objections. The teacher should also take time to review and clarify complex points, encourage discussion, explain, and assign follow-up activities.

It is also important to ensure the suitability, length, clarity, and completeness of the videotaped material. Tomalin believes that "the ideal video clip… tells a complete story or section of a story" (50).

The first author of this article has prepared a sample fifty-minute video lesson for Elementary or Intermediate level. The following are suggested activities that can be covered in fifty-minute duration.

Applying for a course
Listen to the video

Applying for a course

K: Hello, it's Mikhail, isn't it?
M: That's right.
K: Well, we've got your application form … thanks for that … so you want to do a course with us?
M: Yes, that's right .
K: So, when would you like to start?
M: As soon as possible.
K: Well, our next course starts on … April 3rd and finishes on 29th June. Is that okay for you?
M: Yes … that's good for me.
K: Good. So why do you want to study English here?
M: Well, I'd like to study Medicine in Manchester next year, and I need to take an English exam …
K: Right … English for Medicine, right. How did you hear about us, by the way?
M: I have a friend who studied here and he said this was a good school.
K: Oh good. So you'd like to study an Advanced course, is that right?
M: Yes.
K: Right. Well, we'll need to give you a test. Could you do that next Monday?
M: Yes, sure. Is it a writing test?
K: Writing and speaking.
M: Okay. No problem. What time should I come in?
K: Could you be here at 10 o'clock?
M: Yes, of course.
K: Fine. Is there anything you want to ask me?
M: Yes, about accommodation, is it possible…

Previewing Activity

A previewing activity is meant to familiarize the students with the material that they are going to view and it includes general discussion with the students to check their knowledge of the topic that is going to be presented. The teacher can use the video material he or she has prepared for the suitable level of the students. It is highly required that the teacher and the students work cooperatively, deliberately and simultaneously with the intension to develop the four fold skills.

Procedure

1. Use the following sample questions and hints about what students expect to view:

Teacher: What are we going to do now? (Fixing video equipment)
Student 1: I think we are going to watch some interesting video program.
Teacher: Good, you are correct. What do you do if you want to study English in a Language centre?
Student 2: Um! I think I will go there to enquire about the English classes in the centre
Teacher: Excellent, What do you ask when you meet the receptionist of the centre?
Student 3: I will ask about the details of the course etc.
Teacher: Very good. Now we're going to watch a student enquiring about the course in an English centre. Please, watch and listen carefully so that we'll discuss the next activity, which is going to be based on the videotaped material.
(The teacher half-darkens the classroom, turns on the TV and video equipment, plays the first segment while everybody watches and listens carefully).

2. While-viewing Sample Activity:

(Sound Pause) Teacher asks question.
What is the name of the boy?
Where does this conversation take place?
Who do you think this woman in the centre is?
When does the next English course start?
Why does the boy want to study English?

3. Post-viewing Sample Activity:
(Sound and Picture)

Circle the correct number in the following. Your answers should be based on the viewing and listening:

a) The woman in the centre is …………………….
1. angry 2. pleasing   3. cooperative 4. in a hurry

b) She looked……………………………………..
1. old   2. young   3. middle-aged   4. sick

c) The starting date of the course is on…………………….
1. 29th June 2. 3rd April 3. 1st November 4. 29th July

d) The boy wants to study ………………….. course
1. Elementary 2. Pre-Elementary 3. Advanced 4. Intermediate

4. While-viewing Activity

The teacher plays the video again and asks the students to note down the questions asked and the style of answering these questions.

Post-viewing Discussion group activity:

After the students have already viewed and listened to the segment, the teacher asks them to sit in groups of 4 or 5 and discuss their reaction to the student and receptionist interaction. For example, they can discuss the receptionist's behavior. Manner of asking questions, how did the student enquire the details of the course? Was the receptionist helpful? Etc.

Post-viewing Activity: Writing Task Combined with Role-Playing

The teacher can ask two students to role-play similar situations to the ones they have just viewed and simultaneously the rest of the class to write down an outline of the interaction, presented in the video segment.

To conclude

Finally, we conclude that the video in class rooms is proved to be an effective teaching aid in English language class rooms and it is a great help for the foreign language teachers in stimulating and facilitating the target language. It promotes critical thinking and reflection and thereby enhances learning development. It actually enhances learners' motivation and interest in course material.

We would like to recommend that the use of video equipments and materials in a non-ELT environment enables students to practice what they have learned through various techniques. At the same time showing videos in the classroom also allows the instructors to expose language learners to authentic cultural information. Thus fluency in the target that matches various needs of communication in the target language can be easily acquired by the language learners.

So, we highly commend that language teachers, especially teachers of English as a second or foreign language, make use of video materials because these combine both fun and pedagogic instructions in authentic materials that reflect real interaction.

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Performance of Secondary School Certificate (SSC) Graduates of English and Urdu Medium Schools: A Comparative Study

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Abstract

The major purpose of the study was to investigate the difference in performances of students of English and Urdu medium schools at Higher Secondary School Level. All the students enrolled during 2005, 2006 and 2007 in Government Degree Colleges in Rawalpindi constituted the population. Two degree colleges (one male and one female) were randomly selected and 730 students enrolled during 2005, 2006 and 2007 in F.Sc program were included in the sample.

Data were collected through personal visits to the sample colleges. Collected data were tabulated and analyzed by using t-test for significance of mean difference. The results of the study revealed that students of English medium schools performed better than the students of Urdu medium schools in the subjects of English and Physics whereas no significant difference was observed in the subject of Urdu. It was recommended that medium of instruction for science subjects at secondary level should be English.

Key words: *Urdu Medium, English Medium, Secondary School Level, Medium of Instruction*

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1. Introduction

Medium of instruction is the language used in imparting instruction in any subject at any level. The medium of instruction is a controversial issue at all levels, especially in the societies in which various systems of education are followed.

According to Arshad (1997), language is a significant factor affecting education in many countries. After more than six decades of independence, Pakistan and India are still involved in the issue of medium of instruction with Urdu and English dominating at the present time. The medium of instruction controversy in Pakistan continues and is seen as a power struggle between different pressure groups or the elites and the pro elites (Rahman, 1999).

2. Language and Education Policy in Pakistan

Throughout Pakistan's history, efforts to oust English and replace it by Urdu by successive regimes have not been successful due to the support it enjoys from the elites, and English continues to remain the language of power and enjoys a high social status. Despite all efforts by the government to replace English with Urdu, the results have been slow. It was expected that by 1989, English would have been phased out of the administration at both the federal and provincial levels, but even today English continues to be the major code in which all official communication is done.

According to Abbas (1998) this may be attributed to ambivalence between government policy and public opinion.There are three choices open to Pakistan: instruction in native language i.e., Punjabi for Punjabis, Sindhi for Sindhis, etc. The second alternative is Urdu, the national official language of Pakistan. The third one is English. It is better to be literate in one language than to be illiterate in two or three (Abedi, 1991).

It is stated in the Constitution of 1973:

- Subject to article 251 any section of citizens having a distinct language, script or culture shall have the right to preserve and promote the same and, subject to law, establish institutions for that purpose.(28)
- The national language of Pakistan is Urdu, and arrangements shall be made for its being used for official and other purposes within fifteen years from the commencing day.(251-1)
- The English language may be used for official purposes until arrangements are made for its replacements by Urdu.(251-2)
- Without prejudice to the status of the national language, a provincial assembly may by law prescribe measures for the teaching, promotion and use of a provincial language in addition to national language.(251-3)

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In order to instill among people a common understanding of its national ideals it is essential to evolve a common national language. National consciousness can only grow through the use of a common language which is spoken by all the different linguistic groups of the country (Quddus, 1979). Pakistan is a multilingual society and it is a fact that Urdu is the only language that is understood in all the areas, so that it is admirably suited to the link language for the entire country (Hussain, 1992).

National language as a medium of instruction has so many advantages such as a powerful force for developing a sense of nationhood; education in a foreign language places an enormous strain on students, forcing them to memorize and to spend a large proportion of their time on learning the language; and with the development of national language and its use at the higher educational levels, the literature produced on various subjects, professions, trades etc., becomes intelligible to the common mind and promotes progress in agriculture, commerce and industry. (Quddus, 1979).

The English language needs to be fostered as means of education and communication and practical tool, not a cultural master or slave driver, as in the colonial period (Ahmed, 1996). Quaid – e – Azam declared in the first education conference that Urdu will be the official language, but he never ignored the importance of English. According to him,

> "As regard English while the injurious effects of making an alien language the medium of instruction have been widely recognized, it must for some considerable time to come, retain its pride of place both in the sphere of our University education and as a means of international communication" (Government of Pakistan, 1947).

The major recommendations made by the National Educational commission (1959) were:

- In West Pakistan the medium of instruction from class I to class V is Urdu except in regions of the former N.W.F.P and Sind. Urdu should be made a compulsory language in these two regions from class III onwards.
- Urdu is a medium of instruction from class VI to X in all regions except former Sind. Proper emphasis must be given so that Urdu can be used effectively as medium of instruction from class VI onwards.
- Urdu should be taught as a compulsory subject up to class XII.
- In those schools where English is the medium of instruction, the national language should be taught as a compulsory subject.
- In class XI and XII option may be allowed to use either the Urdu or English as the medium of instruction for arts subjects.
- Arrangements should be made for the training of teachers so that they may learn to teach satisfactorily through the medium of national language.(GOP,1959).

This policy draft (2009) emphasized the importance of English language. The policy actions recommended:

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- The curriculum from class 1 onwards shall include English (as a subject), Urdu, one regional language Mathematics along with an integrated subject.
- The provincial and Area Education departments shall have the choice to select the medium of instruction up to class V.
- English shall be employed as the medium of instruction for science and Mathematics from class II onwards.

From the above review it can be concluded that the government of Pakistan during the last sixty two years have been unsure about their stand on the issue of the medium of instruction. The initial emphasis on gradual switch over from English to Urdu later in 1979 became totally in favor of Urdu. But in the later government policy, it was again relegated to its previous stance.

3. Review of Literature on the Effects of Medium of Instruction on Students' Achievement

A study was conducted by Marjan in 2005 at Gomal Medical College, D.I.Khan, in order to find out the effect of medium of education during school on performance of students in medical college. The results of the study showed that there was no effect of language as a medium of education during primary and secondary school upon the results of university professional MBBS examinations. Medium of education during primary and secondary school may not be interfered, for better performance in the higher education. It is the talent, not the medium which affects the quality of education in professional institutions.

Genesee (1987) conducted a study on the performance of English taught non immersion students and second language (French) taught immersion students, in Canada. The results of study showed that the average scores of immersion students and English taught (First language) were equivalent. There was no effect (positive or negative) of medium of instruction on the achievements of the students in science subjects.

When these two groups were compared at the end of first year it was found that the performance of experimental group in the French language was same as that of control group. Experimental group showed slightly better performance in Arithmetic. These results showed that early immersion negatively affects the learning of content subjects. (Gfeller and Robinson, 1998)

Willing (1985) compared the performance of students of bilingual programs with those of traditional program where non native English students, were taught exclusively in English in America. Students of bilingual programs performed better than their peers whose medium of instruction was English in all subjects.

Suie et al (1979) conducted a large scale study to investigate the effects of language of instruction on secondary schools students learning and cognitive development. The study involved 9095 Secondary School students in Hong Kong. The students were taught four lessons each of Mathematics, Science and World History either in English or Chinese. The results

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showed that the use of Chinese language facilitated the intellectual development of students, and they learned subject matter more effectively than those who were taught by English language.

A study was conducted to find out the effect of teaching in native and foreign language on students conceptual understanding in science courses by Sabri in 2007 in Turkey. The results indicated that students who were taught in a foreign language (English) had more misconceptions than the students who were taught in their native language (Turkish).

4. Applicability of These Studies for Pakistan

The above studies regarding the effects of Medium of instruction on student's achievement are inconclusive and sometimes conflicting. Keeping in view all the aspects of above mentioned studies, some generalizations can be drawn to guide the policy making on the medium of instruction for schools in Pakistan. As there is an evidence that instruction in English or mixed code has negative effects in learning for low ability students so these negative effects may be decreased if students' English proficiency is improved.

For high ability students who achieved high proficiency in both languages, using English as the medium of instruction may enhance language acquisition, particularly in English. For these high ability students medium of instruction for content subjects may effect to a lesser degree.

5. The Objective of This Paper

The main objective of the study was to find out the differences in performances of students of English and Urdu medium students in SSC (Secondary School Certificate) and HSSC (Higher Secondary School Certificate) examinations. The study was delimited only to the F.Sc students of Government Degree colleges situated in Rawalpindi who passed their SSC (Secondary School Certificate) in the Years of 2005, 2006 and 2007 under the jurisdiction of Board of Intermediate and Secondary Education Rawalpindi. Students'results in the subjects of English, Urdu, and Physicsat SSC and HSSC examinationwere analyzed to compare the performance of both English and Urdu medium students.

6. Methodology

Following methodology was used to execute the study:

6.1 Population

The population of the study constituted 6253 students enrolled in F.Sc program during 2005, 2006 and 2007 in 21 Government Degree Colleges of Rawalpindi.

6.2 Sample

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Two degree colleges (one male and one female) of Rawalpindi were randomly selected by using simple random sampling technique. Seven hundred and thirty students enrolled in F.Sc program in those two degree colleges during 2005, 2006 and 2007 and passed the annual examinations of SSC (Secondary School Certificate) examination held in 2005, 2006 and 2007 were selected as the sample of the study. Sampling Design of the study was as under:

Year	Group	N
2003-2005	English Medium	127
	Urdu Medium	96
2004-2006	English Medium	122
	Urdu Medium	93
2005-2007	English Medium	150
	Urdu Medium	142
Total Students		**730**

6.3 Data Collection

Data were collected from the admission and examination departments/sections of the sample colleges and office of the Board of Intermediate and Secondary Education Rawalpindi.

6.4. Data Analysis

Collected data were tabulated and analyzed keeping in view the objectives of the study. t-test was applied to find out the significance of mean difference.

Ho 1: There is no significant difference between the mean scores of English and Urdu medium students in the subject of English in SSC examination.

Table1: Significance of difference between mean scores of English and Urdu medium students in the subject of English in SSC examination.

Year	Group	N	Mean	S.D	t-Value
2003-2005	English Medium	127	111	13.9	*2.93
	Urdu Medium	96	105	14.9	
2004-2006	English Medium	122	110	12.2	*2.54
	Urdu Medium	93	105	15.4	
2005-2007	English Medium	150	116	13.5	*4.85
	Urdu Medium	142	107	15.8	

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* Significant	for the year 2003-05df = 221
	for the year 2004-06df = 213 t at 0.05 = 1.96
	for the year 2005-07df = 290

Table 1 indicates a significant difference between the mean scores of English and Urdu medium students as the calculated t- values are greater than the tabulated value.

Ho 2: There is no significant difference between the mean scores of English and Urdu medium students in the subject of English in HSSC examination.

Table 2: Significance of difference between mean scores of English and Urdu medium students in the subject of English in HSSC examination

Year	Group	N	Mean	S.D	t-Value
2005-2007	English Medium	127	119	17.8	*3.58
	Urdu Medium	96	110	20.4	
2006-2008	English Medium	122	122.8	21.7	*1.98
	Urdu Medium	93	116.6	25.4	
2007-2008	English Medium	150	60.1	10.8	*4.75
	Urdu Medium	142	53.4	13.3	

* Significant	for the year 2005-07 df = 221
	for the year 2006-08 df = 213 t at 0.05 = 1.96
	for the year 2007-08 df = 290

Table 2 indicates a significant difference between the mean scores of English and Urdu medium students as the calculated t- values are greater than the tabulated value.
Ho 3: There is no significant difference between the mean scores of English and Urdu medium students in the subject of Urdu in SSC examination.

Table3: Significance of difference between mean scores of English and Urdu medium students in the subject of Urdu in SSC examination.

Year	Group	N	Mean	S.D	t-Value
2003-2005	English Medium	127	104	9.17	0.39
	Urdu Medium	96	104	9.79	
2004-2006	English Medium	122	100	9.49	1.63
	Urdu Medium	93	102	9.99	
2005-2007	English Medium	150	104	10.4	0.47

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	Urdu Medium	142	104	10.3	

No significant difference was found between the mean scores as the calculated t-values are less than the tabulated values.

Ho 4: There is no significant difference between the mean scores of English and Urdu medium students in the subject of Urdu in HSSC examination.

Table4: Significance of difference between mean scores of English and Urdu medium students in the subject of Urdu in HSSC examination.

Year	Group	N	Mean	S.D	t-Value
2005-2007	English Medium	127	117	16.9	0.22
	Urdu Medium	96	116	16	
2006-2008	English Medium	122	104	15.3	1.20
	Urdu Medium	93	105	14.3	
2007-2008	English Medium	150	57.6	8.99	1.86
	Urdu Medium	142	59.5	8	

No significant difference was found between the mean scores as the calculated t-values are less than the tabulated values.

Ho 5: There is no significant difference between the mean scores of English and Urdu medium students in the subject of Physics in SSC examination.

Table 5: Significance of difference between mean scores of English and Urdu medium students in the subject of Physics in SSC examination.

Year	Group	N	Mean	S.D	t-Value
2005-2007	English Medium	127	74.4	10.5	1.54
	Urdu Medium	96	72	12.5	
2006-2008	English Medium	122	112	15	0.13

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Year	Group		N	Mean	S.D	t-Value
	Urdu Medium		93	112	13.1	
2007-2008	English Medium		150	74	11.3	1.63
	Urdu Medium		142	71.6	13.2	

<div align="center">
for the year 2005-07 df = 221
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  * Significant   for the year 2006-08 df = 213   t at 0.05 = 1.96

<div align="center">
for the year 2007-08 df = 290
</div>

No significant difference was found between the mean scores as the calculated t-values are less than the tabulated values.

Ho 6: There is no significant difference between the mean scores of English and Urdu medium students in the subject of Physics in HSSC examination.

Table 6: Significance of difference between mean scores of English and Urdu medium students in the subject of Physics in HSSC examination.

Year	Group	N	Mean	S.D	t-Value
2005-2007	English Medium	127	126	29.7	*2.05
	Urdu Medium	96	117.6	31.3	
2006-2008	English Medium	122	111	14.3	*3.20
	Urdu Medium	93	104	15.3	
2007-2008	English Medium	150	49.5	28.4	*2.78
	Urdu Medium	142	43.9	33.6	

<div align="center">
for the year 2005-07 df = 221
</div>

  * Significant   for the year 2006-08 df = 213   t at 0.05 = 1.96

<div align="center">
for the year 2007-08 df = 290
</div>

Table 6 indicates a significant difference between the mean scores of English and Urdu medium students as the calculated t- values are greater than the tabulated value.

7. Discussion, Conclusions and Recommendations

Medium of instruction plays an important role in the teaching of any subject. In Pakistan there are two parallel systems of Education i.e. English and Urdu medium schools. The study was conducted to find out the effect of medium of instruction during school on the performance of students in HSSC (Higher Secondary School Certificate) examination.

The results obtained from the statistical analysis showed the following conclusions:

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1. In SSC and HSSC examinations, a significant difference was found between the mean scores of English and Urdu medium students in the subject of English. Performance of English medium students in the subject of English was better than the Urdu medium students.
2. No significant difference was found between the mean scores of English and Urdu medium students in the subject of Urdu at SSC and HSSC level examinations.
3. There was no significant difference between mean scores of English and Urdu medium students in the subject of Physics at SSC level examinations, while at HSSC level examination, the difference was significant.

The results of this study show that the students taught through English medium at school level performed better than the students taught through Urdu medium at HSSC level examination, the main reason for this difference may be due to the fact that the medium of instruction in colleges for science subjects is English. Therefore it is recommended that the medium of instruction for science subjects at school level should be English.

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Essential English by
E. Suresh Kumar, P. Sreehari and J. Savithri
(Hyderabad: Orient Blackswan Private Limited, 2011)

A Review by R. Anandam, M.A, M.Phil., B. Rajkumar, M.A, M.Phil., and G. Baskaran, Ph.D.
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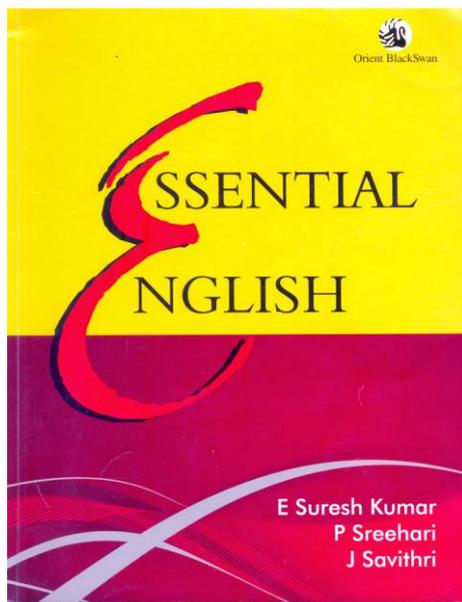
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Review of *Essential English* by E. Suresh Kumar, et al.

The book *Essential English* is presented in two parts. The book offers a comprehensive body of knowledge and practice in English for students whose careers in various fields these days depend also on their level of competence in English. Jobs are available all around the world and in places far beyond their place of birth, upbringing and study. And English appears to be a good passport to such places facilitating easier communication both at work and outside the places of work.

The blurb of the book declares that it "has been prepared for use as a course book for undergraduate students, the book provides students with adequate and challenging material to practice and work on their English skills through a variety of exercises in listening, speaking, reading and writing." The authors have taken the needs of the student community and prepared the materials with care and commitment as they have given the learners enough space and matter for improvement..

The Contents of the book include the following:

PART 1: **COMMUNICATION SKILLS**

1. Effective Communication
2. Listening Skills
3. Oral Communication
4. Reading Comprehension
5. Written Comprehension
6. Vocabulary Development
7. Fun with Grammar
8. Common Errors

PART 2: **READING AND ENRICHMENT**

1. Barack Obama: A Trendsetter
2. Rendezvous with Indra Nooyi
3. Muthyala Raju Revu: An Engineer Turned IAS officer
4. R. Madhavan: Engineering to Farming

Unit 1 of Part 1 focuses on teaching communication skills. It sets the tone for effective communication. An essential element of effective communication is its persuasive component. Taking opposing viewpoints into consideration to develop and deliver persuasive messages is an important goal. In general, this chapter could include more details on persuasion here.

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Unit 2 focuses on the art of listening to understand the "stated and intended meaning". Listening skill is needed also to understand the unintended meaning as well as cleverly hidden meaning in communication. Of all the language skills, listening skill is more heavily required in our classrooms as our educational strategy is largely lecture-based. However, our students are not adequately equipped in this skill. They focus more reading and writing. Among these two, they focus more on the writing skill, because it is ultimately through writing their performance is judged in the exams they write. Here lies the problem. Listening is very important to learn the concepts dealt with in discussions in the class. Writing is what really brings the final grade. Attentive listening has become a thing of the past. Only when jokes and episodes are narrated, listening flourished well in the classroom! Change of teaching strategy is called for here so that all four language skills are adequately mastered.

Unit 3 integrates the mechanics of speech with various forms of oral communication to gain practical insight for effective delivery. A good reader must read between the lines and beyond the lines. This is where the authors give enough room for practice to the budding readers. Fluency could have been emphasized with more exercises and tips. In Indian languages speech is often delivered with a fast pace. Because of this cultural tradition, perhaps, we also want our speech in English should be quick and fast paced. If someone halters and clearly searches for a suitable word or expression, the speaker is seen to be lacking in speaking skills in English. Actually, teachers and textbook writers should encourage student to think aloud, repeat phrases and sentence to arrive at the most appropriate expression for the occasion. Long hesitations may be due to lack of adequate speaking skill, but pauses and deliberate hesitations should be judged differently.

Unit 4 prescribes strategies to elicit graphical signals, author's meaning and reader's response in understanding the text. Reading is an essential part of several other components of language learning. It is through regular reading most Indians acquire new vocabulary items. At school, may memorize, but as we enter work, we begin to read. If our reading habits are regularly practiced right from our school days, we will acquire ability to compose sentences well choosing appropriate words.

Unit 5 features guidelines to make writing a pleasant experience. The unit also discusses a number of writing purposes, making the book *Essential English* a ready reckoner for beginners as well as practitioners. Writing is 90% perspiration and 1% inspiration. It requires more effort in terms of thought, correctness of grammar and appropriate expression. But at the same time, it is also important to be as simple as possible in our expressions. The authors could have given more help through this lesson on how to speak and write simple, plain English.

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Unit 6 is on Vocabulary Development. Derivational aspects of words in English could have been dealt with more examples. Choice of words to meet our specific contexts requires some discernment. Often our students are guided by the teachers' vocabulary, words used in the textbooks, and expressions they read in the newspapers. The book under review does not cover important issues in this area, although some basic and useful guidelines are given. Teaching and mastering words in a bi- and multilingual context require many strategies. Frequent vocabulary contests may be encouraged. Teachers can always deal with a few new and essential words relevant to the subjects students learn in their classroom. Moreover, vocabulary teaching should be seen also as a responsibility of the teachers of other subjects as well.

Unit 7 is on grammar. Authors make an effort to make learning grammar a fun-filled activity, by giving an interesting title to this unit: Fun with Grammar. The word *fun* is not fully understood and appreciated in our Indian vocabulary. Whatever may be the word and phrase we use to refer to grammar, grammar will remain as grammar. The burden of grammar can be reduced through actual practice, which does not focus on conceptual terms to label the processes. Adding language games based on grammar is another good strategy we can adopt. Emphasis on free writing will help improve sentence construction. Let us insist on short sentences. Initially the influence of the first language is easily seen on the sentences in English constructed by our students. However, with regular practice based on regular reading, our students will be able to improve their sentences. Lexical choice, use of pronouns, tense, conditional clauses, etc. will improve. Let us not waste our time in describing and explaining grammatical terms. This Unit can be improved further. The strength of this unit lies in identifying where the students feel discomfort in producing appropriate sentences and how they can overcome this discomfort.

Unit 8 on common errors is a valuable addition. Actually, we would recommend that this unit be expanded further taking into account the future career and social needs of the students.

Part 2

If Part 1 is for practice, **Part 2** is planned for motivation. Hence, the authors aim at practical passages for self-learning. The Units 1 to 4, with coverage of success stories provide different kinds of reading, viz., reading for general information [**skimming**], reading for specific information [**scanning**], reading for global understanding, [**extensive reading**] and reading for extracting information [**intensive reading**]. However, we also feel that the selection could have included lives of ordinary folks in ordinary circumstances as well, making use of stories of ordinary people reported in daily newspapers in India.

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To Conclude

English is projected in most textbooks as an aid for career choice and career improvement. In this process, authors look favorably at the stories of great leaders, innovators, etc. Such a choice is elitist and oriented toward glorifying certain preconceived values where interests and needs of the vast majority of our students in colleges, first generation learners, are ignored. We need a re-orientation of our approach here. Focus on skills are very important, focus on career choice and improvement are also important, but we also need to provide for pluralistic ideals in our English teaching textbooks, so that millions of first generation learners from all regions of the country, not merely those from families with generations of English education, embrace English as a helpful language.

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English Language Teaching (ELT) in Saudi Arabia:

A Study of Learners' Needs Analysis with Special

Reference to Community College, Najran University

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ENGLISH LANGUAGE TEACHING (ELT) IN SAUDI ARABIA: A STUDY OF LEARNERS' NEEDS ANALYSIS WITH SPECIAL REFERENCE TO COMMUNITY COLLEGE, NAJRAN UNIVERSITY

Project

Reference No: NU 14/09

SUBMITTED

TO

NAJRAN UNIVERSITY

BY

Dr. Mohd. Mahib ur Rahman

(Ph.D. English, M.A. English, P.G. Dip. Linguistics)

DEPARTMENT OF ENGLISH LANGUAGE,

NAJRAN UNIVERSITY, NAJRAN,
KINGDOM OF SAUDI ARABIA
2011

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Dedicated

to

My Parents

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"The thankful receiver bears a plentiful harvest" -- William Blake

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Any error / omission must be my own.

(Dr. Mohd. Mahib ur Rahman)

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LIST OF ABBREVIATIONS

CAN	Critical Needs Analysis
CNP	Communicative Needs Processor
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELT	English Language Teaching
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
GCC	Gulf Cooperation Council
GE	General English
KSA	Kingdom of Saudi Arabia
NU	Najran University
NA	Needs Analysis
SQA	Students' Questionnaire
TQA	Teachers' Questionnaire

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CHAPTER: 1

PRELIMINARIES

1.1 Background to the Study:

1.1.1 Saudi Arabia at a Glance:

The Kingdom of Saudi Arabia (K.S.A.), the land of the two holy mosques, Masjid al- Haram and Masjid al-Nabawi, is the largest country in the Arabian Peninsula with an area of approximately 2,250,000 square kilometers (mohe.gov.sa) and about 27 million people including 8.4 million foreign residents (saudiembassy.net). It is surrounded with other middle-eastern countries like Jordon and Iraq on the north, Kuwait, Qatar and United Arab Emirates on the east, Oman on the southeast and Yemen on the south is located. Islam is the major religion and Arabic is the official language of the nation. K.S.A. is an exciting place in the Gulf region as it is seeing unprecedented growth in the fields of economy, health, education, science and technology. It is also the world's largest oil producer and

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exporter. It also produces a good number of other mineral resources like natural gas, gold and silver etc.

1.1.2 Present Status of Education:

The formal education began in the Kingdom in the midst of 20th century. Until then education was out of reach from the majority of the people. It was possible only for a few people, who were living in the urban areas and get their education in the mosques. These kinds of schools were called "kuttab" and it offered education on Islam.

Now there is a mushrooming growth in the field of educational sector. The Kingdom at present provides the most suitable environment for education in the Gulf Cooperation Council (GCC) for its citizens. At present the Kingdom has more than 25000 schools (ibid), 21 Government universities, 24 private universities and colleges and many other educational and training institutions (mohe.gov.sa). With the development of educational institutes, number of students is also growing day by day. The following table given below shows the rising number of students (male & female) from 1970-2001.

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Table: 1.1

Male & Female Students in Saudi Arabia 1970 - 2001			
Year	Male	Female	Total
1970	412,000	135,000	547,000
1975	673,000	311,000	984,000
1980	951,000	511,000	1,462,000
1985	1,273,000	876,000	2,149,000
1990	1,624,000	1,310,000	2,934,000
1995	2,022,000	1,912,000	3,934,000
2000	2,405,000	2,369,000	4,774,000
2001	2,595,452	2,420,198	5,015,650

Source: http://www.kingfahdbinabdulaziz.com/main/c007.htm

Different bodies were also set up with various responsibilities to look after the various levels of education such as the Ministry of Education is responsible from the kindergarten to secondary level of education, the Ministry of Higher Education is responsible from the post secondary education onwards. It takes four years in the field of humanities and social sciences, and five to six years in the field of medicine, engineering and pharmacy. The Supreme Committee for Educational Policy, established in 1963 (www.ibe.unesco.org) is the highest authority, which supervises the whole educational matters. At present the Kingdom has seen the development in the following areas:

"Raising the efficiency and effectiveness of professional and administrative performance in the educational

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institutions, in order to improve the standards and content of the educational process.

Ensuring that the education system fulfils the religious, economic and social objectives.

Reducing the illiteracy rate.

Integrating the activities of the higher education institutions within the general and specific requirements of the social and economic development plans.

Broadening the general base of higher education by diversifying its programmes, in order to cope with the Kingdom's development requirements.

Ensuring university education opportunities to every qualified citizen, in order to enable him/her to continue his/her education." (ibid)

1.1.3 Status of English in K.S.A:

In the past teaching and learning of English in Saudi Arabia was not considered as an important subject. Though it was introduced as a compulsory subject from grade seven, until recently students accepted it as a language to pass in the examination. But for last few years the scenario of English language teaching and learning has been changing in the Kingdom. Being realising the importance of English as a lingua franca, window on the wall, science and technology like many other countries, Saudi Arabia has also embraced it as one of the key

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languages of its educational planning and now it has been made as a compulsory subject from elementary level to university level.

Since its arrival in the education system, the Kingdom has been spending multi billion dollars every year on the educational institutions to impart the knowledge of English among its citizens. The policy makers, language experts and the curriculum designers have been trying time to time to bring out suitable curriculums for the different stages of educational programs. The students are also now aware of the fact that the knowledge of English is crucial to find a white color job in the public and private sectors. At present there is a significant development of students' enrollment in various educational institutes to learn English.

Besides it English language is also playing a crucial role in electronic as well as print media. There are now many news papers, magazines, T.V. and radio programs in English.

1.2 Statement of the Problem:

Teaching of English in Saudi Arabia has been changing and improving day by day. However, after studying English for 7 long years

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the undergraduate students fail to acquire English language proficiency, hence unable to use it in the real life situations.

The Najran University (NU) was established in 2007 and since then English has been taught as a compulsory subject in all the colleges of NU. The Department of English Language selects courses and study materials for different colleges in the university. Though the selected courses have been modified time to time according to the changing needs but so far no empirical investigation has been made on learners' English language needs.

When the specific needs of a language programme are not well defined, there is always a possibility of dissatisfaction in achieving its aims and objectives and the students will end up the language programme without any proper language proficiency. As a result the effort of the policy makers, course designers, teachers and the learners will go wastage.

Keeping in mind on the above mentioned aspects, an attempt has been made to investigate the needs of the learners of Community College, NU. The study is an attempt to find out the learners' various needs, i.e. subjective needs and objectives needs.

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1.3 Objective of the Study:

It is quite satisfactory that the people and the students of Saudi Arabia have a very positive attitude towards English; they are fully aware of learning English. English is taught in the Kingdom as a foreign language. It is introduced in class 5th and it continues to be compulsory up to first degree level. It is used as a medium of instruction at the University level and in technical education and medicine.

The Kingdom has its own syllabi, textbooks, methods and approaches, which are designed by various language experts. It has also different bodies for different level education like Ministry of Education, Ministry of Higher Education and Ministry of Health. Ministry of Education deals with from the Primary Level to the Senior Secondary Level and Ministry of Higher Education deals with the education at the University Level while Ministry of Health is responsible for the education medicine. All these bodies play an important role for the development of education in the Kingdom and they also give emphasis on teaching of English language. Many seminars, conferences and policies are also being made time to time

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to discuss the decline in standard of teaching English. Despite all these efforts the situation of teaching English in Saudi Arabia has always been in a constant state of flux.

The recently revised syllabuses by different universities promote multi-fold objectives by focusing on the teaching of language skills and to enable the learners to acquire it for the purpose of communication. Yet the result is not satisfactory. Even after Graduation the students hardly able speak or write a few intelligible sentences; as a result they wasted their valuable time, money and energy. The question therefore arise, why there have been no improvement. It would be wrong to blame one particular issue, like syllabuses and textbooks because the issue is much deeper than that. We have to see whether there are appropriate government policies towards teaching of English, whether the curriculums are designed according to the learners needs, whether there is enough classes to cover the course, whether the teachers of English are well qualified and well trained, whether the teaching methodologies adopted by the teachers are suitable, etc. It is not possible to study at all the aspects

within a limited time. Therefore, the study aims to cover the following areas:

1. To identify difficulties or problems in the four basic language skills of English in students from different levels;

2. To find out the learners' needs to acquire the knowledge of English;

3. To understand the students' motivations and attitudes towards English language learning in order to formulate effective strategies targeted at different proficiency levels;

4. To learn more about students' language learning experiences and their potential language skills that can be explored and promoted by teachers and peers.

1.4 Scope of the Study:

The present study proposes to study and examine the various needs of the undergraduate learners. Though the emphasis will be made on the learners' needs analysis, a focus at the learners' attitudes and motivation towards English will also be made. It aims to evaluate and assess the effectiveness of current English learning in the Kingdom especially at the Community College of Najran University.

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1.5 Limitations:

1. The Kingdom of Saudi Arabia has available all educational facilities at all levels, from Primary to University but the present study is limited to Undergraduate education only.

2. Although the investigator has attempted to cover all aspects of undergraduate learners' needs, yet he does not claim to have made an exhausted discussion of all the relevant issues. However the researcher has tried to study the problem as deeply as possible.

3. Useful suggestions for future planning and development in ELT in the light of the findings of the present study have been made centering and focusing the undergraduate students.

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Chapter: 2

REVIEW OF LITERATURE

2.1 Needs Analysis (NA):

Until 1970s NA was generally very informal and little research was done as language teachers based their teaching on "some kind of intuitive or informal analysis of students' needs" (West 1994: 1). West (cited in Yassin, 2004) was the first to introduce needs analysis in his work. After that many scholars came forward and realized the importance of "needs analysis" for making the second / foreign language syllabus more effective.

Needs Analysis is a "process of determining the needs for which a learner or group of learners requires a language…" (Richards et al., 1992). It is true that NA has been 'a key instrument in course design' in ESP (West, 1994, p.2). It plays a vital role in the process of designing and carrying out any language course, whether it is English for Specific Purposes (ESP) or general English course. According to Iwai *et al.* (1999) the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for

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developing a curriculum that will meet the needs of a particular group of students. Platt J., and Platt H. (1992, pp. 242 & 243) pointed out that NA is 'the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities'. In short NA aims to identify a potential student population and to indicate its linguistic needs. There are various methods of collecting information, such as Interviews with the teachers, parents, students, counselors etc. or through questionnaires from the present report. After collecting all the information, the program planners set the objectives by keeping in mind about the learners, teachers, society and the policy makers. Thus Jackson (2005) rightly mentioned that NA is the 'the cornerstone of ESP course design, materials development, and program implementation and assessment'.

2.2 Brief History of NA:

Since its arrival in the field of language teaching NA has gone through many stages and it focused on various aspects from time to time and the scope of analysis also broadened (West, 1994, 1997). The

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various stages and the area of concerns and scope of NA are

mentioned in the table below:

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Table: 2.1

<table>
<tr><td colspan="5">**Various Stages of Needs Analysis**</td></tr>
<tr><td>**Stage**</td><td>**period**</td><td>**Focus**</td><td>**Scope of analysis**</td><td>**Examples**</td></tr>
<tr><td>1.</td><td>early 1970s</td><td>EOP</td><td>Target situation analysis</td><td>Richterich,1970/1980

ELTDU,1970

Stuart & Lee,1972/85</td></tr>
<tr><td>2.</td><td>later 1970s</td><td>EAP</td><td>Target situation analysis</td><td>Jordan & Mackay,1973

Mackay,1978</td></tr>
<tr><td>3.</td><td>1980s</td><td>ESP & general language teaching</td><td>target situation analysis

deficiency analysis

strategy analysis

means analysis

language audits</td><td>Tarole & Yule,1989

Allwright & Allwright,1977

Allwright,1982

Holliday & Crooke,1982

Pilbcam,1979</td></tr>
<tr><td>4.</td><td>early 1990s</td><td>ESP</td><td>integrated/computer based analysis

material selection</td><td>Jones,1991

Nelson,1993</td></tr>
</table>

Adapted from West (Op.cit.:2)

During 70ˢ NA mainly focused on English for Occupational Purposes (EOP) but later it shifted towards English for Academic

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Purposes (EAP) and English for Specific Purposes (ESP) and General English.

After the Second World War and the oil crisis in 1970's, the fields of science and technology and economy have been expended. As a result teaching of English became global importance and the communicative needs of the learner. Hutchinson and Waters (1987) rightly observed the emergence of ESP to meet the learners' needs. They also advocate the use of NA for GE on the grounds that in the case of language learning there is always a perceptible need of some kind. Tudor (1996:70) also supports the idea of needs analysis for GE course and argues that 'course content should be based on an analysis of the situations in which the learner will be required to use the language, whether these situations and the language needs which arise out of them can be specified with precision or only in terms of a general orientation'.

Since then a lot of works have been done on the importance and significance of NA by several great scholars and authors. Among them Munby, 1978; Richterich and Chancerel, 1987; Hutchinson and

Waters, 1987; Berwick, 1989; Brindley, 1989; Tarone and Yule, 1989; Robinson, 1991; West, 1994; Seedhouse, 1995; Jordan, 1997; Dudley-Evans and St. John, 1998; Iwai *et al.* 1999 are the most popular.

According to Hutchinson and Waters (1987), needs analysis started mainly in the field of ESP. Nevertheless, they argue that as far as needs analysis is concerned, there should not be any difference between ESP and general English (GE). They state that:

> *It is often argued that the needs of the general English learner, for example the schoolchild, are not specifiable. . .*
> *In fact, this is the weakest of all arguments, because it is always possible to specify needs, even if it is only the need to pass the exam at the end of the school year. There is always an identifiable need of some sort. What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. (Hutchinson & Waters 1987, p. 53)*

Though several scholars have suggested their views on the term NA but it is often regarded as a controversial point. According to Richterich (1983: 2), "The very concept of language needs has never been clearly defined and remains at best ambiguous". However, in broad terms NA can be described as identifying "what learners will be required to do with the foreign language in the target situation and

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how learners might best master the target language during the period

of training" (West, 1994: 1).

2.3 Approaches to Needs Analysis:

Scholars have suggested different kinds of approaches to needs

analysis, i.e. sociolinguistic model (Munby, 1978), systemic approach

(Richterich & Chancerel, 1977), a learning-centred approach

(Hutchinson & Waters, 1987), learner-centred approaches (Berwick,

1989; Brindley, 1989), and a task-based approach (Long 2005_a, 2005_b).

2.3.1 Sociolinguistic Model:

Munby (1978) explores a sociolinguistic model for analyzing the

content of purpose-specific language programmes. The author in his

book Communicative Syllabus Design considered Communicative

Needs

Processor (CNP) as the most popular procedure for the needs

analysis. Teachers of English, especially those concerned with the

teaching of English for Specific Purpose (ESP), follow the model of

Munby for specifying communicative competence. This model

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contains a detailed set of procedures for discovering target situation needs. It is based on analyzing language communication in the target situation in order to provide a communicative needs profile for a specified group of learners. This model is suitable to identify the 'target situations' (West, 1994) that target communicative competence. None the less, the model comprised of communicative events (e.g. discussing everyday tasks and duties), purposive domain (e.g. educational), medium (e.g. spoken), mode (e.g. dialogue), channel of communication (e.g. face-to-face), setting of communication, main communicator/s, person/s with whom the communicator/s communicate, dialect, attitudinal tone (e.g. informal), subject content and level of English ability required for the communication.

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Figure: 2.1
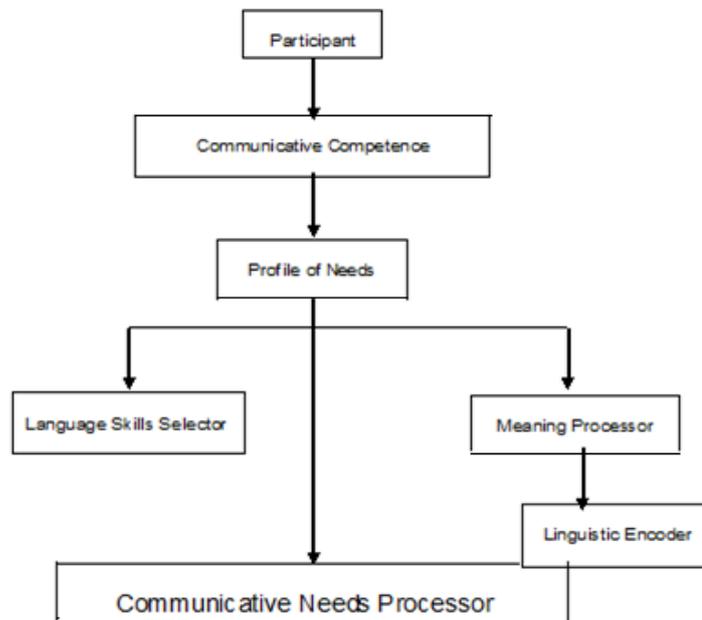
Model for Specifying Communicative Competence
(Adopted from Yassin, 2004: 31)

Though Munby's model has become very popular but it was criticized by other syllabus designers for being too mechanistic, impractical, inflexible, complex, and time-consuming and for paying little attention to perception of the learner (West, 1994). Nunan (1988:24), who points out that the Munby's instrument may be adequate for providing "objective information for course specification" but it needs to be supplemented by subjective information about the learner.

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Later Tarone & Yule (1989) also developed a model which is related to Munby in the same ground. Their model is designed with four level frameworks, i.e. i) global level (situations, participants, communicative purpose, target activities); ii) rhetorical level (organisational structure of the communicative activities); iii) grammatical-rhetorical level (linguistic forms required to realise the forms in level ii); and iv) grammatical level (the frequency of grammatical and lexical constructions in the target situation). Both models suggest that a needs analysis should be designed from an identification of learners' target language needs, to an analysis of the communicative activities they will need to perform in order to achieve those goals, and the linguistic forms by which these activities will be realized.

2.3.2 Systemic Approach:

This approach has been developed by Richterich and Chancerel (1977) to identify the needs of adults learning a foreign language. Systemic approach bridges the gaps in the sociolinguistic model in terms of flexibility and shows a distinct concern for learners. This kind

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of approach gives more emphasis on investigating the learners'

'present situations' (Jordan, 1997) and the emergent nature of learner

needs. The information on learners' needs are investigated before a

course starts or during the course (ibid). Richterich & Chancerel (1977)

suggest more than one or two data collection methods for needs

analysis such as surveys, interviews and attitude scales.

Like Munby's sociolinguistic model critics have found a lot of

drawbacks in systemic approach. This approach fails to focus on

learners' real-life needs and over-reliance on learners' perceptions of

their needs. Over-reliance on learners' perceptions becomes an

important issue since many learners are not clear about what they

want (Long, 2005a). Jordan (1997) claims both the above mentioned

approaches as complementary approaches.

2.3.3 Learning-Centered Approach:

Hutchinson & Waters (1987) recommend learning-centred

approach to ESP. Unlike the other approaches which give more

emphasis to language needs, learning-centred approach believes in

identifying how learners learn. According to them this approach is the

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best way to convey learners from the starting point to the target

situation. They recommend multiple methods of data collection – such

as interviews, observation, and informal consultations with sponsors,

learners and others involved – to deal with the complexity of target

needs. They have categorised the term Needs in various dimensions

through the following diagram:

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Figure 2.2

Hutchinson & Waters' Dimensions of Needs
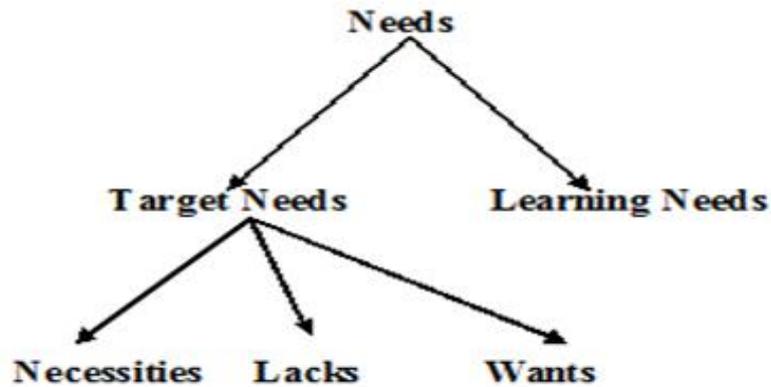
1) **Target Needs:** the authors observe that **'target needs'** is an umbrella term that hides a number of important distinctions. They look at the target situation in terms of necessities, lacks and wants as following:

   a) **Necessities:** i.e. *"the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation "* (ibid. p. 55).

   b) **Lacks:** they express that besides finding out the necessities, it is also important to know the learners existing knowledge, as

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this helps us explore which of the necessities the learners lacks. In short, we need to match the target proficiency against the existing proficiency, and the gap between them is the learner`s lacks.

c) **Wants:** According to the authors two other important aspects, which should not be ignored are learners' wants and their views about the reasons why they need language, as students may have a clear idea about the necessities of the target situation and will certainly have a view as to their lacks. Actually, this might be a problem as the learner`s views might conflict with the perceptions of other interested parties, e.g. course designers, sponsors, and teachers.

2) Learning Needs: This aspect explains how learners will be able to move from the starting point (lacks) to the destination (necessities). Hutchinson and Waters (1987) point out that it would be a great fault to design a course simply on the target objectives. Since the target situation alone is not a reliable indicator, they suggest that the learning situation, the learners'

knowledge, skills, strategies, and motivation must also be taken into account.

The authors have designed a framework for target situation analysis which consists of the following important questions: why is the language needed? How will the language be used? What will the content areas be? Who will the learner use the language with? Where will the language be used? When will the language be used? They also design a similar framework for analyzing learning needs that comprises the following questions: why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? Where will the course take place? When will the course take place? Finally, the authors suggest various techniques for collecting information about the target needs such as: questionnaires, interviews, observations, data collection, and informal consultations with sponsors, learners and others.

Michael West (1994) also classifies needs analysis in various categories which can be mentioned as the following:

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1) **Target situation analysis:** it identifies the 'necessities', i.e. the demands of the target situation or, in other words, what the learners need to know in order to function effectively in the target situation.

2) **Deficiency analysis:** As mentioned earlier, it is the gap between the learners existing knowledge and what they are required to know or do at the end of the program. This type of analysis is very important because it shows the right path ahead. Goals shall be much clear after this kind of analysis. It also investigates whether students are required to do something in the target language that they cannot do in their native language.

3) **Strategy analysis:** it aims to explore the learners preferred learning styles. Here emphasis is given on methodology, but there are other related areas such as: reading in and out of class, grouping size, doing homework, learning habits, correction preferences, etc.

4) **Means analysis:** Means analysis focus on the logistics, practicalities, and constraints of needs-based language courses.

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West (1994) points out that some analysts believe that instead of focusing on constraints, it might be better if course designers think about how to implement plans in the local situation.

5) **Language audits:** This claims 'any large-scale exercise forming the basis of strategic decisions on language needs and training requirements carried out by or for: 1) individual companies, 2) professional sectors, 3) countries or regions' (West 1994, p. 12). West suggests that language audits can be implemented to explore and analyze the current state of language teaching.

2.3.4 Learner-Centered Approaches:

Berwick (1989) and Brindley (1989) are the pioneers of learner-centred approaches to needs analysis. They discovered three different aspects to identify the learners' needs: perceived vs. felt needs; product vs. process oriented interpretations; and objective vs. subjective needs. 'Perceived needs' are from the perspective of experts while 'felt needs' are from the perspective of learners (Berwick, 1989). In the product-oriented interpretation, learners'

needs are viewed as the language that learners require in target situations. In the process-oriented interpretation, the focus is on how individuals respond to their learning situation, involving affective and cognitive variables which affect learning (Brindley, 1989). Finally, objective needs are explored prior to a course, whereas subjective needs are addressed while the course is underway. Brindley observes that

"If subjective psychological needs felt by the learner are to be taken into account as well as objective communication needs, then some kinds of mechanisms have to be built into the learning process which allow for systematic consultation and negotiation between the two parties. Information has to be exchanged about roles and expectations (1984a: 72-73)."

Brindley (1989) explores a cyclic process of investigation of objective and subjective needs, which canbe centred at any point, and which can continue during or after the course. His learner-centered system model, which includes negotiation, information, exchange, awareness activities, evaluation and feedback, learning activities, and

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objective setting in consultation, can be shown in the following diagram.

Figure 2.3

Brindley's Objective and Subjective Needs Model

Brindley's model focused on the learning needs and to set future goals based on these needs.

Dudley-Evans & Jo St John (1998:125) advocates the following important areas of needs analysis:

A   target situation analysis & objective needs

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B   wants, means, subjective needs

C   present situation analysis

D   learners' lacks

E   learning needs

F   linguistic and discourse analysis

G   what is wanted from the course

H   means analysis

According to the authors, the interpretation of the above mentioned dimensions are as follows: 'A refers to professional information about learners: what they will be using English for; B refers to personal information about learners: attitude to English, previous experiences. C includes English language information about learners: their current skills and experiences in language use; D defines the gap between C and A; E includes language learning information: effective ways of learning the skills and the language; H includes information about the environment in which the course will be run'.

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Chapter 3

METHODOLOGY, RESULTS AND ANALYSIS

3.1 Procedure:

The data for the study was collected through a students'
questionnaire (SQA) (see *Appendix* 2) and a teachers' questionnaire
(TQA) (see *Appendix* 3). The SQA comprises a total of 24 items, which
have been divided in to 4 parts. The first part of the SQA (items 1-10)
tries to find out the socio-psychological and sociolinguistics
background of the students, part 2 (items 11-12) was designed to
identify the students English language use and exposure, part 3 (items
13-14) was designed to look into the linguistic attitudes and different
types of motivational orientation of students and part 4 (items 15-24)
was designed to elicit the students English language needs. Since
there is a possibility of misunderstanding the questionnaire by the
students, it was translated into Arabic by an expert before presented
to the students. The teachers' questionnaire comprises of 13 items

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and the items are   similar with the students' questionnaire except some changes in the words.

To guarantee a positive participation the subjects were informed that there answers would be confidential. Moreover, the students were told that their answers and opinion would not affect their grades or their teachers' impression and their participation would help teachers to understand their desires and problems. Students were encouraged to ask questions at any time during the process. The survey was first piloted to a small sample of 30 students in 2009 and then administered to 96 students of Science and Management faculty in two Community Colleges affiliated to Najran University at the beginning of the academic year 2010-11. The students were asked to finish the questionnaire within 30 minutes during the normal teaching period.

3.2 Participants:

3.2.1 Students Sample:

For the study 96 students (Level-1 62.5% and Level-2 37.5%) of 16-19 age groups (37.5%), 20-24 age group (62.5%) were randomly

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selected from the Community College Boys and Community College Girls of Najran University. 28 of them are female students constituting the 29% of the student group, whereas 68 are male which constitutes the 71% of the group. The following figure shows the number of male and female students' sample.

Figure 3.1
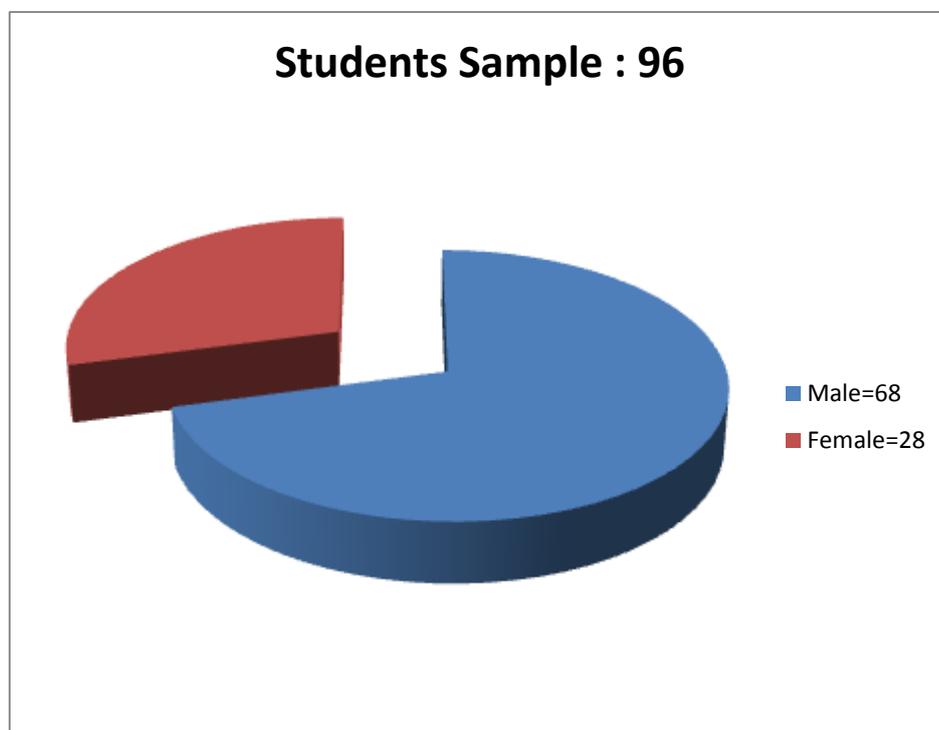
The faculty wise distribution of the students sample has been has shown in the following figure 3.2.

Figure 3.2

Students Faculty-wise Sample
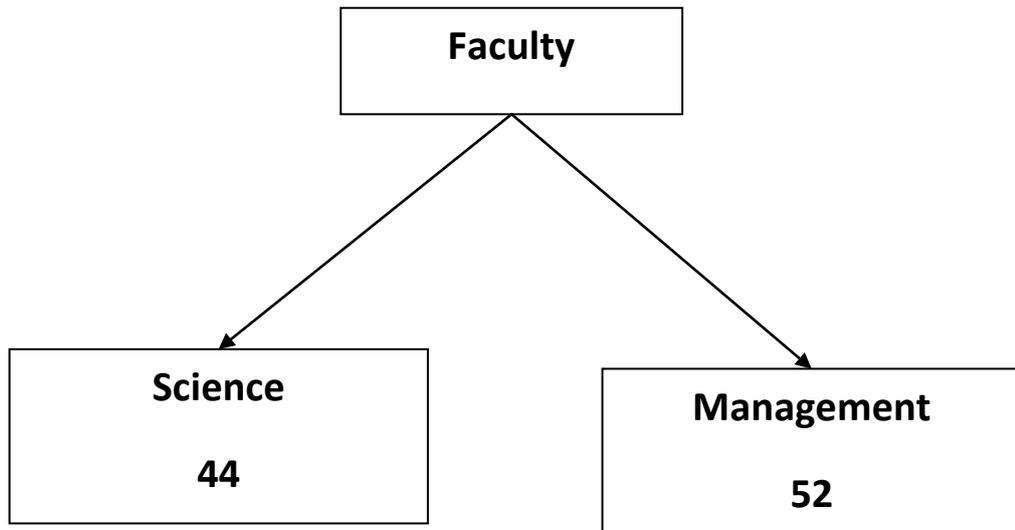
All the respondents were the native speakers of Arabic and learned English as a foreign language. Regarding the class when they started to learn English, it was observed that all the respondents (100%) began to study English at the 7th standard and they had already studied English language for 5 years.

3.2.2 Teachers Sample:

There were 19 faculty members selected randomly from the English Language Unit of Community College. The sample represents 7 teachers (37 %), and 12 teachers (63 %) who got 0-3 years and more

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than 5 years of teaching experience respectively. The experience wise teachers sample can be shown in figure 3.3.

Figure 3.3
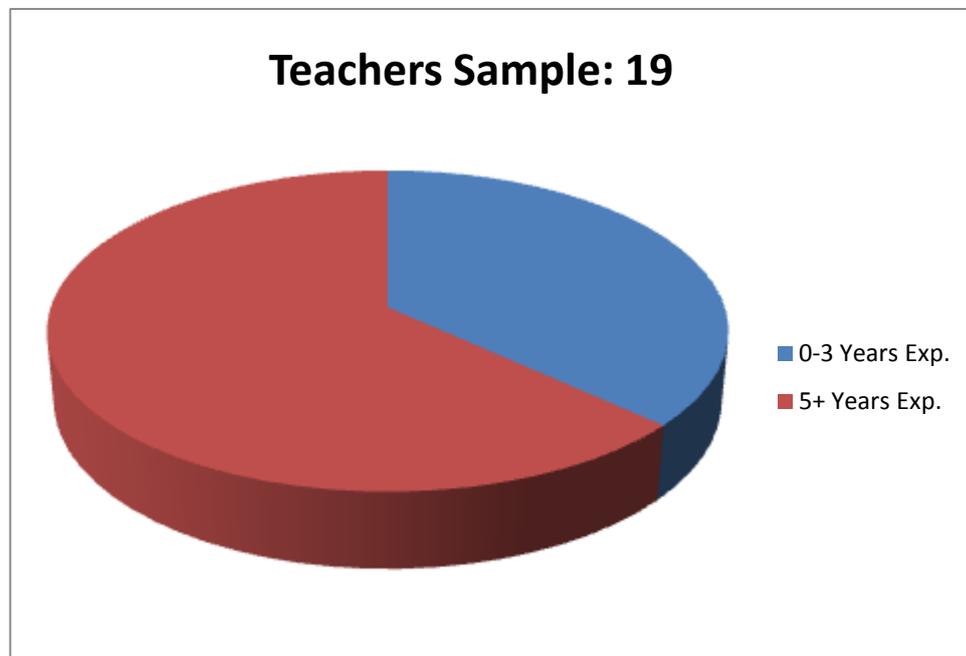
Even though the study is limited to a small number of the subject group, it is statistically enough to have a general idea about the students having the same characteristics such as being enrolled in a same college and being exposed to English language teaching for same number of years.

3.3 Tabulation and Analysis:

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As the data was gathered, it was entered into the computer and analyzed by using Microsoft Office Excel. Then frequencies were run for the generation of descriptive statistics. For each question or variable in the survey, the overall percentages, (where applicable) are presented in table and/or graph form.

3.3.1 The Extent of English Language Use:

In this section the respondents were asked to indicate their use of Arabic and English in different situations. Two items (11 and 12) were developed to identify the students' language use. Following table 3.1 shows the students use of language with members of different fraternities.

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Table: 3.1

Students' Use of English with Different Fraternities (Male Vs Female)										
Languages	Parents (%)		Friends (%)		Teachers (%)		Relatives (%)		Guests (%)	
	M	F	M	F	M	F	M	F	M	F
Arabic	100	100	76.47	100	35.29	100	100	100	100	100
English	NIL	NIL	23.53	NIL	64.70	NIL	NIL	NIL	NIL	NIL
Total	68	28	68	28	68	28	68	28	68	28

In response to the item **11** (Which of the following languages do you use while talking to parents, friends, teachers, relatives and guests) all the students (100%) use Arabic with their parents, relatives and guests. The highest fraternities chosen by the students were teachers (64.70%) and friends (23.53%). It is significant to note that no female student was found who use English with different fraternities.

Table 3.2

Students' Use of English in Different Situations Male Vs Female										
Languages	Market		Office		Traveling		Restaurant		College	
	M	F	M	F	M	F	M	F	M	F
Arabic	85.29	78.57	70.59	100	64.70	71.43	79.41	100	35.29	100
English	14.71	21.43	29.41	NIL	34.30	28.57	20.59	100	64.71	NIL
Total	68	28	68	28	68	28	68	28	68	28

Above table 3.2 shows the students use of English in different situations. While the students were asked which of the languages, English or Arabic, do they use in different situations i.e. market, office, travelling, restaurant and college or university, it was found that students (64.71%) mostly use English at their colleges or university, but it surprising to note that no female students use English in this field. There were a few numbers of students (14.71% male and 21.43% female) who use English in the market. Another good number of students (34.30% male and 28.57% female) use English in travelling, (29.41% male only) in office and (20.59% male only) in restaurant.

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3.3.2 Attitudes and Motivation:

Item 13 and 14 of SQA deal with the aspects of students' attitudes and motivation towards English. Figure 3.4 given below depicts the result of the item 13 (Do you involve yourself with the following activities in English).

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Figure: 3.4

Students' Use of English Language in Different Domains
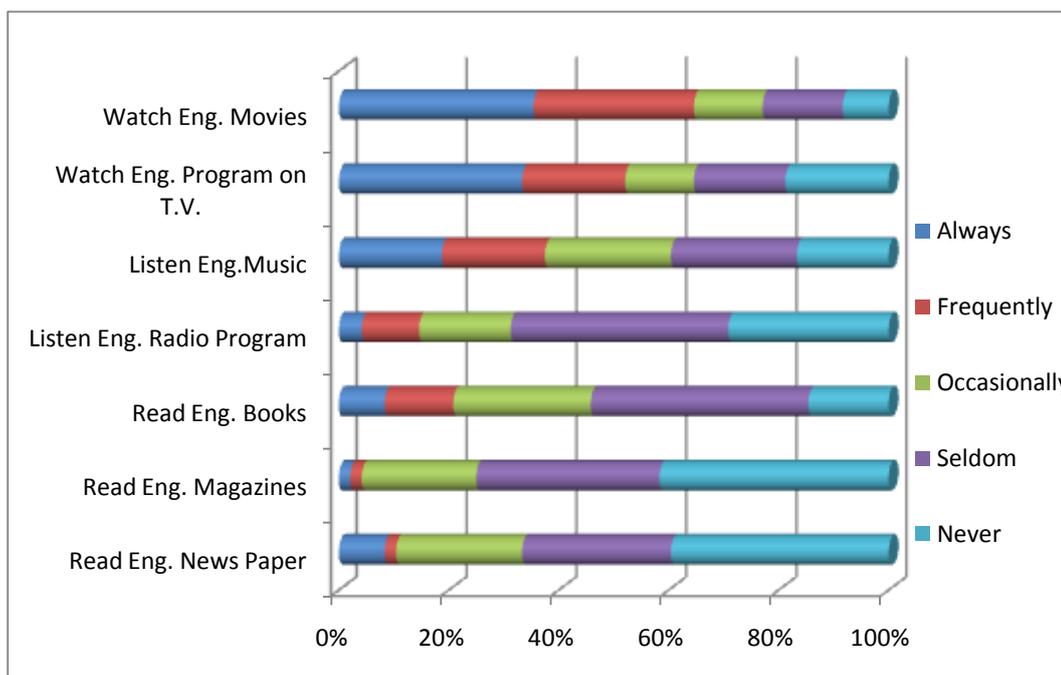
Figure 3.4 reflects that the dominant activity of English usage seems to be watching English movies (**35.42**% of the students always watch English movies), it is followed by watching English program on T.V. (**33.33**% students always watch English program), and another activity the students (**18.75%**) always involve is listening to English songs. The above figure indicates that the respondents hardly read English newspapers, magazine and books; only 8.33**%** read English newspapers and books always, 22.92% read English newspapers and 25% read English books occasionally. Interestingly 39.58% and 41.67%

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never read English news papers and English magazines respectively. Listening to English radio program (only 4.17% students always) and reading English magazines (only 2.8% students always) were the least preferred domains among the students. 29.17% students never listen to English news on radio. It is evident from the findings that reading English is highly negligible area among the students. Thus it is clear that the students use English only for *entertainment* like watching movies, English programs or listening to English songs, but they hardly give interest in English books, English newspapers or English magazines.

Table: 3. 3

Students' Use of English Language in different Activities										
ACTIVITI-- ES	Always %		Frequently %		Occasionally %		Seldom %		Never %	
	M	F	M	F	M	F	M	F	M	F
1.Read English News Paper	11.76	NIL	7.14	NIL	32.35	NIL	17.65	50	35.29	50
2. Read English Magazines	2.94	NIL	2.94	NIL	26.47	7.14	35.29	28.57	32.35	64.28

3. Read English Books	11.76	NIL	14.70	7.14	32.35	7.14	29.41	64.28	11.76	21.43
4. Listen English Radio programme	5.88	NIL	8.82	14.28	23.53	NIL	38.23	42.86	23.53	42.86
5. Listen English Music	20.59	14.28	23.53	7.14	17.65	35.71	23.53	21.43	14.7	21.43
6. Watch English Programme on TV	29.41	42.86	23.53	7.14	14.7	7.14	8.82	35.71	23.53	7.14
7. Watch English Movie	32.35	42.86	32.35	21.43	11.76	14.28	14.7	14.28	8.82	7.14

Table 3.3 shows that in some of the items, female students generally have higher positive attitudes than male students towards the use of English. There were 42.86% of female students, who always 'watch English program on T.V.' (activity 6) and 'watch English movies' (activity 7) while only 29.41% and 32.35% male students use English always for the activities 6 and 7 respectively. Significantly as mentioned earlier these two were the most dominant items among both the sex. In response to the activities 1, 2, 3, 4, there were 8.33%, 2.08%, 8.33% and 4.17% male students respectively always, who use

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English, but no female students were found for the above mentioned items. Thus it proved that male students have more positive attitudes towards English than the female students.

Figure 3.5

Students Needs of English Language
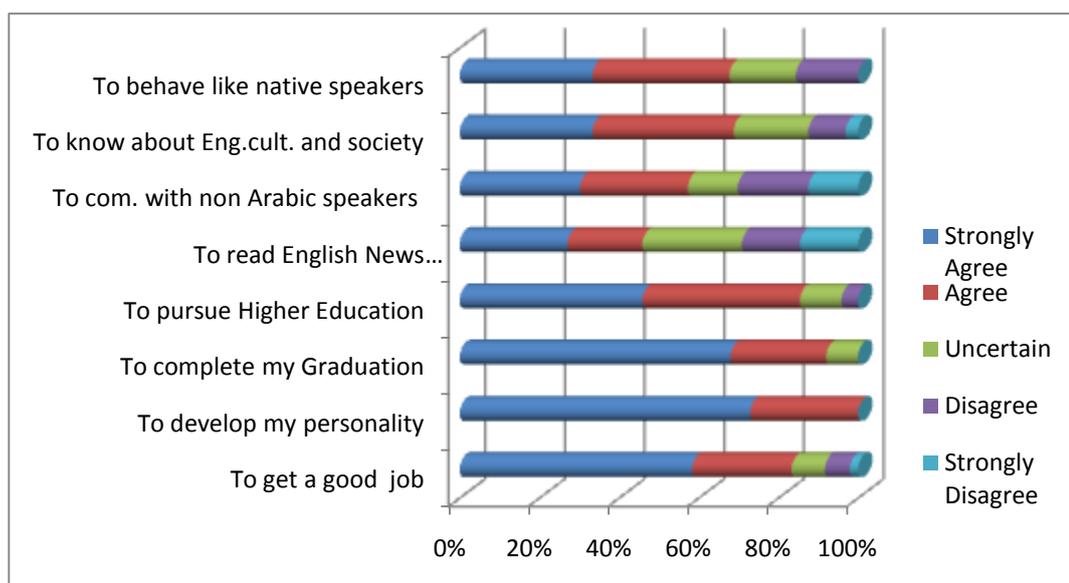
Figure 3.5 shows the findings of students' attitudes towards use of English language, which were collected through the use of a five point Linkert scale with 5= strongly agree (SA), 4= agree (A), 3= neutral (N), 2=disagree (DA), and 1= strongly disagree (SDA), to show how important each reason was. Students were asked about their

opinions on eight statements, which carry both instrumental and integrative motivation.

The most important reason felt by the students for why they were learning English was to develop their personality (item 2). 72.92 % students strongly felt that they need English to develop their personality (item 2), where 27 % students were also agreed on it. A majority of the students (62.5 % SA and 25 % A) were of the view that they learn English only 'to complete their graduation' (item 3). Again another higher percentage of students believed that they need English 'to get a good job' (item 1). There were 58.33 % (SA) and 25% (A) students in favor of the item 1. Although Saudi Arabia is still a secure place for its qualified natives regarding jobs, the students realized that for a better job opportunity, knowledge of English is crucial. Another large number of students group (43.75 % SA and 25 % A) felt that they were learning English 'to pursue higher education' (item 4). Out of the eight statements the least favored among the students was the item 5 'to read English news paper, novels, books etc'. Only 27 % students were strongly agreed and 18.75 % students were agreed on it. The students were also not favorable for the items

(6, 7, and 8) 'to communicate with non Arabic speakers' (30.20% SA and 27.08% A), to know about English culture and society (33.33% SA and 35.42% A) and 'to behave like native speakers' (33.33% SA and 34.37% A) respectively. It is significant from the findings that students were more attracted towards the items 1, 2, 3, and 4 and interestingly all these items fall under instrumental motivation. It is clear from the students' response that they learnt English for its utilitarian value. Thus instrumental motivation played a dominant role over the integrative motivation.

Table 3. 4

Needs of English (Male Vs Female Students)										
Items	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
	M	F	M	F	M	F	M	F	M	F
1.To get a good job	67.65	35.71	16.67	28.57	2.94	21.43	2.94	21.43	2.94	N I L
2.To develop myPersonality	82.35	50	17.65	50	NIL	NIL	NIL	NIL	N I L	N I L
3.To complete my	70.59	71.43	24.41	14.29	5.88	14.29	NIL	NIL	N	N

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Graduation								I L L	I L L
4.To pursue Higher Education	47.06	42.86	41.18	35.71	5.88	21.43	5.88	NIL	N I L	N I L
5.To read English News paper, story books, novels, etc.	29.41	21.43	20.59	14.29	26.47	21.43	14.71	14.29	8.82	28.57
6.To com. with non Arabic speakers	35.29	17.86	20.59	35.71	14.71	7.14	17.65	17.86	8.82	21.43
7. To know about Eng.cult. and society	35.29	8.33	41.18	21.43	14.71	28.57	5.88	17.86	2.94	3.57
8.To behave like native speakers	32.35 %	35.71 %	36.76	28.57	14.71	21.43	16.18	14.28	N I L	N I L

Regarding gender differences, in the table 3.4 it was found that female students have higher positive attitudes towards use of English in different domains, but the table shows statistically significant differences between male and female groups in terms of English language needs. Here male students were found to have more

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positive attitudes than the female students. In response to the item 1, 67.65% and 16. 675% male students were strongly agree and agree respectively, while there were only 35.7% (SA) and 28.57% (A) female students for the same item. Another major difference felt in the item 2, where male students were large in number (82.35% SA and 17.65% A) against the female students (50% SA and 50% A). It is to note that there were minor differences for the items 3 and 4. For the item 3, there were 70.59% (SA) and 29.41 (A) male students against 71.43 % (SA) and 14.28 % (A) female students. For the item 4, there were 47.06 % (SA) and 41.18 % (A) male students and 42.86 % (SA) and 35.71 % (A) female students. It suggests that though the female students are instrumentally motivated, they are less interested in doing jobs or personality development. They need English to complete their graduation or pursue higher education.

3.3.3 Preference and proficiency of English Language Skills:

Item 15 of SQA and item 4 of TQ try to evaluate students' preference of English language skills. The following figure 3.6 shows the findings of the question (item 15) "of the four major English

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language skills, i.e. Reading, Writing, Listening and Speaking, which is the most important for you?''

Figure 3.6

Students' Perceptions of importance of English Language Skills
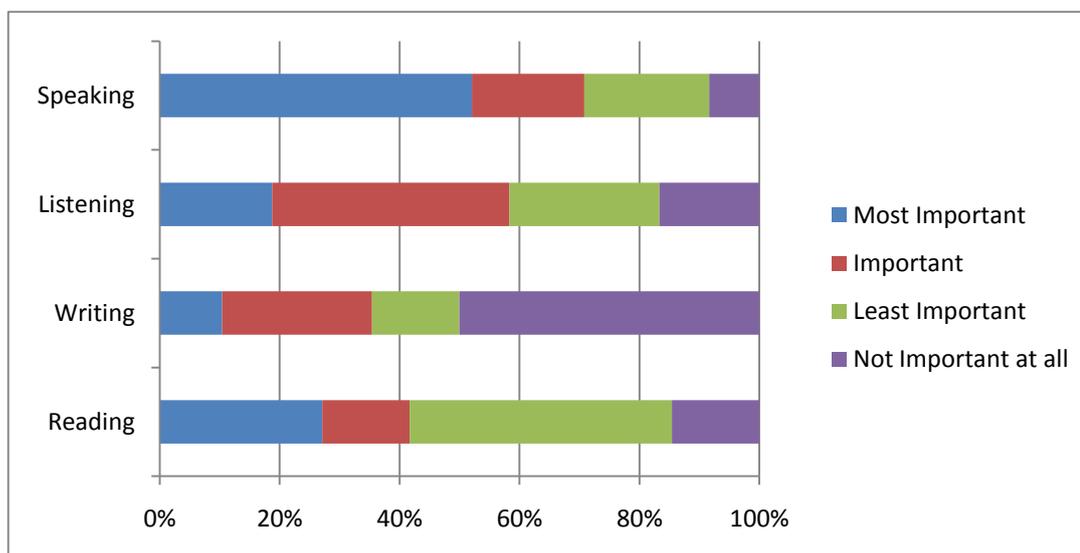
Figure 3.6 depicts the students' perceptions of importance of English language skills. The students were asked to rank the four skills from 1 to 4, where 1 is the most important skill and 4 is the least important skill.

Speaking was chosen by 52.08 % students as the most important skill and Writing was chosen as the least important skill. Only 10.42 %

students felt writing as the most important skill. Reading, though ranked far behind speaking, was considered second in importance. 27.08 % students felt reading as the most important skill. Then 18.75 % students believed listening as the most important skill.

The following table 3.5 shows the male and female students attaching importance to each skill as learning needs.

Table 3.5

Students' Perceptions of importance of English Language Skills (Male Vs Female)								
Skills	Most Important		Important		Least Important		Not Important at all	
	M	F	M	F	M	F	M	F
Reading	28.41	21.43	17.65	7.14	41.18	50	11.76	21.43
Writing	8.82	14.28	26.47	21.43	20.59	NIL	44.12	64.28
Listening	20.59	14.28	38.23	42.86	17.65	42.86	23.53	NIL
Speaking	52.94	50	14.70	28.57	26.47	7.14	5.88	14.28

The above table reflects that students are more or less aware of their needs of all the four basic skills of English. It also does not project any significant difference between male and female students' evaluation on the importance of English language skills. Speaking was

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chosen by both male (52.94%) and female (50%) as the most important skill and writing was chosen (male 8.82% and female 14.28%) as the least important skill.

Figure: 3.7

Teachers Perceptions of importance of English Language Skills
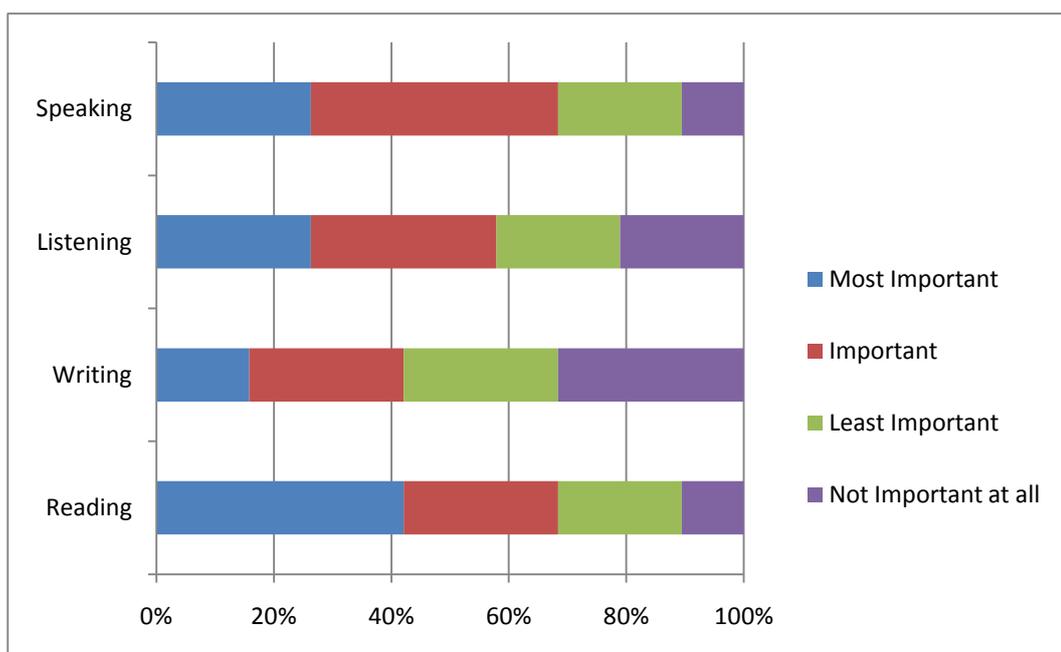
The above figure 3.7 revealed the findings that there were differences between students' and teachers' perceptions concerning the importance of the basic English language skills. While students felt speaking is the most important skill to be developed, teachers

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believed that reading should be highly emphasized in English language teaching.

In response to the item 4 of the TQ, (Of the four major skills, i.e. LSRW, which is the most important for your students?) Reading was chosen by 42.11 % of teachers as the most important and 26.32 % of teachers as important, while as mentioned earlier only 27.08 % students felt it as the most important and 14.58 %students felt it as an important skill. The least preferred skill according to the teachers was writing (15.79 % most important and 26.32 % important) and significantly for the students also it was the least important skill. Speaking was felt as the most important and important skill by 26.32 % and 42.11 % teachers respectively, but it was the most preferred skill by the students (52.08 % most important and 18.75 % important).

Item 16 of SQA and 5 of TQA shows the students' proficiency in English language. These results were obtained through the use of a five-point Linkert scale questionnaire with 5= very good, 4= good, 3= satisfactory, 2= poor, and 1= very poor. The following table (3.6)

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reveals the results indicated differing perceptions between students

and teachers on students English language proficiency.

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Table 3.6

Skills	Very good %		Good %		Satisfactory %		Poor %		Very Poor %	
	TE.	STD.	TE.	STD.	TE.	STD.	TE.	STD.	TE.	STD.
Reading	5.26	16.67	10.53	56.25	42.10	18.75	15.79	8.33	26.31	NIL
Writing	NIL	6.25	5.26	37.5	36.84	50	36.84	6.25	21.05	NIL
Listening	NIL	29.17	15.79	43.75	31.58	27.08	31.58	NIL	21.05	NIL
Speaking	NIL	4.17	NIL	4.17	15.79	33.33	36.84	50	47.37	8.33

Students and Teachers' Evaluation of English Language Skills

The analysis of the students' current language proficiency showed that the target students exhibited limited language proficiency in all the language skills. This is perhaps the result of in appropriate syllabus design, lack of motivation and lack of exposure. The least proficiency skill among the students was speaking. There were only 4.17 % students for each category of very good and good, and 50 % of the students were poor in speaking. Writing is another skill where students felt vey difficulty. There were 6.25 % and 37.5 % students, who felt writing skill as very good and good respectively. Another 50 % students were satisfactory in writing. A higher percentage of students felt listening and reading skill better than

speaking and writing. There were 29.17 % and 43.75% students very good and good respectively in listening and 16.67 % very good and 56.25 % good in reading.

But the students' proficiency in four basic language skills of English according to the teachers is very weak. The findings reveal that the condition is worse in writing and speaking. Significantly the students also felt that they were poor in these two skills. There were only 5.26 % and 10.53 % teachers believed that students' reading proficiency is very good and good respectively and 42.10 % teachers felt satisfactory. However this proficiency is not up to the mark. 15.79 % teachers believed that students are good in listening skill and 31.58 % teachers said satisfactory. There were 5.26 % and 36.84 % of teachers, who observed that students are good and satisfactory respectively in writing. No teachers felt speaking proficiency among the students is very good or good. Only 15.79 % teachers felt it satisfactory.

3.3.4 English Language Needs:

Section D of the students' questionnaire tries to explore the English language needs of the students. There were eight items (14-21) and students response were collected through the use of five point

linkert scale 5=strongly agree, 4= agree, 3= uncertain, 2= disagree and

1= strongly disagree. The details of the findings have been mentioned

in the following table.

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Table: 3.7

Items	Strongly Agree %		Agree %		Uncertain %		Disagree %		Strongly Disagree %	
	ST.	T	ST	T	ST	T	ST	T	ST	T
17. Do you think that knowledge of English is crucial for the students at present.	85.42	89.47	14.58	10.53	NIL	NIL	NIL	NIL	NIL	NIL
18. Do you think the present English syllabus is helping in improving your English language skills	45.83	10.53	41.66	68.42	NIL	10.53	8.33	5.26	4.17	5.26
19. Do you think the English text books you are studying are relevant to your needs	3.12	5.26	54.17	73.68	5.21	NIL	22.92	15.78	14.58	5.26
20. Do you think the content of your English course is interesting	18.75	NIL	45.83	52.63	6.25	5.26	25%	26.31	4.17	15.79
21. Do you understand while teacher explains lesson only in English	12.5	10.52	20.83	5.26	NIL	5.26	29.17	47.37	37.5	31.58

Students' English Language Needs as Viewed by Students and Teachers

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22. Do you understand while teacher explains lesson in English and in your Mother Tongue	100	47.37	NIL	52.63	NIL	NIL	NIL	NIL	NIL	NIL
23. Do you think if the existing textbooks are taught properly you would be able to improve your English language proficiency	27.08	5.26	62.5	63.16	NIL	26.31	8.33	5.26	2.08	NIL
24. A lot of English materials besides the main books are always available in your college	NIL	NIL	NIL	5.26	NIL	26.31	37.5	47.37	62.5	21.05

The above statistics (Table 3.7) have shown the students' and teachers' views regarding students' English language needs. In response to the item 17 of students' questionnaire (SQ) and item 6 of teachers' questionnaire (TQ) (Do you think that knowledge of English is crucial for the students at present) all the students and teachers were highly positive, 85.42% students and 89.47% teachers were strongly agree and 14.58% and 10.53% students and teachers were agree respectively.

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Regarding the item 19 of SQA and item 8 of TQ (Do you think the English text books you are studying are relevant to students' needs) a good number of students were in favor of it (8% SA and 54.17% A) though another group of students did not accept it (22.92% DA and 14.58% SDA). Similarly majority of the teachers (5.26% SA and 73.68% A) believed that the existing text books are relevant to the students' needs. While the students and teachers were asked (item 20 of SQA and item 9 of TQ) whether they think the content of the English course is interesting a large number of students were highly affirmative (25% SA and 45.83% A). Though there were no teachers found to strongly agree on it, yet good number of teachers 52.63% agreed.

In response to the item 21 of SQA and item 10 of TQ (Do you understand while teacher explains lesson only in English), it is interesting to find that majority of the students and teachers felt it difficult to accept, thus the result is not satisfactory. There were students 37.5 % SDA and 29.17% DA and teachers 31.58% SDA and 47.37% DA. But while they were asked (item 22 of SQA and item 11 of TQ) whether they understand while teacher explains lesson in English and in their Mother Tongue the response from the students was highly

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satisfactory. All the students (100% SA) teachers (47.37% SA and 52.63% A) were highly affirmative.

There was a higher level of agreement in response to the item 23 of SQ and item 12 of TQ (Do you think if the existing textbooks are taught properly you would be able to improve your English language proficiency). There were 27.08% and 62.5% students strongly agree and agree to it respectively. In the same way a good number of teachers (5.26% SA and 63.16% A) also believed that if the existing text books were taught properly students would be able to develop their proficiency in English.

Item 24 of SQA and item 13 of TQ (A lot of English materials besides the main books are always available in your college) was found to be the least accepted by the students (37.5% DA and 62.5% SDA) and the teachers (47.37% DA and 21.05% SDA).

CHAPTER 4

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

4.1 Summary:

The pilot study described a source of information for the students learning English at the Community College of Najran University. Its purpose was to investigate the students' needs of learning English. Thus the study emphasized on the needs of students only and no focus had been made on other parties such as, the teachers, administrators, financial supporters, and the parents.

Chapter 1, focused on the statement of the problem, aims and objectives of the study. Besides it a brief sketch of present education scenario and the role of English language teaching in Saudi Arabia were also discussed.

Chapter 2, was an attempt on the theoretical back ground of needs analysis. It also worked out on different definitions and models of NA supplied by various scholars.

Chapter 3, discussed the methodology applied to the investigation and result of the findings related to students' attitudes towards English language and various needs in learning English. To

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identify the various aspects of the study, questionnaires were divided into different sections, such as socio psychological data, language use, attitudes and motivation, and English language needs. There were 98 students and 19 teachers chosen from two community colleges, (one male and one female) under the Najran University to find out what exactly needs for better English language teaching environment.

4.2 Conclusions:

The significant issue observed by the present study was students' attitudes, towards English language is highly positive. They believed that English plays a crucial role in both personality development and career building. A brief summary of the students' most preferred activity and language skill can be shown in the following table 4.1.

Table 4.1

Students' Most Preferred Activity and Skill		
STUDENTS	MOST PREFERRED ACTIVITY	MOST PREFERRED SKILL
BOYS	Watch English Movies	Speaking
GIRLS	Watch English Programs and Movies	Speaking

4.3 Pedagogical Implications:

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Considering the students learning needs and difficulties identified by the teachers and students, the following suggestions should be closely considered:

4.3.1 Syllabus Designers:

(a)　The text books and materials should focus on teaching English for specific purposes (ESP) or English for academic purposes (EAP). By doing so the students would be able to acquire the knowledge of English with a great deal of efficiency to meet their specific needs;

(b)　The reading syllabus should be designed with an aim to produce most English phonemes while beginning to read aloud. It should also produce simple vocabulary to communicate basic needs in social and academic settings, i.e. locations, greetings, classroom objects etc. Besides it reading syllabus should also enable the students to understand simple idioms analogies etc.;

(c)　The writing syllabus should emphasize on teaching how to write legible simple sentences that respond to topics in language arts and other content areas such as math, science, history and social science. The syllabus would enable the students to

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produce independent writing with consistent use of capitalization, punctuation, and correct spelling. It should make the students efficient to create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed;

(d) The listening and speaking syllabuses should aim to enable the students to participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

4.3.2 Teachers:

(a) Teachers should conduct own NA for determining and responding to students' language needs. This may be done informally and personally through one-to-one sessions with students, in which the teachers talk through such issues as the student's perception of his or her learning style, learning assets, and learning goals;

(b) Teaching of English language at the under graduate level aims to enable the learners to use it in real life communication.

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Keeping in mind the above mentioned aim, language teachers should give up both the lecture mode of instruction and the dictation of notes;

(c)   Explicit classroom teaching should be provided to improve the knowledge of four basic language skills, i.e. Reading, Writing, Listening and Speaking. Teachers should engage their students in activities in which they must think critically, and provide opportunities for students to use the target language in meaningful contexts and in new and complex ways.

To conclude, the present study has its limitations. The first limitation is related to the number of participants. Since the investigator is currently teaching at the department of English language, Najran University, so the emphasis was made to the above mentioned university only. A large number of participants would make the study more valid in terms of the generalization of the findings.

Finally due to time limitation, data were collected for the investigation with the questionnaires only. Other data gathering sources such as, observations, formal or informal interviews and field notes would have provided more reliable results. For further

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investigation a similar but a longer could lead more in-depth analysis

and results.

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Appendix: 1

The Kingdom of Saudi Arabia

(Najran City is Highlighted in Green Color)

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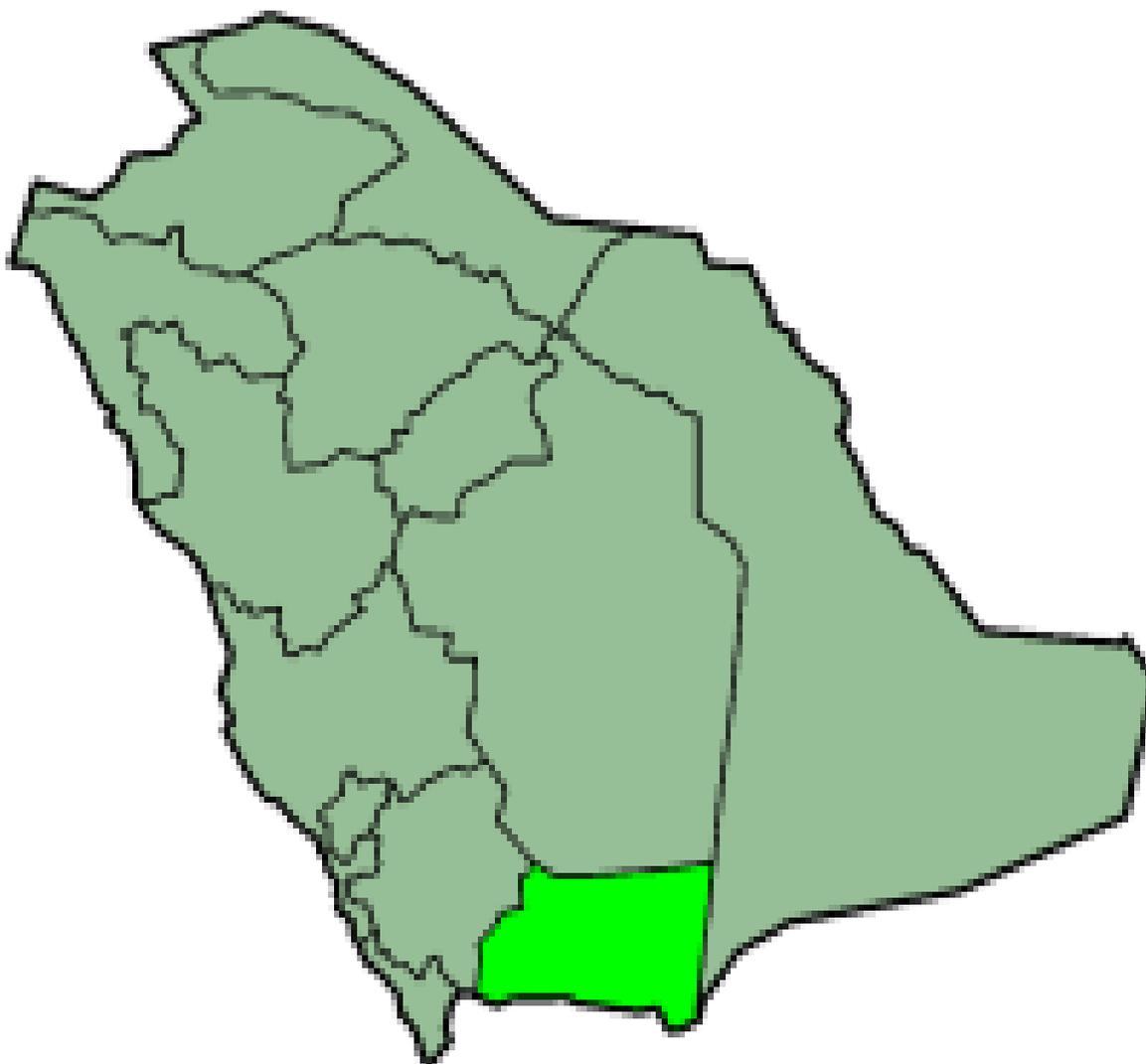
Appendix: 2

Students' Questionnaire

Dear Recipient,

This Questionnaire is designed to find out about English language needs of the learners of Community College, Najran University, K. S. A. It would be very kind if you could participate in the study by filling in this questionnaire and help the researcher to gather data for his project.

All the replies will remain completely confidential. Thank you for your time.

Section A: Socio Psychological Data:

1. Name:_____

Please tick in the appropriate column below from the item No.2-7

2. Rural ⬚ , Urban ⬚

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3. Age Between : 16-19 ☐ , 20- 23 ☐ , 24+ years ☐

4. Sex: Male ☐ , Female ☐

5. Faculty: Arts ☐ , Science ☐ , Management ☐

6. Class : Level-1 ☐ Level -2 . ☐

7. Medium of Instruction: Arabic ☐ English ☐

8. List (in order of confidence) all other languages you can communicate in:

1. _____ 2. _____ 3. _____ 4. _____

9. In which class have you started to learn English: _____.

10. Supply the following information regarding your parents:

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Parents	Mother Tongue	Education	Medium of instruction
Father			
Mother			

Section B: Language Use:

11. Which of the following languages do you use while talking to?

(Please tick in the appropriate box)

Languages	Parents	Friends	Teachers	Relatives	Guests
Arabic					
English					
Any Other					

12. Which of the following languages do you use in different situations?

Languages	Market	Office	Traveling	Restaurant	College / University
Arabic					

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English					
Any Other					

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Section C: Attitudes and Motivation:

13. Do you involve yourself with the following activities in English? (Please tick in the appropriate Box)

ACTIVITIES	Always	Frequently	Occasionally	Seldom	Never
Read English News Paper					
Read English Magazines					
Read English Books					
Listen English Radio programme					
Listen English Music					
Watch English Programme on TV					
Watch English Movie					

14. Why do you need to learn English?

(Please tick in the appropriate box)

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
To get a good job					
To develop my personality					

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To complete my Graduation					
To pursue Higher Education					
To read English News paper, novels, etc.					
To communicate with non Assamese speakers					
To know about English culture and society					
To know about current events					
To behave like native speakers					

Section: D English Language Needs:

Arrange them in order from 1-4 (4= Most Important, 3= Important, 2=Least Important, 1=cannot say):

15. Of the four major skills mentioned below which is the most important for you?

 a) Reading :_____   (c) Listening: _____

 b) Writing :_____   d) Speaking :_____

16. Please evaluate your ability and knowledge of English in the following areas. (Arrange them in order from 1-5 (5= Very Good, 4= Good, 3= satisfactory, 2=Poor, 1=Very Poor):

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a) Reading :_____   (c) Listening: _____

b) Writing :_____   d) Speaking :_____

(Arrange them in order from 1-5 (5= Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, 1=Strongly Disagree):

17. Do you think that knowledge of English is crucial for you at present?

   (a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

   (d) Disagree: _____   (e) Strongly Disagree: _____

18. Do you think the present English syllabus is helping in improving your English language any further?

   (a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

   (d) Disagree: _____   (e) Strongly Disagree: _____

19. Do you think the English text books you are studying are relevant to your needs?

   (a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

   (d) Disagree: _____   (e) Strongly Disagree: _____

20. Do you think the content of your English course is interesting?

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(a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____   (e) Strongly Disagree: _____

21. Do you understand while teacher explains lesson only in English?

(a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____   (e) Strongly Disagree: _____

22. Do you understand while teacher explains lesson in English and in your Mother Tongue?

(a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____   (e) Strongly Disagree: _____

23. Do you think if the existing textbooks are taught properly you would be able to improve your English language proficiency?

(a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____   (e) Strongly Disagree: _____

2 4) Do you think a lot of English materials besides the main books are always available in your college

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(a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____   (e) Strongly Disagree: _____

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Appendix: 3

Dear Recipient,

This Questionnaire is designed to find out about English language needs of the learners of Community College, Najran University, K.S.A. It would be very kind if you could participate in the study by filling in this questionnaire and help the researcher to gather data for his project.

All the replies will remain completely confidential. Thank you for your cooperation.

1. Name:_____

2. Educational Qualifications: _____.

3. Teaching Experience:_____years.

Language Needs in the College:

Arrange them in order from 1-4 (4= Most Important, 3= Important, 2=Least Important, 1=cannot say):

4. Of the four major skills mentioned below which is the most important for your students?

 a) Reading :_____   (c) Listening: _____

 b) Writing :_____   d) Speaking :_____

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5. Please evaluate your students' ability and knowledge of English in the following areas. (Arrange them in order from 1-5 (5= Very Good, 4= Good, 3= satisfactory, 2=Poor, 1=Very Poor):

a) Reading :_____   (c) Listening: _____

 b) Writing :_____   d) Speaking :_____

(Arrange the following Questions in order from 1-5 (5= Strongly Agree, 4=Agree, 3=Uncertain,2=Disagree, 1=Strongly Disagree):

6. Do you think that knowledge of English is crucial for your students at present?

   (a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain:_____

   (d) Disagree: _____   (e) Strongly Disagree: _____

7. Do you think the present English syllabus is helping in improving your students' English language skills?

   (a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

   (d) Disagree: _____   (e) Strongly Disagree: _____

8. Do you think the English text books you are relevant to your students' needs?

   (a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

   (d) Disagree: _____   (e) Strongly Disagree: _____

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9. Do you think the content of existing English course is interesting?

(a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____   (e) Strongly Disagree: _____

10. Do your students understand while you explain lesson only in English?

(a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____   (e) Strongly Disagree: _____

11. Do your students understand while you explain lesson in English and in their Mother Tongue?

(a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____   (e) Strongly Disagree: _____

12. Do you think if the existing textbooks are taught properly your students would be able to improve their English language proficiency?

(a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____   (e) Strongly Disagree: _____

13) Do you think a lot of English materials besides the main books are always available in your college?

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(b) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____   (e) Strongly Disagree: _____

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Overcoming Adversity

David J. Bunce, M.S.

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King George VI
http://en.wikipedia.org/wiki/File:King_George_VI_of_England,_formal_photo_portrait,_circa_1940-1946.jpg

The King's Speech – an Award Winning Movie

Recently a British movie, "The King's Speech," overwhelmingly won the Oscar award for best picture. The movie received many other prestigious and highly coveted awards as well. The stories, scenes, characters, dramatic episodes, and the imagination that goes with movie-making have immense impact on the viewers.

A King's Adversity

I find stories of people who have overcome adversity deeply moving, and inspiring. One story of overcoming a great impediment, one that seems insurmountable, is the story of King George the VI. I'd like to briefly summarize his story because I think you'll find his struggle with stuttering and overcoming this handicap most interesting.

The story also highlights how confidence-building measures, encouraging spouses and friends, and simple therapies help overcome adversity in life.

Albert – King George VI

King George VI was the last Emperor of British India, and his face occupied a prominent place in coins and currency notes of British India; and it continued to be so in the period immediately after the independence of India from the British rule. There were many stories about him and his predecessors in almost all English and History textbooks published in India for Indian students. While these related to the Queen/King Empress/Emperors' achievements in empire-building, national programs, military prowess, wars, etc., their intensely personal struggles and attributes were often not touched upon. "The majesty" of the Kings and Queens was in display, but their personal lives were sort of "hidden" from the masses.

People's Views on Majesty or Lack Thereof!

However, people in the British Empire in Asia and Africa had different notions about the British Royalty. This was evident when many citizens of these nations actually appreciated, admired and celebrated the abdication of the British thone by a King (older brother of the person who would be King George VI later on) who was not allowed to marry the woman he loved. Indian view, expressed in so many articles and books, focused more on the personal relationship and the courage of this king to abdicate than on the allegations of the power hierarchy in England against the woman partner of the King (personal communication from Thirumalai).

George VI, A Reluctant King and Emperor

King George reigned fairly recently, his story isn't ancient history. He reigned during World War II and he was the father of the current Queen of England, Queen Elizabeth. Before he became king, his name was Albert. Albert was a very quiet and shy boy growing up. He also had somewhat of a nervous disposition. He never planned on becoming king and was very happy to stay in the background. His older brother was a very confident, outgoing gregarious boy, and was groomed to be king some day.

Sudden Change in Position

Two events happened in Albert's life that changed his plans. When he was in his 20's, his father died fairly suddenly of pneumonia. As planned, Albert's older brother became king. His older brother had a serious conflict. He was in love with an American woman who had been divorced once, and was currently not yet divorced from her second husband. The Church of England refused to allow Albert's older brother to marry a divorced woman (it was the tradition of the English royalty), so he abdicated the throne in order to marry her. Albert was now king and changed his name to King George the VI. Fate and fortune placed Albert in a position he did not anticipate ever facing.

Stuttering Viewed as an Impediment in Public Life

King George had a speech problem, he stuttered. He started stuttering at the age of 5 and it plagued him his entire life. Unfortunately for him, he became King at a time when microphones, loudspeakers, and radio were becoming widely used. It is one thing to stutter in front of a room full of people, but it's another to stutter when your voice is broadcast to a stadium full of people, or over the radio to an entire country! Anybody who stutters is seen to be weak and unintelligent. These are terrible impressions for a King to present before his loyal, adoring subjects.

Persistent Effort to Overcome Adversity

King George realized this and he reluctantly sets out to overcome his stuttering problem. His wife, the queen consort, encourages him to go to therapists. He goes to several speech therapists that use very unorthodox methods to cure stuttering. He finally finds one who is very strange in his methods, and forceful. His insistence on stalwart dedication to the task at hand, and faith in the therapy encourage Albert's spirit. King George takes heart, works incessantly to overcome the stuttering.

At one point, actually very soon after he becomes King, he has to deliver a speech to his nation and empire, declaring war on Germany. His speech is carried live on radio to the entire country of England, and probably to half the rest of the world. He didn't stutter. He confidently stood up to Hitler, and strongly assured his citizens that everything would be alright. He stood tall before his nation, and the British Empire.

True-life Events in the Movie

These true-life events are all portrayed with great emotion, tact and technical skills, including a superb script and screen play in the movie "King's Speech." Note the pun on the word. It is speech delivered by a King, no doubt, but the speech in itself also refers to the ordinary speech, indirectly focusing on the delivery of speech. King George overcomes his stuttering problem and delivers a speech that inspires Great Britain and their allies in their struggle and fight against bigotry, genocide and dictatorship.

My Story

I can identify with King George. My stuttering started later in life during my last year of high school. It followed me through college and was at its worst after I graduated and was looking for a job. At one point I was one of a few people that had been selected from a large pile of resumes to be interviewed by a company in Pennsylvania. The company flew me down for a full day of interviews. During one of the interviews, I was asked if I had any design experience. I took a class in college where we were given the challenge to design and build a model car that was powered only by a rubber band. At the end of the class, we raced our cars down the hallway. The car that went the farthest won, and received an A in the course. Mine went the farthest.   I started telling this story to the interviewer, but the problem was that I couldn't say the word "rubber" without stuttering.

A Lost Job

People that stutter develop a large vocabulary so if they have trouble with a word, they can substitute another. Unfortunately, there are no synonyms for the word rubber. I was stuck, so I tried to describe a rubber band without using the word rubber. I said, "it was a thin, circular elastic device". The interviewer was puzzled, looked at me and said, "you mean a rubber band?" After he said that, I thought I would try to say it, but got stuck on it and only r-r-r-r-r-r-r-r-r came out of my mouth. After a minute I finally spit out the word. Needless to say, I didn't get the job.

Need for Moving and Motivating Stories to Overcome Adversity

I find stories like King George's very inspiring. I love hearing about people that have faced their fears and overcome adversity by persistence and hard work. I have no doubt that many others also find stories like King George's very inspiring.

Inspiration comes through listening to such stories told with passion and confidence, and a word of encouragement. Inspiration comes also through reading well-written stories. Fortunately for us now, in addition to listening and reading, we also can see the stories happening before our eyes through movies. When the script and screen play are done

with realistic portrayal, focusing on the intensity and frequency of the problem faced by the protagonists and the step by step success achieved, our children and all those who face adversity will be encouraged never to give up.

Around the world, life is full of personal and social and economic adversities. In nations like India, children need to be greatly encouraged to overcome adversities, especially when they are first-generation school goers. Movies become more meaningful when they focus on overcoming adversity, and they help these children succeed in life through hard work, combined with a hope for the future embedded in their hearts.

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Ostracized Beings
Dalit Women as Portrayed in Bama Faustina's
Sangati – Events

Dhanalakshmi A., M.A., M.Phil.
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Bama

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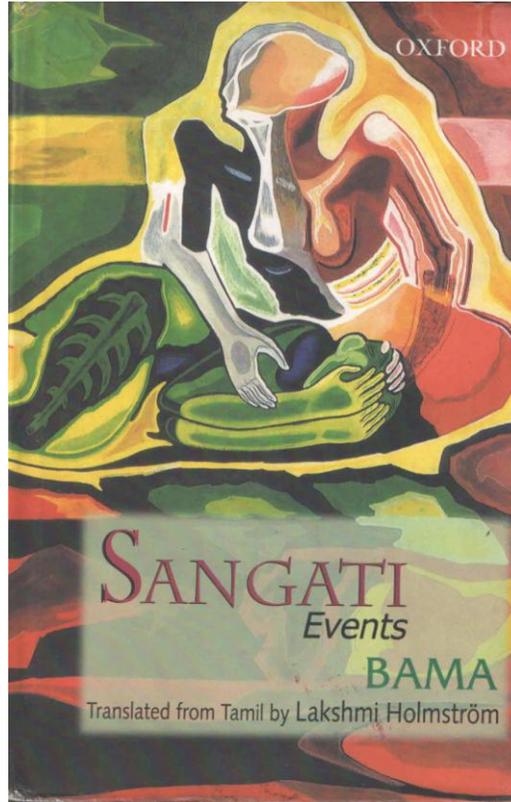
Bama's Faith in Education as Source of Liberation

Like the great Dalit leader Dr. Ambedkar, Bama believes that education alone can uplift her people. Her father, who served in the army, made sure that all his children were all educated. The support from the family helped Bama to blossom into a full time writer. Her journey into the writing world wasn't that easy.

Fight Against Injustice

When Faustina published her first novel, *Karruku,* she wasn't allowed to enter her village. People realized their folly and it was after seven months they allowed her to enter the village. Her narrative style and her language earned her many enemies. It is after many years people accepted her as a writer. She is bent on fighting against the injustice meted out to her people.

In the interview to the daily *The Hindu,* she also says, "Because Dalits have been told again and again of their degradation, they have come to believe they are degraded… they have reached a stage where they themselves, voluntarily, hold themselves apart… The consequence of all this is that there is no way for Dalits to find freedom or redemption."

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Dalit women are seen as "thrice-subjugated as Dalit, women, and as Dalit women who perform stigmatized labour." says Karan Singh Yadav.

The Place of Women in General

Woman along with man in the society completes the human civilization. But she is given second place everywhere. As Neena Arora points out,

> … the place of woman in society has differed from culture to culture and from age to age, yet one fact common to almost all societies is that woman has never been considered the equal of man (Arora, 8)

Arora also emphasizes that women in the patriarchal society are "treated like a beast of burden and an object of pleasure". Males look down upon females and they treat women as "property, servile" to them. It is universal truth and they are ill-treated everywhere. She gives various examples from all over the world for the demeaning status of women.

> Men all over the world have been speaking about women in a derogatory manner. An old Italian saying is: 'a horse, whether good or bad, requires spurs, so a woman whether good or bad, requires thrashing.' The wise men of China also advise husbands in these words: 'Listen to the counsel of your wife, but act against it.' The old men of Russia say: 'There is only one soul among ten women.' The Spaniards say: 'We shall save ourselves from wicked women and should never be captivated by any that have good looks. (Arora, 14)

Indian Scenario

If women can be treated as lesser beings everywhere, one cannot expect the scenario to be different in India. Here too women were treated as subordinates to men. One can argue saying that in our society everything auspicious are named after woman. But in reality she is subjugated and ill-treated in many ways. Arora argues that, "There is a great discrepancy between the idealized concept of woman in Indian myths and scriptures and her actual situation in life. On the surface she enjoys a very high status and is known as Devi (Godess), Lakshmi…or Shakthi…, but, in real life, she is harassed, oppressed and tortured in various ways." (Arora, 16)

Sangati **Structure**

Sangati is not like other novels with a definite plot, but it is a collection of incidents told to the narrator in different situations. The characters are either relatives or neighbors to the narrator. The collection of such incidents is aptly titled as *Sangati* – Events. Bama has brought out many things that happen to Dalit women. Among the often repeated characters of Bama, it is her grandmother who connects the past with the present situation. The novel, thus, well structured and carefully planned to maximize its effects on the readers.

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A Comparison with the Suffering of African American Women

Dalit women's suffering is not less than the suffering of the African-American women. We can compare the life of Dalit women to that of Celie in Alice Walker's *The Color Purple.* There too she is married off at young age to a man at his behest. There is a reflection of Celie in Bama's aunt, Periamma, mother's older sister. (Note that Periamma is not a personal noun, it is a kinship term used to address and refer to mother's older sister, and such other persons of that status in age and wisdom.) Her "Perimma" too is married off at the behest of a man and the grandmother narrates it as, "I caught hold of her and gave her away immediately (after puberty). Poor girl, she didn't want it. That fellow from Mossulupatti kept insisting and wouldn't take no for an answer. I couldn't take his pestering anymore, and finished it all…what sort of life she has, married to him?" (Bama, 10)

A Life Full of Suffering

The suffering of Dalit women starts from their infancy. They live "hard lives" as Bama recalls. Their suffering starts even when they are babies. The case is different for boys, "if a boy baby cries, he is instantly picked up and given milk. It is not so with the girls." (Bama, 7) She continues saying that the case doesn't change even after they have grown old, "boys are given more respect. They'll eat as much as they wish and run off to play. As for the girls, they must stay at home and keep on working all the time…"

Bama recalls how she ate the "leftover skin" of the mangoes her grandmother brought.
If she brought anything home when she returned from work, it was always the grandsons she called first. If she brought cucumbers, she scooped out all the seeds with her fingernails, since she had no teeth, and gave them the remaining fruit. If she brought mangoes, we only got the skin, the stones and such; she gave the best pieces of fruit to the boys. Because we had no other way out, we picked up and ate the leftover skins. (8)

The young Dalit girls hardly enjoy their childhood. She recounts how a young Dalit girl's life starts.

> In our streets the girls hardly ever enjoy a period of childhood. Before they can sprout three tender leaves, so to speak, they are required to behave like young women, looking after the house work, taking care of babies, going out to work for daily wages. Yet, in spite of all their suffering and pain one cannot but be delighted by their sparkling words, their firm tread, and their bubbling laughter. (75)

In yet another instance, Bama accuses the women as those who put down the other women. She tells them that, "It's you folk who are always putting us down… From the time we are babies you treat boys in one way and girls in quite another. It's you folk who put butter in one eye and quicklime in the other." (29) Bama sums up saying that "the position of the women is both pitiful and humiliating".

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Lack of Education

Lack of education breaks the spirits of Dalits. Bama understands it clearly and says, "Because we haven't been to school or learnt anything, we go about like slaves all our lives, from the day we are born till the day we die. As if we are blind, even though we have eyes." (118)

Bama proclaims how her father was particular to educate his children. Even when the society expected her to stay at home he took the courageous step to send her to the school. "Her father won't allow her to stop off now. He wants her to study at least to the tenth. He says, we didn't learn anything, and so we go to ruin. He says, let them at least get on in the world." (Bama, 9)

Get Her Married Soon

People were ignorant of the outer world and all they want in a girl child is to get her married after her puberty and beget children. She emphasizes on education and is furious for not being learnt. "… I have a little education, I earn a living, and stand on my own two feet. But when I think of the women from my community who can't tell 'a' [the first letter of the Tamil script] from 'aa' [the second letter of the Tamil script] and bend low to receive endless blows at home and at work, I am filled with frustration." (122)

Girls without healthy food suffer from malnutrition and the ignorant family accuses the girl instead, and relies on "pujaaris". Mariamma is one such motherless child and she suffers in the hands of ignorant women, "… it seems that in this town called Maduragiri, there's a pujaari. If he says a mantram over a lucky charm, and then ties it round their wrist, it seems barren women conceive, and girls who haven't come of age get their periods. Why don't you take your grandchild to him?" (Bama, 14)

Victims of Molestation

The mistakes and evil deeds of the upper caste people are cast upon the Dalit women. They suffer more cruelty at the hands of men, for no fault of them. The men take advantage of their situation and when women protest they are labeled as whores. Kumarasami is an upper caste man who tried to molest a Dalit girl. In order to save his face he accused the innocent girl, Mariamma. "When she went innocently to get some water, he seized her hand and pulled her inside… afraid that his reputation might be in ruins, hurried to the village and went and complained to the headman of the Paraiyar community, the *naattaamai*. (Bama, 20) Without proper trial or enquiry, the words of the upper caste man were taken blindly. "… did the mudalaali lie to us in everything he said?" The girl's cry is heard by none and they called her "whore" and "was asked to pay a fine of Rs.200 …" (Bama, 26) The mistakes of men fall on women and, even though the women knew it, their words fell on deaf ears.

Bama through Arokkyam portrays the reality.

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Look how unfair these fines are. Even last week, when my granddaughter
Paralokam went to pull up grass for the cow the owner of the fields said he would
help her lift the bundle on to her head. That was his excuse for squeezing her
breasts, the barbarian. He's supposed to be the mudallali's son. He's supposed to
be an educated fellow. The poor child came and told me and wept. But say we
dared to tell anyone else about it. It's my granddaughter who'll be called a whore
and punished. Whatever a man does, in the end, the blame falls on the woman'."
(Bama, 26)

From Bama's view only the Dalit women suffer this kind of molestation. Bama wonders why the
dalit women alone suffer in the hands of men and the society. She questions if it is "… because
of our caste and because of our poverty, every fellow treats us with contempt. If ever there is a
problem or a disturbance, everyone, starting with the police, chooses to blame and humiliate the
women of our community." (66) Again from Bama's view, spirit possession or pey happens
only to Dalit women. She is bewildered to know that even evil spirits "peys" possess only
women and not men. "I began to wonder how a man could even strike at a pey bravely, while a
woman is easily caught and becomes its prey. And even among women, I never heard of upper-
caste women becoming possessed or dancing in a frenzy. The peys always seem set on women
form the pallar, paraiyar, chakkiliyar and koravar communities." (58) She doesn't stop with
questioning alone but comes out with the answer too.

> … I thought about the fact that only women – and Dalit women in particular –
> become possessed. And when I examined the lives of our women, I understood
> the reason. From the moment they wake up, they set to work both in their homes
> and in the fields. At home they are pestered by their husbands and children; in the
> fields there is back-breaking work besides the harassment of the landlord. When
> they come home in the evening, there is no time even to draw breath. And once
> they have collected water and firewood, cooked a kanji and fed their hungry
> husband and children, even then they can't go to bed in peace and sleep until
> dawn. Night after night they must give in to their husbands' pleasure. Even if a
> woman's body is wracked with pain, the husband is bothered only with his own
> satisfaction. Women are overwhelmed and crushed by their own disgust,
> boredom, and exhaustion, because of all this. The stronger ones somehow manage
> to survive all this. The one who don't have the mental strength are totally
> oppressed; they succumb to mental ill-health and act as if they are possessed by
> peys.(59)

The sufferings of the Dalit women cannot be expressed better than this, even though one should
also note that similar experience is not uncommon, in fact it is similarly widespread, among the
poorer and socially supposedly lower castes among the non-Brahmin communities in Tamilnadu.
Since Bama's focus is on Dalit women in *Sangati,* it is natural for her to focus such suffering as
part and parcel of Dalit women's lot.

Making Dalit Women Strong

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In order to overcome the situation, Bama asks Dalit women to "be strong". She also tells them that, "we must never allow our minds to be worn out, damaged, and broken in the belief that this is our fate. Just as we work hard so long as there is strength in our bodies, so too, must we strengthen our hearts and minds in order to survive."(59) Pressure from all the quarters is tackled by the women wisely.

Bama surveys dalit women and tells that in order to "survive without going crazy" they shout and fight in the streets. She compares the upper caste women with hers and proclaims that,

> "If we are to live at all, we have to shout and shriek to keep ourselves sane.
> Upper-caste women, though, keep it all suppressed; they can become unstable and
> mentally ill. If you look at it like that, our women have an abundant will to
> survive however hard they might have to struggle for their least breath.
> Knowingly or unknowingly, we find ways of coping in the best way we can." (68)

Things that One can be Proud of

There are a few practices among the Dalits about which Bama is very proud of. She is proud to proclaim that all the Dalit women, unlike the upper caste women, work right from the beginning and as Bama says, "… our women work hard and earn their own money" (66). They are the ones who feed the family and "don't hold out their palms to their husbands for every little expense" (66). They are the ones who run the family, for, "Most of the men, never give their wages to their women. It is the woman who looks after everything in the house." (67)

The social evil of the dowry system doesn't exist among the Dalits. It is the groom's family who gives money as "parisam" for the betrothal. The bride's family used to, "buy … out of that money." Ill-treatment meted out to widows is also not known among Dalits and the "widows are not treated differently." (90) Remarriage is not a sin for them and it is there in their custom and "…a woman can marry again after her first husband dies." (91)

Even female infanticide or foeticide isn't heard in their society. Bama recalls, "…we don't have such customs, … Whether it's a boy or a girl, parents in our community accept the child and bring it up as best they can." (115) It is not simply on one occastion that states that the social evil is not present in their caste. She again and again emphasizes this point throughout the novel.

Bama Stands Tall

Bama doesn't bend herself before the society at large which tends to ostracize the Dalits. Instead she stands tall, to proudly proclaim that she is a "paraiya". The undying spirit of Bama comes out through many characters. She is proud to be born as a Paraiya. She often states, "…I often think to myself that I'm actually lucky to be born into the paraiya community." (112) She says, "…I don't like to hide my identity and pretend I belong to a different caste." (121)

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Bama adores her women and heralds them as multifaceted. Besides being the earning member of the family, the women know to sing for special occasions like lullaby and dirge songs. "…from birth to death, there are special songs and dances. And it's the women who perform them. Rorattu to oppaari, it is the women who sing them."(78)

Crusade against Many Odds

Dalit women's fight is a long crusade against their men, upper class and patriarchal society. It is after much struggle that Dalit women slowly emerge from the cocoon by braving the situation, to face the society and, as Bama pictures them, "Oppressed, ruled, and still being ruled by patriarchy, government, caste, and religion, Dalit women are forced to break all the strictures of society to live." (Bama, vii) Dalit women don't bow now as they did earlier but, "…dared to make fun of the class in power that oppressed them."

Bama on *Sangati*'s Theme

Bama states the theme of *Events* in her Preface as, "… the growth, decline, culture, and liveliness of Dalit women." She is concerned more about the Dalit women. She repeatedly reminds Dalit women to stand up and brave the situation. "If we continue to be frightened, everyone will take advantage of us. If we stand up for ourselves without caring whether we die or survive, they'll creep away with their tails between their legs." (66) She wants her women to arise and proclaim, for they too are hard working and are capable of rising up. They should do it on their own and she asks them to realize that there is no need for others to voice their grievance for them and it is enough if they realize their plight. She instigates them by asking, "Why should we hide our own skills and capabilities? We work just as hard as they do. Why, you could even say we actually work harder. Ask them to do all that we do in a day – care for the children, look after the house, and do all the chores… It is we who must uphold our rights. We must stand up for ourselves and declare that we too are human beings like everyone else. If we believe that someone else is going to come and uplift us, then we are doomed to remain where we are, forever." (66)

Bama adores her women and places them in the highest pedestal proclaiming that they are skilled and are able to multitask, "… how many jobs they are able to do simultaneously spinning about like tops! Even machines can't do as much." (78)

How to End the Suffering of Dalit Women

Bama asks her community to follow a few things to put an end to the suffering women. She asks them to treat both "boys and girls alike, showing no difference between them as they grow into adults." Girls too must be given freedom and make them realize their strength. Then she is sure that, "there will come a day when men and women will live as one, with no difference between them; with equal rights. Then injustices, violence and inequalities will come to an end, and she is sure that the saying 'Women can make and women can break'. (123) will come true and "such a day will dawn soon."

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Weekly Notes
April 1-7, 2011

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Form and Function of Imagination in Creative Writing

Recently, Mr. N. Ram, Editor-in-Chief of *The Hindu* newspaper said about a great modern Tamil writer R. Chudamani that she "remained reclusive and could not go out like other writers, Graham Greene, for instance, and pick up material for writing, [and] relied overwhelmingly on her imagination." He further added, "In literature, the highest form of writing is that which comes out of the imagination. Creativity, philosophical ideas, progressive thoughts, shocking views and outrageous thoughts make great literature."

What role does imagination play in creating great literature, readable and enjoyable literature? Will imagination by itself result in great literature? What other elements must be incorporated in writing fiction?

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Indian Writing in English versus Indian Writing in Indian Languages

A well-known Tamil author, Indira Parthasarathy, had this to say about the remarks of Salman Rushdie and growing influence of Indian Writing in English: "Mr. Parthsarathy … described as "arrogant" the observation of Salman Rushdie that "the writing of Indian writers working in English is proving to be a stronger and more important body of work than most of what has been produced in the eighteen recognized languages of India, the so-called vernacular languages."

Mr. Parthasarathy declared further: "Indo-Anglian writers always keep in mind readers abroad and, in the process, miss the cultural and linguistic nuances. Their writing will not evolve as naturally as that of a vernacular writer."

How does it feel to read a great novel both in its original version in an Indian language and in its translated version in English? Does not the reader's background play a role in determining which version is better and for what reasons? For readers, even in India, who do not have any reading experience in Indian languages, Indian Writing in English is emerging as the only platform to enjoy good Indian writing. As for the quality of the products in Indian Writing in English, how do we ensure that Indian experience in all spheres of life and among all classes of people and creation is creatively and imaginatively incorporated in Indian Writing in English?

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A Capital Idea!

Writing in Indian languages have several advantages. For example, we don't have to use any capital letter at all. Perhaps even the notion of capital letters is a foreign notion for Indian languages. On the other hand, the other Indian language, English, depends heavily on the correct use of capital letters.

Students and teachers need to know the nuances of using capital letters, if we want our writing to be accepted.

Capitalize proper names and adjectives made from proper names.

Capitalize a title or rank before a proper name. Academic degrees should be capitalized.

Capitalize a family relationship only when it is part of a proper name or when it substitutes for a proper name.

Capitalize the names of religions, their deities, and their followers.

Capitalize proper names of places, regions, and geographic features. We need not capitalize north, south, etc. But when these are part of a proper name, these should be capitalized. South Kolkata, North Kolkata, South Chennai, etc.

Capitalize days of the week, months, and holidays, but not seasons or academic terms.

Capitalize historical events, periods, and documents.

Capitalize the names of schools, colleges, departments, and courses.

Capitalize the first, last, and main words in titles. Generally speaking all substantive words in titles may be capitalized. Do not capitalize articles, conjunctions, and prepositions. But you need to capitalize these if these occur as the first word in the title.

Capitalize the first letter of a quoted sentence.

There are other conventions as well. Look for these and use these conventions consistently.

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E-mail addresses

1. Avoid underscore in your e-mail address, because when an e-mail address is cited it is underlined and the underscore does not appear in the address clearly.

2. Choose an address that is easy for others to identify your name with your address.

3. Some use their father's or husband's name as their e-mail address. Some use their favorite expressions as their e-mail address. Some use their religious slogans part of their e-mail address. Some use political slogans as part of their e-mail address. Some add their year of birth in their e-mail address. Some follow numerology predictions. If easy and readable communication is your goal, it is better to have a simple e-mail address, using your own name. True, sometimes our names are already taken as e-mail address by someone else. Find a way to still keep your full name while adding additional elements to your address. It is your personal e-mail and so it should present direct and adequate descriptive identity.

Please make it a point to check your e-mails on a regular basis!

Popcorn and Other Poems
Selvi Bunce

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Senses by Selvi Bunce

Oink, hiss, moo, honk are the sounds of an Indian street
And even though you try you just can't seem to find a beat

Bread, dosa, coconut, chilies are the smells of an Indian street
Everywhere you look there are so many good things to eat

Children, elephants, cows, garbage are the sights of an Indian street

No matter where you go there's always mystery!

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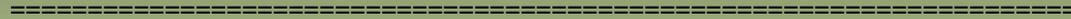
Big Blue Driving Hood by Selvi Bunce

Well, at first I didn't know what to write for my short story, but then it came to me, like a bolt of bright white lightning on a perfect summer day, though it is very short. The End.

Wait I have an idea! There once was a little girl named Little Red Riding Hood, oh wait that's already taken. Ok now I got it. Let's just start from the beginning. Once upon a time there was a kind-of-little girl named Big Blue Driving Hood. She was a very mischievous big blue driving hood and she loved to get into trouble, and not just any kind of trouble, it was the kind of trouble whereof she saw an American flag she would have colored it purple and orange. Now big blue driving hood had a problem, she hated and I do mean hated people (and animals) with the name Tiyamoopatropalishkichboom (pronounced Tee-ah-moop-a-trop-a-lish-kish-boom).

Now I know what you're thinking, when was the last time you saw someone with "that" name? Well, unfortunately for big blue driving hood, she knew a whole two and a half people with that name. These two and a half people were very important to her. They were the big fat menacing guinea pig that she passed every day on her way to her twice removed grandpas house and her…………………….MOTHER! Yes, yes you're right I did mention a half somewhere in the past but that's just because the mother is pregnant and the guinea pig has six feet and two heads. (Cute, right?)

By now it's the time of day where she has to do the most despicable and disgusting job in the world. She has to walk down her thirty foot clear cement driveway, cross the street, pay eight dollars at the toll booth, parasail over the creek and walk all the way up her twice removed grandpas four foot newly paved driveway. She is now finished parasailing and is confronting the guinea pig. She doesn't know what to do, so she does what all of us humans would have down in this type of situation; she slaps him across the face. But then to her surprise, he stands up on his three hind legs and slaps her right back! So what does she do? She slaps him right back repeating, "Oh no you didn't." This carried on for the next 3.14 minutes until finally Big Blue Driving Hood faked a right side slap so he ducked and she leaped straight over the top of his two heads. Then she ran away with the taste of success in her throat as she walked up her twice removed grandpas four foot driveway to find out that her twice removed uncle's wife had just had a daughter and named her Tiyamoopatropalishkichboom the second.

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Tuesdays by Selvi Bunce

tuesday is purple because at least it's not blue like monday
purple is the blue of Monday, sadeness coming closer to the friday yellow
gladness
tuesday feels like velvet, fuzzy and almost as perfect as silk
tuesday sounds like milk dripping slowly into a glass ready for you to sup
it smells like the wood of pencil shavings getting set into the week
it has the taste of sunflower seeds, salty but yet so meek
all in all tuesdays not so bad, and sometimes it can make me quite glad

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Ode to Popcorn by Selvi Bunce

Pop, pop, pop is the sound you make
As you grow large in my microwave
In my microwave
I see the butter drip down your sides
And I can already taste
Your scrumptiousness in my mind
The corn is popping with such a beat
I could start tapping my feet
As I open your bag a burst of flavor
Hits me with the smell that
I most favor
But right now I am only thinking of this
Because it is something I will miss
And oh,
If only could see those
White and yellow faces
But it cannot be
Because I have
Braces

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Selvi Bunce
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Son…I am dead by Bala S.Devi

Strange are the ways of motherhood
Fancy that you have a great mother
Definitions do vary…
I heard a mother once say to her toddler
"My little pet, I am dead and gone…
Never will I see you again…go and play".
I overheard and turned with a cringing heart.
The young mother had been
Cooing and cajoling into the phone
"Come on my girl…say Mama
Come on sweet…say Mama
What did my you eat my dear
Come on angel say Mama"
She snapped the phone and put it in her pocket
"I am at ease now" she said, to a young woman
By her side, seated in the bus.
Her seat mate gave no expression.

Ten minutes passed, again over the cellphone
"Ah my boy, where did you go
Went to play my dear…good

Take care of your little sister…Ok
Do as Papa says…
Eat what granny gives…
What did you eat son for lunch…
No bapu I can't come home
I will never come…go and play."
She was popping popcorns
Chewing fast, expressionless.
Her partner also did the same.
Call after call…
Popcorn after popcorn…
An hour or so, in the moving bus
Over incessant honking of the vehicle
The boy kept calling.

The mother with her popcorns said
"My little pet, I am dead and gone…
Never will I see you again…be at ease
Stop making calls".
Absolutely expressionless …
I could not read what she felt
The voice was composed
The face the same throughout
Not a word from her uniformed partner.
Is she cruel to those infants?
Is she detached?
Is this motherhood?
Is this Indian motherhood?
Is this Indian-police-motherhood?
Is this *also* motherhood?
Fancy that you have a great mother
Definitions do vary…

- **Bala S. Devi**
devibala25@yahoo.com

A Date with an Academician

Tanu Kashyap

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The usual perception of an academician is that of an unruly, excessively intelligent, dingy and dry person… but what happens when a lady meets someone 190 degree opposite to this stereotype. The story does not have any resemblance to anyone dead or alive. Any resemblance is purely coincidental and the onus does not lie on the writer or the journal.

It was the sultry summer of August... not a speck of dark cloud could be seen on the Persian blue sky. The breeze that was blowing brought in hot gushes. The trees seem to just tolerate the heat by nodding their heads. The people walking on the roads of Noida kept on wiping their sweat while walking, for summer has become a way of life… heat stroke or sun stroke nothing can stop life in this satellite city of Delhi. The smoke of the unlimited vehicles past by the pedestrians added on the intensity of heat. The sun was shining at its glory as it was 2 o'clock.

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The extreme warmth of the day could not stop the flight of fancy of a pretty lady. The lady was clad in olive green printed chiffon saree. The lady had finished her household work. Her two children had gone off for their afternoon nap in AC room. The lady also felt like sleeping with her kids ….but today was an important day in her life….she had an interview in one of the Management Institutes. She had to arrange her documents, degrees, certificates….oops…lot of work to be done.

She saw the watch, it was 15 past 2, that means there was a dire need of divine intervention… otherwise there was trouble at hand. 3 0'clock is her interview time. The place was far and it would take 30 minutes to reach there. At one point of time she felt like leaving it but lucky for her, father in law voluntarily agrees to drop her. She sits in the non-AC car and says little prayer to God. The car seemed to swim in the heat that was on the road and the Sun God above was smiling to see her courage and enthusiasm to face interview.

The lady finally reached her destination. The lady was walking towards the path way of an impressive building. The lady as it was holding a huge bag containing her certificates and her thesis, dissertations…she could not walk fast in the scorching heat. Her heart was beating fast for it was 10 past 3 o'clock already. She dragged herself in the reception area. Already 5 people were sitting for their turn and she was 6th to be interviewed.

As she sat on the black leather sofa, all the other candidates started looking at her with amazement. The lady green looked charming with crimson pink complexion; cool matching green jade and white pearl jewellery, medium size round maroon bindi, bob cut hair and wore excessive rose deospray. The reception area had AC and thus the entire area was filled with the fragrance of roses.

She was made to fill a form of expected salary and stick her photograph; she did all the formalities uncannily. She looked right and left and she suddenly realized that she was sitting amidst crystal, flowers, computer, semi circular table, a smart young receptionist who kept on exchanging smiles…..time and again. To the right of the lady, a couple was sitting staring at her with inquisitive gaze as if asking her- why did you come dressed up so well and in the second place why are you here

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with bag full of certificates and testimonials?......To the left of the lady, the receptionist was still smiling….for now she came to know that the lady's name was Dr. Kusum Lathika.

Just then a lady entered with long hair open and wearing an old salwar kamiz, light make up done but without any enthusiasm. She brought lot many CDs and degrees. She too was asked to fill up a form….but to her dismay….there was no pen in her bag…..again the receptionist smiled at the absent mindedness of the other candidate.

Dr. Lathika suddenly saw the clock that struck thirty past four. She was waiting for her call with studied silence. Her looks seemed crucial and she was not exchanging smiles with the receptionist…. Already two candidates had left after facing the interview…..these were tense moments for Dr.Lathika…..she could feel butterflies in her stomach. "Anyways'', she said, "I'll face whatever comes my way''. Meanwhile when she saw a smart well fed, short lady, dressed up in western clothes coming her way…she stealthily stooped towards the young receptionist and asked, " Hey tell me who is taking the interview''. The receptionist uttered in Punjabi accent, '' Madam ji… fikr not(don't be tense)… Director Sahib is taking the interview.''

Dr. Lathika then recalled the facial expressions of those who had left….she presumed that the gentleman must be haggard looking, grey haired, dull, uninteresting ,chain smoker, unkempt, ill dressed type of man. May be that is the reason why those who have left were looking so drained out. Well, the fat short lady came up to her and informed her the next turn is hers. Dr Lathika picked up her folders, dissertation and thesis…..she was taken to the Director's office.

Dr. Lathika knocked on the door….knock…..knock. A husky masculine voice said, ''Come in''. This lady in green (beautifully dressed) gracefully entered the room. As she glided in, she saw the reverse side of a huge black leather chair and someone equally huge sitting on it. The color of his hair was salt and pepper. She waited for some moments before the occupant of that black leather seat turned towards her….. A.C. was full blast in this room and the strong but pleasant

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fragrance of her rose deospray encompassed the room……The occupant also could sense that someone with refined taste has entered his office…..

The gentleman on the chair, without turning towards her signaled her to sit…but she did not do so…she could sense some kind of authoritarianism in the air. With each passing moment, the first encounter was becoming intriguing. The gentleman who was busy with her file could not resist seeing the lady with brains (as it was evident from her C.V.) and beauty as he had already seen her sitting in the reception area through the hidden camera. To add to the magic was the fragrance of the roses that was coming from her body.

The lady on her part was much innocent. She knew nothing of this man …not even his name. She stood there guessing…. who would he be. As she stood there engrossed….just then the chair rolled right in front of her. Here was a man 6 2''tall, fair complexioned, well dressed in formals, sporting a smart tie, French cut beard(salt and pepper in color), glowing skin and be spectacle. He seemed to a Vice President of accompany and not Executive Director of a management institute. In short this man seemed from Corporate and not from academics. The lady stood mesmerized by the refined looks of the man.

Just then he said, ''Good Afternoon Dr. Kusum Lathika . Please have a seat.'' The lady thanked him and took her seat. He skimmed through the testimonials that she got with her and said, '' Madam your appearance and presentation both are impressive.'' The lady had no clue but a beautiful smile on her face which made her blushingly beautiful. Her face appeared even more radiant. The interview began with a positive note. He asked just ordinary questions about her personal life and smile on his face too said it all. The atmosphere in his room was no longer tense…..it was on the contrary full of smiles and happiness.

The director was worldly wise man and he was calculating what salary should be offered to her and the lady was thinking how she should get this job? Suddenly the director broke the silence and said, "Madam, What do you expect?" The lady said to herself "I expect you to give me the job" But soon sanity returned to her and she said, ''what do you offer?'' The fiasco was bound to happen because both were busy asking each other ''First you, no first you'' in pure Lucknowi style.

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The shrewd director found himself in a peculiar situation: he did not know whether to laugh or control himself for his reputation as HITLER would be at stake. If he controls he would have stomach ache- he choose to go in for latter. He just managed to smile in refined manner. Whereas the lady laughed heartily- poor thing did not realized that the director will trick her. It did not take much time with the director to realize that the lady is intelligent but not street smart as the other ladies'. But in his heart he knew that she was the best faculty in his institute but the least paid too. He knew that someone on the 7th cloud had smiled at him and he was sure to get an increment from the President of the institute for striking gold.

He very trickingly told her, '' Dr. Lathika I see that you are a qualified faculty but you see I am not recruiting you for the regular course but for an add on course. However we do pay our regular faculty AICTE scale but since English is an   add on course therefore I will offer you 15000 and at the max 18000.'' Lathika was left with no choice but to go for 18000 consolidated. The moment she said "yes", there was no dearth of smiles on the face of the Director and an expression ''I did it". Immediately he called his personal secretary Deepa and PGDM coordinator Ms. Sunidhi and introduced her to both of them. The twosome greeted Dr.Lathika sweetly and the Director wasted no time in informing them that the new faculty has been hired at 18000 per month, startling both of them. Dr.Lathika though understood that there is something was wrong but could not stop smiling because she was employed and Director could not help but laugh because he just made a kill. The twosome could not help but smile because their boss was smiling.

Thus smile had an intriguing connotation in the director's office….Many could not understand the meaning of that happiness for it had many connotations.

The lady is sitting pretty in her cubical and she has made friends with a lot of people and she does not has any inclination as to what has happened to her and what will be her destiny ahead. She comes and goes every day without any remorse or sadness because she is pure and innocent still.

She wants to enjoy every moment of her life and there she wants to learn so much and prove herself at all costs….specially to her director who thinks that she is just a PD teacher and she will do nothing.

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On the morning of 28th August a paper was being circulated that anyone can write a paper on ''Intercultural intercommunication'' The biggest incentive would be an opportunity to meet His Holiness the Dalai Lama. Everyone in the faculty room was so excited. But lady of bliss had no thoughts coming to her mind. She was busy planning that what would she be wearing. She had to finalize not one but three saris as the conference was slated for three days.

Finally the D day arrived and she was looking pretty in her vendetta green sari. She entered the venue for the conference that was PMI hall. Dr. Kusum was blooming like fresh Daisy. Though she was trifle late but there was no palpitation, she glided her way in the conference hall. She was not aware of the top management as she had interacted with none of them. She was conversing on phone and she looked right in the eyes of someone who was following her from last two minutes. "Take good care; okay show yourself to the doctor". "If you can stop for some time: stay back", she was busy talking on her mobile. Suddenly she realized that the person who was following her was the Chairman of the college. Just then he was interrupted by the Director.

"Is she a delegate? She seems to be sitting in the wrong row," said the Chairman. The looks of the lady were dignified and graceful. "She is our faculty member" was a prompt reply of the Director.

The delebrations of the conference began and everybody was mesmerized by the beginning. Suddenly Dr. Lathika was struck with an idea. "Why can't I present my own paper?" The Goddess of Knowledge, Saraswati seemed to have gifted an idea.

 "The intercultural intercommunication between North and South India and impact of media" was the title of the paper she was to present on the second day of the conference. The paper was conceptualized and written on the first day of the conference and people could not believe that an ordinary faculty of English could do such a thing. People around her just hoped that she would be joking, but little did they did not know the lady who seemed to be ignorant about the salary negotiations, knew her work well. She was well verse about the research methodology and could speak fluently and fearlessly in any august gathering.

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The entire college crowd knew that she knew nothing of computer and that in such an international conference, one is supposed to present with ppt. A million dollar question still remain how will she make those ppt. It was anyone's guess that Dr. Lathika was about to land herself in hot soup. Meanwhile the coordinator of the seminar seemed fairly convinced that Dr. Lathika could deliver an effective presentation. The same were the thoughts of the director, who smilingly agreed to this calculated risk.

The delebrations on the day two started and her name was in the post tea session. Dr. Lathika could hardly believe the sudden unfolding of events. She for a moment questioned her own abilities but at the very second moment said to herself "I will do it."

The delebrations began and she thought of rehearsing downstairs with Aruna, her colleague. She sat with her and started rehearsing with her loudly. She went on and on. Little did she realize that there was someone closely watching her and that was her Director. As she rehearsed in full volume, from nowhere he landed just there, apparently to give some orders to Aruna. But she hardly took notice of him because she wanted to prepare herself really well.

He liked her dedication and ordered tea for three of them. Both of them had tea but our Madame refused because she was too busy preparing herself. She did not even lift her eyes to see who was sitting next to her. The tick tock of the watch was only what she remembered……

The delebrations reached to the post lunch session and just then a student walks up to her that she was needed in the Narmada Hall and she should give her pen drive. Dr. Lathika gave her pen drive very promptly, making many eye brows rise. As she stood on the podium, she started radiating, she did not read out from the paper even once and she took off beautifully. The audience comprised of mostly foreign delegates, enjoyed the diverse flavor of Indian scholarship and for the first time there was someone putting across the Indianess of India. This was truly the intercultural intercommunication for the delegates, who till now heard only about UK, Canada and USA.

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Here was an Indian academician clad in 6 yard black and maroon pure silk sari introducing them to the most colorful country of the world, India and most interestingly the PPTs were equally colorful to corroborate with her forceful verbal presentation. No one in the hall could know that whatever she was speaking or showing was preparation of just 12 hours- which included one printed paper, at least 8 slides and forceful presentation because it was international conference.

She dazzled many by her presence, force, energy, conviction and self motivation. The news of her silent triumph reached the director. He was happy for her and for himself too. He could now boast of finding a perfect academician who could present her paper at the fall of a hat and economically speaking, she was the cheapest as compared to any MBA (she was a doctorate).

The third day of the conference was a very special day. It was 5th September, a day which is called "Teacher's Day" in India. Incidentally, this was going to be a special day in the life of Dr. Kusum Lathika, M.phil, Ph.D.

The morning seemed special for her. She chooses to wear a royal deep purple silk sari with small gold border, solitaire lookalike jewellery. She took time to get ready. Today was her day, as she was to see her childhood ideal His Holiness the Dalai Lama. He was to come on the last day of the conference.

Dr. Lathika was hopeful of getting her certificate of paper presentation from His Holiness. She reached her institute on time and all the faculties were invited for the Teacher's Day celebrations. She was looking like an empress of some state. The students wanted her to be clicked but she declined very gracefully.

Finally they all reached the PMI conference hall. The student as well as the faculty was made to sit in a huge hall which had the capacity of 25000 seats. Unfortunately, the back rows were vacant only. Dr. Lathika was accommodated at the back but her heart guided her differently. She saw His Holiness coming and that very moment she decided not to sit at the back but do something to grab his autographs. But the security was so tight that she could not stand.

As the address began, she stealthily came forward and managed to reach midway with a book on Buddhism in her hand along with a pen. The address was followed

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by question answer session. She decided to take the way to the back stage. As she went up the stair case, she saw Dalai Lama sitting on the dais. The security thought that she is a member of office bearer committee and therefore she was allowed to come forward.

His Holiness the Dalai Lama was busy answering to the questions and she kept on looking at him as if she was seeing a dream. The entire scene was purely magical and she started glowing. The people of top management who were sitting with the Dalai Lama and they could closely observe the sudden change in her. One of the guests wanted to know about her from the director.

This was by far the best day of her life. She was the first one to get the autograph of the Dalai Lama in the conference hall. Her friends could not believe their eyes. She lived her life in these three days. There was no dearth of happiness in her smiles and twinkle in her eyes. She was giggling and smiling to glory and said a prayer to thank God.

It is said very rightly, "Time and tide wait for none." Six months have already passed. The achievements of those three days had the element of folklore. Dr. Kusum Lathika no doubt lost on the financial aspect (as she was underpaid) but she earned a lot of admiration of her students and colleague. She learned computer because she was made cultural coordinator and she had to take care of the mails coming from the other colleges. Her mail ID was created by her friends because every time she had to go to the director with hand written application and he would not say anything but his looks would say that he did not like her style. Within a span of 2 months, she not only picked up computer but also became a proud owner of a laptop.

Sometimes when she ponders over her journey, she thanks God of having come across an academician who not only changed her thought process but also changed her life. An ordinary faculty was transformed into a writer, speaker and researcher at the age of forty. She never thought that an academician has the power to make heaven out of hell and hell out of heaven. She proved him right and showed to the world that she is not just a PD faculty but much more than that. She dared to dream because she got conducive environment and with God's grace her dreams came

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true…….. She owes all of it to just a date with an academician, who went much ahead quitting his job to chase his dreams.

As time went by, the good days became history and bad times struck…she thought of writing a self obituary to a professor who belonged to the institution of academics every inch, did half the things she wanted to do but there are things that still are in her heart.

If one believes in the blue print of the heavens above, FATUM as is called in Greek has to play an important part in shaping up our future. It is pure adherence to the ways of God that we meet someone and the mere acquaintance to someone brings a lot of change in us. We start thinking differently…our persona undergoes a change and we actually start … dreaming of things that we want and we start putting our efforts in that direction…that is what we call….Destiny. If we are scared of those dreams then we stand on a different platform and if we are not scared and we wish to take our chances then the ball game changes…we may have to wait for some time to make it happen….but believe me it will happen the way we want it to happen. It will be so because we wish it to happen with all our heart and soul … the whole universe will conspire with us to make happen….this is what we call Power of the mind. So whatever we become and whatever we are is a beautiful interplay of power of our mind and Destiny. Thus there is nothing that happens aimlessly in this world…all of it has a purpose.

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Multiple Intelligences of the Students

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Abstract

This study was conducted with the aim to find out strength of self-perceived multiple intelligences of the students. Population of the study comprised 1585 students of 1st year of district Bannu. Using multistage sampling methods following proportion allocation technique, total 714 students were selected as a sample of the study. The multiple intelligences inventory, adapted from Armstrong (1994) Urdu version, was used as a research tool of the study. The central tendency and variability of the multiple intelligences of the sampled students were measured using Mean and SD respectively. Results of the study revealed that self-perceived bodily/kinesthetic, intrapersonal, interpersonal, naturalistic and verbal/linguistic intelligences are the most dominant intelligences of the students. It was recommended that teachers should teach in way so that students may develop all different type of intelligences.

Key terms: bodily/kinesthetic, intrapersonal, interpersonal, naturalistic, verbal/linguistic, logical/mathematical, intelligence.

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Introduction

The most important contribution of education towards child advancement is to facilitate him or her where their abilities can better flourish and reach his pick of competencies. We assess every one in the context that he meets that limited criteria of achievement. A great attention must be given to help children to become aware of their potentials and develop them without paying less attention to their ranking. There are thousands of ways to get success and there are many abilities that would help an individual to be triumphant (Gardner, 1993).

Howard Gardner viewed intelligence as the capacity to solve problems or to fashion products that are valued in one or more cultural settings. Gardner argues that culture also plays a large role in the development of the intelligences. All societies value different types of intelligences. The cultural value placed upon the ability to perform certain tasks provides the motivation to become skilled in those areas. Thus, while particular intelligences might be highly evolved in many people of one culture, those same intelligences might not be as developed in the individuals of another.

Howard Gardner's work on intelligence has had a profound impact on thinking and practice of education, around the world. In the early days of the psychometrics and behaviorists eras it was generally believed that intelligence was a single entity that was inherited and human mind is initially a clean slate.

Human being can be trained to learn any thing that it was presented in an appropriate way. Now a days an increasing number of researchers believe precisely the opposite, that there exists a multitude of intelligences, quite independent of each other, each intelligence has its own strengths and constraints that the mind is for from unencumbered at birth, and that it is unexpectedly difficult to teach things that go against early naive.

Intelligence, Not a Single Entity

Howard Gardner has questioned the idea that intelligence is a single entity, which results from a single factor, and that it can be measured simply via IQ tests. He initially formulated a list of seven intelligences. His listing was provisional and later he added two more intelligences in this list. This theory is an account of human cognition in its fullness.

Multiple intelligences provided a new definition of human nature. Gardner differentiated learning from multiple intelligences. He said that every individual has multiple intelligences but with different degrees. Students must have extended opportunities to work on a topic. A person might excel in one or a few kinds and be below average in others. In extreme cases, we have autistic savants- superb in one, but null in others. It has been discovered that self-estimated intelligence can have self-fulfilling effects in relation to examination performance (Chamorro-remuzic, Furnham, & Moutafi, 2004).

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Fostering Intelligence

Intelligence can be fostered just as seeds of identical genetic makeup grow better in a fertile field than in a barren field; just as men of equally good physique excel in athletic qualities if well-nourished and well-trained. Current trend views intelligence as comprising a variety of abilities and as being improvable by education. This should change the focus of research from trying to determine whether particular groups are naturally more intelligent than other groups. Now the focus should be on ways of helping all people to approach their potential. Results of this study are in consonance with some studies but also in contrast with some studies this may be due to the different procedures adopted in the studies or different context.

Multiple Intelligences Theory and its uses in education are getting greater importance at a very fast pace. Owing to different problems faced by the educator, such as individual differences and their styles of learning, they opted for Multiple Intelligences Theory. They face these difficulties and problems because they cannot develop a proper attachment to their most of the students. The result is that they are irritated and their students find the teaching, learning monotonous and boring. These difficulties are the outcome of uniform methods of their teaching: "there are currently thousands of MI teachers and ten thousands of students experiencing MI based class room instruction" (Campbell, 2000).

Nine Different Ways of Teaching

In teaching learning process, this theory is of many important usages; Armstrong (1994) asserts that in nine different ways, the teacher can present the content for the students. It helps the teachers to use different types of teaching strategies. Using Multiple Intelligence Theory model, many students can be involved and they promote many of their intelligences besides linguistic and logical intelligences and teacher can get in touch with as many numbers of his students as possible with their varying degree of intelligences that are used in a classroom environment (Jaber & Hussein, 2003). This theory is significant for the student as it provides him the opportunity to realize real life situations and to gaze at it from unusual idea. Through diverse living abilities, an individual can go back and relive the different life situations from the past (Awzy, 2004). Moreover, the use of this theory gives confidence to the students and enables them to be confident and to rely on themselves more, provides the ability to use latest skills, develop group learning cooperative learning, and increases their academic attainment (Thabet, 2005).

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Statement of the Problem

To discover strengths of multiple intelligences of the students.

Objectives of the Study

1. To find out strengths of self-perceived verbal/linguistic, logical/mathematical, visual/spatial, musical, bodily/kinesthetic, interpersonal, intrapersonal and naturalistic intelligences of the students.

Significance of the Study

Results of the study will be significant both theoretically and practically. This study is of utmost importance for all the stakeholders i.e. learners, teachers, curriculum developers and parents. Understanding of multiple intelligences and their strength may provide us with opportunities to look differently at the students' instruction, curriculum and assessment.

Delimitation of the Study

This study was delimited to the first year student of eight Govt. Degree, Colleges of district Bannu.

Research Question

1. What are the strengths of multiple intelligences of the students?

Research Methodology

Population

Students enrolled in 1st year, in all government degree colleges, session 2010, in district Bannu constituted population of the study.

Sample
There were ten government degree colleges in district Bannu. Four male and three female degree colleges were randomly selected. Using convenient sampling techniques 379 male and 335 female all together 714 students were selected as a sample of the study.

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Instrumentation

Multiple intelligence inventory based on Howard Gardner multiple intelligences theory, developed by Armstrong (1994) was used to measure students perceived multiple intelligences. This inventory contains 40 items five statement for measuring each intelligence.
This inventory was translated in Urdu with the help of English and Urdu expert in order to make it easier and understandable to the students.

For the reliability and validity and to remove language ambiguity the multiple intelligence inventory was personally distributed among 50 subjects as a pilot run. The subjects were part of the population but were not included in the selected sample of the study. Data was analyzed through SPSS–16. The reliability of forty items at Cronbach's alpha obtained was .784 which is quite reasonable.

Data Analysis

The collected data was entered in SPSS-16 and was analyzed using appropriate statistical tests. The central tendency and variability of the multiple intelligences of the sampled students was measured using Mean and SD respectively.

Table 1   Self-perceived bodily/kinesthetic intelligence (N=714)

S. NO	Statement	M	SD
1	Taking part in sports or in any kind of physical exercises.	3.11	1.37
2	Love to work with own hands.	4.15	1.03
3	Enjoying playing with the children.	3.91	1.11
4	Feeling really good when physically fit.	4.24	1.04
5	Considering own self as an athlete.	2.65	1.37
	Overall mean score	**3.61**	**1.19**

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Table 2   Self-perceived intrapersonal intelligence (N=714)

S. NO	Statement	M	SD
1	Knowing own self well.	4.15	1.09
2	Over reaction to minor problems.	2.75	1.28
3	Keeping of a diary to record personal thoughts.	2.13	1.32
4	Knowing responsibilities and being responsible for own actions.	4.14	1.07
5	Straight forward in saying what is felt.	3.89	1.16
	Overall mean score	**3.41**	**1.18**

Table 3   Self-perceived interpersonal intelligence (N=714)

S. NO	Statement	M	SD
1	People do come to me for advice.	2.62	1.11
2	Having several very close friends.	3.65	1.18
3	Enjoying social events and parties.	3.41	1.27
4	Enjoying to be with different types of people.	3.08	1.34
5	Enjoying complementing others when they have done well.	4.24	1.07
	Overall mean score	**3.40**	**1.19**

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Table 4 **Self-perceived naturalistic intelligence (N=714)**

S. NO	Statement	M	SD
1	Keeping or like pets.	2.55	1.42
2	Recognition and naming of many types of trees, flowers and plants.	2.89	1.14
3	Keeping informed own self about universe and evolution of life.	2.69	1.07
4	Enjoying learning about nature.	3.68	1.16
5	Enjoying natural scenes.	4.49	0.85
	Overall mean score	**3.26**	**1.13**

Table 5 **Self-perceived verbal/linguistics intelligence (N= 714)**

S. NO	Statement	M	SD
1	Understanding of oration on TV, Radio or of someone.	3.67	0.97
	Reading of everything: books, magazines, newspapers.	3.45	1.07
3	Holding own self in verbal arguments or debates.	2.91	1.16
4	Having a large vocabulary.	3.22	1.20
2	Talking a lot and enjoying telling stories.	2.96	1.31
	Overall mean score	**3.24**	**1.25**

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Table 6   Self-perceived visual/spatial intelligence (N=714)

S. NO	Statement	M	SD
1	Having no problems in reading maps and navigating.	2.39	1.33
2	Enjoying playing ludo, carom board, cards etc.	2.53	1.47
3	Preferring materials which are heavily illustrated.	3.37	1.30
4	Knowing directions easily.	3.37	1.26
5	Enjoying tours and visiting different places.	4.07	1.23
	Overall mean score	**3.14**	**1.32**

Table 7   Self-perceived logical/mathematical intelligence (N=714)

S. NO	Statement	M	SD
1	Like Math and Science subjects.	3.20	1.45
2	Enjoying of logic problems and puzzles.	2.87	1.24
3	Taking of interest in new Scientific advances.	3.24	1.34
4	Using of numbers and numerical symbols easily.	2.72	1.28
5	Solving of a problem step by step and in a systematic manner.	3.17	1.23
	Overall mean score	**3.04**	**1.30**

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Table 8   Self-perceived musical intelligence (N=714)

S. NO	Statement	M	SD
1	Playing of musical instrument.	1.51	0.97
2	Whistling or humming a tone.	2.13	1.24
3	Like musical background during work.	2.87	1.43
4	Having a very good sense of pitch, tempo and rhythm.	1.75	1.04
5	Music has a great importance in one's life.	2.19	1.20
	Overall mean score	**2.12**	**1.18**

Findings of the Study

- Table 1 shows students' self-perceived bodily/kinesthetic intelligence with the mean score 3.61 and SD= 1.19 is the 1st dominant intelligence.
- Table 2 shows students' self-perceived intrapersonal intelligence with the mean score 3.41 and SD= 1.18 is the 2nd dominant intelligence.
- Table 3 shows students' self-perceived interpersonal intelligence with the mean score 3.40 and SD= 1.19 is the 3rd dominant intelligence.
- Table 4 shows students' self-perceived naturalistic intelligence with the mean score 3.26 and SD= 1.13 is the 4th dominant intelligence.
- Table 5 shows students' self-perceived verbal/linguistics intelligence with the mean score 3.24 and SD= 1.25 is the 5th dominant intelligence.
- Table 6 shows students' self-perceived visual/spatial intelligence with the mean score 3.14 and SD= 1.32 is the 6th dominant intelligence.
- Table 7 shows students' self-perceived logical/mathematical intelligence with the means score 3.04 and SD= 1.30 which means that self-perceived logical/mathematical intelligence is the 7th dominant intelligence.
- Table 8 shows students' self-perceived musical intelligence with the mean score 2.12 and SD= 1.18 which means that self-perceived musical intelligence is the 8th dominant intelligence.

Conclusions of the Study

Self-perceived bodily/kinesthetic, intrapersonal, interpersonal, naturalistic and verbal/linguistic intelligences are the most dominant intelligences of the students.

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Recommendations

- Teachers should teach in way so that students may develop all different type of intelligences.
- Multiple intelligences-based curriculums should be developed for students because it proves better for the students than any other type of curriculum.
- Teachers should allow considerable elements of students' choice when designing activities and tasks for the intelligences because students perform well in the tasks which appeal to their interests.

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