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## The New English Curriculum - Perceptions of Teachers

A. Bharathi, M.Sc., M.A., M.Ed., M.Phil.

### Abstract

**Introduction** - If we strongly intend to raise the standards of students to international levels and reap the benefits of the time and on-going global changes, there lies the necessity to reform the English language curriculum. The government of Andhra Pradesh thus has introduced English for the first time for class I in 2011-12 and class II in 2012-13 in all Non-English medium schools. The text book for I, II & III classes at the primary level and VI and VII classes at the upper primary level have been changed for the academic year 2012-13. So, all classes from I to X have English as one of the subjects, irrespective of the medium of instruction. A common English text book was introduced from June 2012.

**Aim** - The present study is an attempt to study how the lately revised English language curriculum of the VI and VII classes is being implemented by the teachers and to determine the factors that influence its implementation as perceived by the teachers.

**Methodology of Study** - The investigators adopted the 'Survey Method,' for study about the English curriculum implementation in VI and VII classes on a random sample of 435 teachers of English in Government and private schools of both English and Telugu medium in Krishna District.

**Findings** - A moderate 65% of teachers had good perceptions i.e. to an extent of 66% about the goals and objectives of English curriculum. And, out of all the variables under study, age, gender, type of school and the type of management made a significant difference on the perceptions of the teachers. A moderate 72% of teachers had good perceptions i.e. to an extent of 76% about the content of English curriculum. And, out of all the variables under study, location of the school, gender, educational qualification and type of management made a significant difference in the perceptions of the teachers about the content of English curriculum.

**Key words:** Language Curriculum, Curriculum implementation, Teachers' perceptions

## Introduction

The backbone of all human interaction is language. Language is the link to comprehending and transferring knowledge from the abstract to the concrete. Language taken away from the learning process leaves one in a big void. Be it Mathematics, Science, Social studies, Physical education, Craft, Music or any branch of knowledge, the common thread that binds them together is language. It is the language skill that helps the learner comprehend or express ideas. Language helps one to thrive successfully in a social environment, improves one's imagination and creativity. A language is a highly complex set of systems, structures, and rules and consequently the process of learning is fairly complicated. Therefore, a learner who wishes to learn a language, has to first learn how to do it, and has to build up his/her confidence in his/her ability to do it.

Researchers have shown that the more languages one knows, the better would be their knowledge and scholastic development. Developing a language curriculum for a multilingual country like India which has over 1,650 languages is a tough proposition. The educational authorities though realize the importance of developing multilingual abilities in the learners, the dilemma exists not merely in the choice of L<sub>1</sub>, L<sub>2</sub> or L<sub>3</sub> but in making the right decision on the quantum of each language in the curriculum. The choice of the first language, most education commissions say, should be the mother tongue which more often is the regional language. For cultural, social, political, and economic reasons and more to keep ourselves in touch with the ever growing knowledge on the international arena, English was given a due status in the Indian Educational system. And, Hindi is our national language, promotion of which is a necessity.

When it comes to English language, the Central Advisory Board on Education (1956), which proposed and adopted the three language formula as early as in 1961, made English an integral part of the school education, along with the regional language and another modern Indian language. National Educational Policies also accentuated the teaching/ learning of English. English taught as a 5 year course was expected to enable the learner to use English as a library language so as to keep himself abreast of the dynamic changes in the different fields of knowledge and also enable the learner to pursue higher or professional education apart from adorning him/her with a linguistic competence and communicative proficiency. The English language course comes to an end, but not all the pupils learn everything by the end of the course. They leave school even when there is far too much to learn. Stern points out, "The learner of a second language should be able to use it as efficiently as they use their first language" (Sharma 2011, p.30). This paved way to the need for a

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systematic review of prevailing English Language curriculum and English Language Teaching (ELT) practices

The National Curriculum Frame Work 2005 (NCF–2005) envisaged that the three language formula needs to be implemented in its right spirit promoting multi-lingual communicative abilities. It determined the goals of language education in general and English in particular as twofold:

1. Attainment of basic fluency such as is required in natural language learning
  2. The development of language as an instrument for abstract thought and knowledge acquisition
- NCF – 2005 ( NCERT 2005, p.39)

### **The English Language Curriculum**

The very purpose of the language education will be reflected in the curriculum and its content. The curricular areas, syllabus in the text book, learning material and class room transactions reflect the aims and goals of language education. First, curriculum renewal has moved forward from a preoccupation with the formal structure of language to its major notions and functions. With it has come an acceptance of the learner's centrality in the entire operation. Awareness that the learner's efforts at working out and arriving at meanings hold the key to success, has provided researchers with the incentive to discover and enhance the value of learning strategies. Also, reform in methodology has begun to include innovative ways of organizing group/pair work and co-operative learning on the one hand, and task based and reflected teaching on the other.

When it comes to the development of English language curriculum, decisions on primary objectives in teaching English are very important, as these decisions determine the approach, curriculum, content, syllabus, methods, techniques, testing and assessment procedures. It is equally important to decide on when to introduce English in schools. In consideration of the status English takes on the world stage and the reflection of this in the national arena, and also taking into view the people's aspirations, a relatively late introduction of English in the school curriculum as recommended in spirit in policy documents has resulted in dissatisfaction. Alternatively, the Andhra Pradesh State Government introduced English in Non-English medium schools in class III. But on a careful survey on how best the curriculum has been implemented, it was understood that the number of effective users of English amongst the school leavers was abysmally low and felt the necessity to reform the English language curriculum.

Basing on the recommendations of NCF 2005, the Government of Andhra Pradesh prepared the Andhra Pradesh State Curriculum Framework (APSCF) in 2011 after a laborious research and consultations with English language teaching experts. The experts felt that the teaching of English should be revamped and the new text book in English for all classes should be prepared on a constructivist paradigm. New text book committees were formed for both primary and upper primary classes. Subsequently, the government of Andhra Pradesh has introduced English as a second language for the first time for class I in 2011-12 and class II in 2012-13 in all Non-English medium schools. The text book for I, II & III classes at the primary level and VI and VII classes at the upper primary level have been changed for the academic year 2012-13. So, all classes from I to X have English as one of the subjects, irrespective of the medium of instruction. In order to have parity among students of English and Non English medium schools, a common English text book was introduced from June 2012. This enables the Non English medium child to learn English as effectively as the child in an English medium does.

Owing to the well-established fact that proficiency in English is a major key to success, both, in national and international contexts, utmost care and significance is given to English language teaching and learning at all levels by the state Government. Elis (1996) mentions that for English as a Second Language (ESL) students' language learning is part and parcel of survival and growth. However, English language acquisition is still not at the desired level as, too many students at various levels complain about not knowing and using English. A major share of students is a failure when it comes to job interviews and higher education.

With due consideration to problems encountered in implementing a curriculum, the English curriculum framed by the educational authorities has always been dynamic and flexible accommodating all such changes resulting from the interaction with English teachers, students, materials and daily life in an English classroom. The present study is thus an attempt to study how the lately revised English language curriculum of the VI and VII classes that emerged from a laborious research and the collaborative efforts of English language teaching experts, teacher educators and experienced educationists, is perceived by the teachers teaching English and to determine the factors that influence its implementation

## **Review of Related Literature**

**Akinbote and Ogunsanwo. (2003)**, reported that the use of mother tongue in the process of teaching and learning in the early years helps, not only to preserve and value one's culture but **Language in India** [www.languageinindia.com](http://www.languageinindia.com) ISSN 1930-2940 17:4 April 2017  
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also to develop it lexically. According to the authors, the use of English language instead of mother tongue, in the early primary school makes the average primary school child unable to be sufficiently literate in either the mother tongue or English language. They felt that using English language at that level will lead the children to having a mental translation of all concepts presented in English language to their mother tongue in order to gain sufficient meaning of the concepts presented.

**Ali (2005)**, in the study on the use of English language in 3 primary schools in the East coast of Malaysia, found that the use of the English language was limited only to the English subject classroom and English as an interaction medium outside the classroom was “practically non-existent”. Students from other regular government schools and schools which are away from the influence of the main cities have less exposure to an English speaking environment. Besides, in areas away from cities, English is not a language that is commonly used as everyday language for transactions and even conversations.

**Kang (2007)**, concluded that teachers and students’ level of proficiency in communicating in English and adequate motivation are also very important in using English as a second language (L2) in the language classrooms. In the study conducted in Korea on TETE, Teaching English Through English, it has been found that the Korean EFL teachers viewed the practice of TETE as obstructing due to their lack of communicative competence as well as students’ low level of proficiency and inadequate motivation. Teachers’ limited proficiency has also been argued to be commonly found in Asian EFL context (**Kelly, 2002**)

**Kumar (2003)**, in a study on the English language teaching competencies and training needs of private and government school teachers of Allahabad, reported that 60% of the English teachers of both government and private schools felt the need of in-service training for developing the following competencies – identifying learning needs and interest of the students for operating the AV aids, adoption of group discussion technique, to establish association between sound and object, to enable pupils to think in English and adoption of structural approach.

**Manivelan and Dhivya (2015)** reported that the teaching of “grammar” through different activities like games is better than teaching grammar as a formal system that includes mere exercises in the textbook. The process of teaching grammar through game-based activities, attempts to improve students’ sentence constructing, writing without grammatical errors and other such language skills and abilities.

**Peter (2009)**, discussing the notion of best practices in the teaching of English, explores the elusive "silver bullet"—the teaching method that always works. In the study various approaches like the structured process approach and individualized teaching approaches were discussed. The study analyzed the merits and applicability of different approaches in social, cultural, and historical perspective. However, the study admits that there is no one best practice and so the author preferred to shift the term "best practice" to "principled practice," which invests a great deal of authority and responsibility in the teacher.

**Sultana (2014)** in her research study to understand why Bangladeshi students remain noticeably weak, even at tertiary level, in communicating in English though they have learned English academically for about twelve years before reaching that level, found that some of the major problems included the prevalent public examination systems, lack of both teachers' and students' proficiency, shortage of trained teachers, teacher beliefs, and lack of student motivation.

**Thangaswamy & Mary (2005)**, reported that the group of students taught through actions and oral practice was better in its oral comprehension and expression of the selected grammatical features in English than those taught by the conventional method – writing, reading and translating.

### **Demographic Variables**

The variables considered for the present study are location of the school, age, gender, educational qualification, type of school, teaching experience, type of management

### **Objectives of the Study**

1. To find out the perceptions of the teachers towards the implementation of English curriculum.
2. To find out the perceptions of teachers towards the implementation of English curriculum with respect to the following areas and to classify them separately
  - a) The goals and objectives of English curriculum.
  - b) The content of English curriculum.
3. To find and analyse the perceptions of the teachers about the goals and objectives of English curriculum with respect to the following dimensions.
  - a) Listening and speaking
  - b) Reading Comprehension

- c) Vocabulary
  - d) Grammar
  - e) Conventions of writing
  - f) Creative expression
4. To find and analyse the perceptions of the teachers about the content of English curriculum with respect to the following dimensions.
    - a) Listening and speaking
    - b) Reading Comprehension
    - c) Vocabulary
    - d) Grammar
    - e) Conventions of writing
    - f) Other components
  5. To find out the influence of the variables on the perceptions of the teachers about the goals and objectives of English curriculum.
  6. To find out the influence of the variables on the perceptions of teachers about the content of English curriculum.

### **Hypotheses of the Study**

In view of the above objectives, the following null hypotheses have been formulated for the purpose of the study.

#### **Hypothesis 1**

There would be no significant influence of the variables on the perceptions of the teachers about the goals and objectives of English curriculum.

#### **Hypothesis 2**

There would be no significant influence of the variables on the perceptions of the teachers about the content of English curriculum.

### **Delimitations of the study**

1. The study was restricted to the English curriculum implementation of VI and VII classes only.
2. The study is restricted to the English curriculum which came into implementation in the academic year 2012-13 only.

3. The present study was limited to a sample of 435 teachers only.
4. The study was confined to the English language teachers in schools from both rural and urban areas of Krishna district only.
5. The study was limited to investigate the perceptions of English language teachers only.

### **Population and Sample**

The population for the study consisted of teachers teaching English in Government and private schools of both English and Telugu medium in Krishna District. The investigator had randomly selected a sample of 435 teachers from the rural and urban schools of Krishna District.

### **The Tool (Questionnaire for Teachers)**

A self-constructed tool was prepared for the study. In order to achieve the objectives of the study, the questionnaire for teachers was divided into two parts. Each part was so designed to cover one specific area considered for this study. The first section of the tool furnished 'Personal Information'.

The first area of study was 'Perceptions about goals and objectives of English Curriculum', and the second area was entitled 'Perceptions about content'.

Content validity was established with the help of subject experts and also by employing the statistical method, Chi-square analysis. Reliability of the tool was established by split half method and the reliability coefficient was 0.79.

### **Findings**

1. The perceptions of the teachers about the goals and objectives of English curriculum are to an extent of 66%. And, out of the total sample of 435 teachers, 91(21%) had low, 282 (65%) teachers had moderate and 62 (14%) had high perceptions on the goals and objectives of English curriculum.
2. The perceptions of the teachers about the content of English curriculum are to an extent of 76%. Out of the total sample of 435 teachers, 47(11%) had low, 313 (72%) teachers had moderate and 75 (17%) had high perceptions on the content of English curriculum
3. The teachers have comparatively better perceptions about the goals and objectives of English curriculum with respect to reading comprehension, followed by listening and speaking,

- followed by conventions of writing, followed by vocabulary, followed by grammar, and followed by creative expression.
4. The teachers have comparatively better perceptions about the content of English curriculum with respect to grammar, followed by reading comprehension, followed by listening and speaking, followed by conventions of writing, followed by other components, and followed by vocabulary.
  5. Location of the school does not make a significant difference in the perceptions of the teachers about the goals and objectives of English curriculum.
  6. Age makes a significant difference in the perceptions of the teachers about the goals and objectives of English curriculum. Teachers of the age group 25-34 years significantly differ from teachers of the other age groups. It can be stated that teachers of the age group 25-34 have better perceptions about the goals and objectives of English curriculum when compared to teachers of the other age groups.
  7. Gender makes a significant difference in the perceptions of the teachers about the goals and objectives of English curriculum. Male teachers significantly differ from female teachers. It can be stated that male teachers have better perceptions with regard to goals and objectives than female teachers.
  8. Educational qualification does not make a significant difference in the perceptions of the teachers about the goals and objectives of English curriculum.
  9. Type of school makes a significant difference in the perceptions of the teachers about the goals and objectives of English curriculum. Teachers from English medium schools significantly differ from teachers working in Telugu medium schools. It can be stated that teachers working in English medium schools have better perceptions about the goals and objectives of English curriculum when compared to their counterparts working in Telugu medium schools.
  10. Teaching experience does not make a significant difference in the perceptions of the teachers about the goals and objectives of English curriculum.
  11. Type of management makes a significant difference in the perceptions of the teachers about the goals and objectives of English curriculum. Private school teachers significantly differ from Government school teachers. It can be stated that private school teachers have better perceptions about the goals and objectives of English curriculum when compared to their counterparts.
  12. Location of the school makes a significant difference in the perceptions of the teachers about the content of English curriculum. Urban school teachers significantly differ from ru-

- ral school teachers. It can be stated that urban school teachers have better perceptions with regard to the content when compared to their counterparts.
13. Age does not make a significant difference in the perceptions of the teachers about the goals and objectives of English curriculum.
  14. Gender makes a significant difference in the perceptions of the teachers about the content of English curriculum. Male teachers significantly differ from female teachers. It can be stated that male teachers have better perceptions with regard to the content when compared to their counterparts.
  15. Educational qualification makes a significant difference in the perceptions of the teachers about the content of English curriculum. PG English teachers and PG non-English teachers significantly differ from graduate teachers. It can be stated that PG English and PG non-English teachers have better perceptions with regard to the content when compared to graduate English and graduate non-English teachers.
  16. Type of school does not make a significant difference in the perceptions of the teachers about the content of English curriculum.
  17. Teaching experience does not make a significant difference in the perceptions of the teachers about the content of English curriculum.
  18. Type of management makes a significant difference in the perceptions of the teachers about the content of English curriculum. Private school teachers significantly differ from Government school teachers. It can be stated that private school teachers have better perceptions with regard to the content when compared to their counterparts.

### **Discussion of the Results on Perceptions about the Goals and Objectives of English Curriculum**

From the above findings, it may be concluded that a moderate 65% of teachers had good perceptions i.e. to an extent of 66% about the goals and objectives of English curriculum. And, out of all the variables under study, age, gender, type of school and the type of management made a significant difference on the perceptions of the teachers. From the findings it is clear that, teachers working in private and English medium schools have significantly better perceptions about the goals and objectives of English curriculum. It could be assumed that teachers working in the government schools, where the medium of instruction is Telugu, either did not have a clear idea about the goals and objectives based on which the English curriculum is designed or they differed in their ideas. The finding that, teachers of the age group 25-34 showed a significant difference from the rest of the teachers reveals that the teachers in the early years of their profession are more energetic

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and enthusiastic in keeping themselves well informed about the goals and objectives of the curriculum. Such teachers obviously are expected to give their undivided attention towards the realization of the defined objectives with more commitment and will be more successful in the transacting the curriculum effectively.

### **Discussion of the Results on Perceptions about the Vontent of the English Curriculum**

From the findings above, it may be concluded that a moderate 72% of teachers had good perceptions i.e. to an extent of 76% about the content of English curriculum. And, out of all the variables under study, location of the school, gender, educational qualification and type of management made a significant difference in the perceptions of the teachers about the content of English curriculum.

The private managements organize workshops where teachers are trained in the use of specific classroom strategies in order to develop their professional expertise. The teachers are provided with a platform to share and discuss innovative ideas. Thus, the private schools, especially those in urban areas are on a higher edge with respect to facilities and employment of trained teachers when compared to their counterparts. Also, in a classroom, with a group of students coming from a comparatively higher socio-economic group, the teachers find the English curriculum content comfortable and consequently perceive the curriculum better.

From the finding that post graduate teachers had better perceptions about the content of English curriculum over graduates, it can be presumed that the highly qualified teachers deal with the content in a better and efficient manner.

### **Educational Implications**

1. Every teacher is expected to have a clear understanding about the goals and objectives of the English curriculum. More intensive orientation courses have to be conducted for the teachers working in Government and Telugu medium schools.
2. Teaching a language like English requires competent teachers, adequately equipped with knowledge on pedagogy as well as on methodology. Pre- service and in-service programmes should focus on improving both the language and teaching competencies of the teachers, especially of those working in rural schools.
3. Support system involving teachers, teacher educators and resource persons should be evolved. Forming on-line groups and subject forums, and organizing seminars help teachers

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develop their competence. These services should be accessible to every teacher in remote rural areas too.

4. The variable gender played a significant role in the present study. Male teachers had better perceptions with respect to goals and objectives and content of the English curriculum, but faced comparatively more problems in the transaction of curriculum and in student assessment. Male teachers should thus be given adequate in-school advisory support in dealing with the difficulties as raised in the present study.
5. Teachers are expected to expose the learners to relevant and adequate learning material- a variety of meaningful language inputs like posters, charts, notices, wall magazines, class library, self learning materials, interactive CD's, games, puzzles, newspapers and such other informative material. Teachers should involve the students to a maximum extent in the preparation and display of such material.

### **Conclusion and Outcome of the Study**

Like many states in India, the State of Andhra Pradesh has started the teaching of English early in the child's education, assuming that children learn languages easily. However, while this may be the case in regional language settings, it is not the case in the learning of a second language like English, where the quality of instruction relies on the expertise of the teacher, as well as the motivation of the learners. Earlier introduction of a subject inevitably requires adjustment to the curriculum and materials. Policy makers at the national level and in the state have adopted frameworks, methodologies, and materials, but it will often be adapted or even rejected by teachers and local administrators because of local contexts.

Further, a major change in curriculum requires several kinds of systemic adjustment in school systems. Such adjustments invariably involve the teachers having to reconsider their own perspectives on teaching/learning; being prepared to accept some degree of disruption – possibly major changes to the syllabus, materials, preparation of timetables, learning and assessment processes. However, adequate time should be allowed for the necessary adjustments and preparedness to face the challenges posed by the new curriculum. Based on the findings of the present study, it is appreciable to note that the teachers were good on their perceptions with regard to the goals and objectives and content. The results of the study pave way for a hope that far better results could be anticipated. A curriculum like this surely helps to achieve a native- like proficiency in English among the learners in the near future. Similarly, a competent teacher, well equipped with the upgraded methods, approaches and techniques in teaching English, in a classroom with an input rich commu-

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nicational environment, amply motivates the learners to reach the level of expected proficiency in English.

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**Intrapsychic and Interpersonal Conflicts in  
Margaret Atwood's *The Edible Woman***

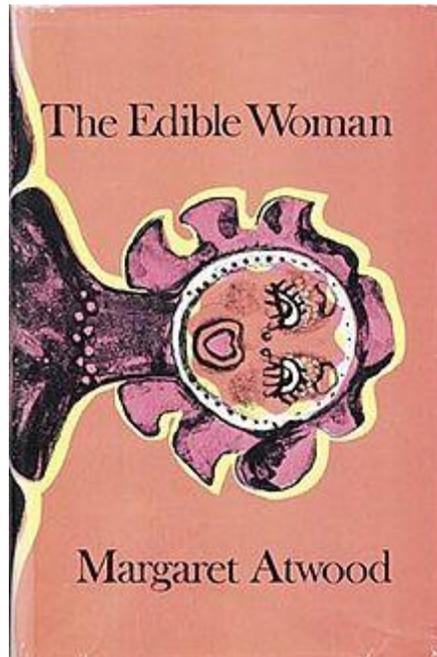
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**Abstract**



Margaret Atwood, one of the most prominent women writers of Canada has displayed remarkable insight into the working of a woman's mind. In her novel she has skillfully depicted the inner urges and conflicts in a woman's mind and her need for self-realization. She sensitively portrays the minute disturbances caused in the minds of her protagonists through various memories and experiences of life. These internal

disturbances have a strong impact on their life causing a sense of insecurity and suffocation in their relationships.

**Key Words:** Margaret Atwood, *Edible Woman*, Irrational fears, Insecurity, Abnormality, Anxiety, Self-Knowledge.

### ***The Edible Woman*, a Realistic Novel**

Margaret Atwood's maiden novel *The Edible Woman* (1969) is a realistic novel that deals with the predicament of women in a male dominated society. It projects the diverse gestures of womanhood through the lives of various women characters. It appeals for a fundamental change in the gender relations that exist in the society in order to provide women the equal status that they rightly deserve. It appeals for a fundamental change in the gender relation that exists in the society. Uday Shankar Ojha comments:

A celebrity of the millennium year, Atwood earned global reputation because of her debut novel *The Edible Woman* (1969) which became the epoch-making voice owing to her abiding and presiding commitment to women's identity, the layers and levels of consciousness in a male chauvinistic society and the myriad meanings of men-women encounter. (145).

### **Marian McAlpine**

Marian McAlpine, the protagonist's life is the central focus throughout the novel. From the society's view point, Marian seems a normal young woman, economically independent, having a sensible and perfect man as her fiancé and with a comfortable life ahead. These prospects would be every young woman's dream in life. But tracing the life of Marian, we find that her mind was not at peace with the happenings of her life. She was confused and uncomfortable about her relationships, resulting in her bodily revolts and behavioral changes which she was unable to decipher. The disapproval and protest against the socially defined roles for women began unawares in her psyche, resulting in strange thoughts and odd behavior.

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## **Role and Function of Psyche**

Psyche is said to be the centre of man's thoughts, emotions and behavior. An attempt to understand the psyche of the protagonist would account for her conscious or unconscious responses to the social and physical environment. Psyche is formed by the culmination of man's diverse thoughts and experiences right from his childhood. The stresses and strains that are laid upon man's ego help one understand the close interrelation between his thoughts and feelings and the functioning of the physical selves. The psychological conflicts that arise from the unconscious have its definite effect upon man's well being. But these physical expressions that are a component part of a transient emotional response ordinarily pass when the original stimulus for the emotional reaction is gone. Marian, the protagonist of the novel experiences many psychic disturbances and conflicts due to the various experiences that she endures in her life right from her childhood.

## **Marian's Life**

The personal bonding of love and sharing with her family is not visible in Marian's life. There seems to be an alienation from the family that is seen in her life. If she had had the emotional support and care from the family, her dilemma and sufferings could have probably been lessened. Her alienation begins when she does what she should and not what she desired. Marian always desperately needed someone to belong to. Neither did sharing an apartment with Ainsley give her that belongingness nor did the relationship with Peter. She finally finds shelter in the company of Duncan, who emotionally was more in the receiving end than providing support. In this state of crisis in the relationships, a good family support that assured security would have reduced her burdens. It is the complications in relationships that led to all the fears and anxieties that she experienced.

Fear is a reaction to danger that involves both the mind and the body. It arises from threats in the environment and gives rise to anxiety. Anxiety is a vague, general uneasiness or feeling that something bad is about to happen. Some anxiety is normal and

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appropriate, prompting us to take useful action and is therefore healthy. Anxiety becomes abnormal when it is out of proportion to the seriousness of the situation and when it does not fade away even after the passing of the danger. When fear becomes so severe causing tremendous anxiety that it interferes with normal life, they are called phobias. It is an intense fear of something that, in reality poses little or no danger. Most phobias develop in childhood, but can also develop in adults.

Fear is a major element that is expressed through many ways in the life of Marian. At times it is projected in the form of dreams, fantasies, hallucinations or it gets expressed in the form of some abnormal behavior or is tackled through certain defiance shown by her body. This fear overrules in her mind throughout the novel until she overcomes it by taking a definite decision in her life. Many a times this fear or panic is irrational and shocks her 'self' greatly. The novel presents a series of instances when fear grips Marian, making her feel insecure and helpless.

The very first instance is when she is asked to sign the pension plan in the company she works. Foreseeing herself with a hearing aid, receiving an award, disturbs her and fills her with panic. She experiences a similar panic when Peter, her fiancé narrates his hunting story to Len. As she visualizes the scene, he seemed like a predatory creature, a stranger, and she starts to panic. This fear in her was so intense that she did not notice large drops of tears fallen on the table. "I must be crying then! Something inside me started to dash about in dithering mazes of panic, as though I had swallowed a tadpole" (81). This sudden panic was strange to her and she was unable to control her reactions and to understand her behavior. "I locked myself into one of the plushy-pink cubicles and wept for several minutes. I couldn't understand what was happening, why I was doing this; I had never done anything like it before and it seemed to me absurd." (81).

### **Marian's Marriage**

Marian remained irresolute if her decision to marry Peter was right. The moment they got engaged, instead of feeling happy and contented that their relationship was

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taking a direction, she felt as though her mind was empty. She started viewing Peter in a new light. Unconsciously she was letting him take the reins of her life and left the big decision of fixing the marriage date into his hands. She was astonished about her own self and the unimaginable changes she experienced. The sense of insecurity and estrangement intensified day by day and gets projected through various fleeting visions, thoughts, dreams and abnormal behavior. Behzad Pourgharib comments:

As Marian McAlpine gets sucked deeper and deeper into a heady vortex of her affair with Peter, her volition starts getting eroded layer by layer, leaving her with a profound feeling of estrangement from her own real self, which she had thought to be made up of her own exclusive fancies and fears, dreams and nightmares. (89).

The fear of abnormality was one of the biggest fears threatening Marian enormously. She realized that her thoughts and behavior were not normal and would probably need to see a psychiatrist. She wanted to discuss with someone but was afraid to tell Peter, as she would be spoiling her image and Peter would think she was a freak or a neurotic and would have second thoughts about marrying her. As she did not get a sensible answer from Ainsley, her roommate, her last resort was Clara, her friend who assured her that she was very much normal. She even gathered courage to ask Peter and he too asserted that she was normal. She exhibits a desperate desire to appear normal in spite of the frustrations and anxieties that troubled her mind.

### **Panic Stricken**

Marian was frozen in panic when Peter tried to click a picture of her in her red dress. When she realized that she had not been photographed, she felt relieved that she had not been immobile in that guise which not her 'real' self was. The panic seemed similar to someone trying to shoot her with a gun. She felt as though she had become a lifeless statue meant for commercial display.

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Her body had frozen, gone rigid. She couldn't move, she couldn't even move the muscles of her face as she stood and stared into the round glass lens pointing towards her, she wanted to tell him not to touch the shutter-release but she couldn't move.... 'What's the matter with me?' she said to herself. 'It's only a camera.'(291).

These irrational fears and disturbances find expression in Marian's dreams, visions, hallucinations, bodily responses and behavior.

Dream is a wish fulfilling activity; one of the ways through which the repressed content in the unconscious finds an outlet. It is a process through which the ego maintains its strength without having a dissatisfied id. Dreams are an important aspect for the physicians in psychological treatment. They have been described as the royal road to the unconscious. Initially Marian had a dream in which her feet were beginning to dissolve and the ends of her fingers turning transparent. She also had a fleeting vision of both Peter and herself lying dead inside the bathtub. These kind of strange thoughts kept arising in her mind after she was engaged to be married. While working on a questionnaire for stainless steel razor blades, she imagined a strange story about a 'miraculous razor blade'.

As the day for her wedding approaches, she becomes more restless and Peter occupies her mind more and more that she starts doubting his true identity. Her madness goes to such an extent that she doubted Peter to be "the Underwear Man" who was troubling the women in town with his weird questions. "Perhaps this was what lay hidden under the surface, under the other surfaces, that secret identity which in spite of her many guesses and attempts and half-successes she was aware she had still not uncovered: he was really the Underwear Man" (142).

### **Marriage as A Threat To Marian's Self Identity**

The novel portrays marriage as a threat to Marian's self identity. Dressed up for the engagement party, she felt she was made a mere decorative object in the hands of Peter

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for his proud display to his friends. She felt that her identity would be reduced to insignificance after her marriage. She did not want to be trapped into a relationship where her identity and individuality would be crushed. She feared diminishing away. This identity crisis was further revealed through the reflection she saw of herself in various objects. Her restlessness was at its peak on the day of her engagement party. She developed a fear of seeing her engagement ring disappear down the drain. In the silver globes of the three taps in the bathtub, she found three bulging and distorted forms of her body's reflection on the tap. The body was bloating and diminishing and she became afraid that she was dissolving. The panic of facing the party and strange confusions clogging her mind gave rise to these weird thoughts.

... and of the body that was sitting in it, somehow no longer quite her own. All at once she was afraid that she was dissolving, coming apart layer by layer like a piece of cardboard in a gutter puddle.... She was afraid of losing her shape, spreading out, not being able to contain herself any longer, beginning ( that would be worst of all) to talk a lot, to tell everybody, to cry. (274).

### **Eating Disorder Sets In**

The mind and the body of man is so interconnected that the unrest in the mind does have its strong impact on the body. Anorexia Nervosa, the eating disorder began the moment Marian consented to marry Peter and worsened as her marriage approached. Her mind and body started experiencing a split. It was a symptom of the fear that was gripping her mind about the kind future her marriage was going to provide her. Her body became a battlefield, unable to come to terms with the decision of the mind. The body's refusal to eat was a part of its hysterical protest. Listening to the hunting story of Peter, she identified herself with the animal victims and so the body refused to take in any non vegetarian food. She looked at food as a living being and to eat was like 'killing something'. The rebellion that her mind tried to evade turned inward, resulting in her body's sudden rebellious reflexes.

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Marian remembered the cow with the dotted lines in her cook book, the cow that stood undisturbed, and this left a great impact on her mind. She identified herself with the invalid cow which did not know its fate. She realized that she was so long happy and contented because she was unaware of what could happen to her future, her identity and her significance. This subconscious identification with the cow, and the way Peter was neatly devouring his meat made her mind relate herself to the meat, for she thought Peter would devour her personality and her identity in the same manner. This fear resulted in the body's sudden rebellious reflexes which she was unable to understand. Her condition worsened when her body gradually gave up most of the food items. This phobia became so severe that she felt as though the carrots were screaming. "She became aware of the carrot....Then they come along and dig it up, may be it even makes a sound, a scream too low for us to hear, but it doesn't die right away, it keeps on living, right now it's alive...." (220). She was existing on canned rice pudding which also was rejected eventually, for she saw it as a collection of cocoons. "But all at once she had poured the cream over it her eyes had seen it as a collection of small cocoons. Cocoons with miniature living creatures inside" (253).

### **Fear, Fear, Fear!**

The sound of the carrots' screams, her fear of what laid hidden in the food or the vitamin pills, indicated her own fears of what was within Peter's perfect personality. She feared that there was some unidentified threat waiting for her in the label of marriage. All his attributes made her doubt about his true personality. There existed a strong feeling of insecurity in their relationship. Thoughts of marriage often kept interrupting her mind resulting in all those irrational thoughts and behavior. She once felt as though she was very close to an edge. She also felt suffocated at the Christmas party in her office, when the women congratulated her for her engagement. This suffocation was more of the mind than of the body. In another instance, in a super market, she feared that she would be trapped past the closing time and would be found the next day in a state of coma. These kinds of fear indicated that Marian's attitude towards marriage was that of an entrapment and a threat to her self- identity.

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## **Invisible Silent Authority**

Though the fear of losing her true identity began early, it was in the engagement party that it reached its heights, providing Marian an opportunity to break free from the suffocating relationship that was overshadowing her self-identity. She realized that Peter was a threat to her individuality and wanted the fresh air of freedom in order to grow and develop her personality. A while before the party, Marian looked at Peter's neatly lined up clothes and felt a dislike for them, for she felt that they were asserting an invisible silent authority on her. She feared that the clothes may be warm and may contain fragments of Peter in them. Sunaina Singh observes:

Peter was using her for his own benefit, and there was no thought of Marian in it. Marian would always be there for him, silent and solid, but always boosting his ego. She doesn't have to speak, it is not required. It suddenly strikes Marian that Peter was monopolizing her – both physically and psychologically and she decides to do something about it. (46).

The question asked by Duncan during the party aggravated her subconscious fear and brought it to the conscious level. She was able to realize the inauthenticity of her appearance. The party gave her the perception that her future life with Peter would demand a neglect and loss of her individuality and autonomy. When Peter wanted to capture a picture in her red dress, her fear intensified and urged her to act instantly. Sunaina Singh further exemplifies:

Marian didn't want to get bogged down by a marriage where she would be reduced to a paper woman with neither any depth nor weightage. It is from this murderous intent of the perfect marksman that she chooses to run away from. It is a choice between staying and getting gobbled up... and running away to her enclosure of identity and the ability to cope. (51).

## **Trying to Overcome Anxiety**

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After leaving the party, she tried to find some way of overcoming her anxiety in the company of Duncan. Desperation, dread and desolation, along with her eating disorder continued her even after she left the party. She was helpless when she realized that Duncan was no solution to her problems but just a momentary escape. M. Prabhakar rightly states:

Marian finds herself reduced to the state of a destitute girl. She is extremely melancholic and feels dejected about future. Gradually, she realizes the futility of starving herself to death. She begins to see both Peter and Duncan in their true colors and recognizes her complicity in her victimization. She understands how she has allowed Peter and Duncan to exploit and “eat” her. Thus, Marian is made a victim of symbolic cannibalism. (44).

### **A Glimpse of Possible Freedom**

At this juncture, her visit to the snowy ravine with Duncan helps her experience a decisive moment in her life. Left all alone, there was no choice but to decide for her life. Viewing the depths of nature’s ravine, she makes a journey deep within her own self. This encounter with her own naked self allowed her to objectively have a glimpse of her possible freedom. Initially she does not have the courage to face Peter and tries to persuade Duncan to help her. But when Duncan refused to go with her, she was compelled to act on her own. She is finally able to recognize and confront her repressed fears that were consuming her ‘self’ and decides to act on them. Patricia F. Goldblatt observes:

Marian’s suitor, Peter, with his well-chosen clothes and sauve friends, his perfectly decorated apartment, and even Marian as the appropriate marriage choice, is rendered as no more than the wedding cake’s blankly smiling ornament. If appearance is all, he should suffice. Peter is juxtaposed to the slovenly, self-centered graduate student, Duncan, whose main pleasure is watching his laundry whirl in the washing machine.

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Marian is merely a blank slate upon which each man can write or erase his concept of female. (279).

The creation of a cake in the form of a woman revealed Marian's complete control over herself and complete confidence that she cannot be handled with skill by any man. The art of baking provided Marian with a way to liberate herself. The creation of a woman shaped cake provided her a confidence that designing her life was in her hands.

Her creation gazed up at her, its face doll-like and vacant except for the small silver glitter of intelligence in each green eye.... ' You look delicious,' she told her. 'Very appetizing. And that's what will happen to you; that's what you get for being food.'... She felt a certain pity for her creature but she was powerless now to do anything about it. Her fate had been decided.(342).

This action symbolized her refusal to be consumed and offered it as a substitute to Peter. She addressed Peter saying:

'You've been trying to destroy me, haven't you,' she said. You've been trying to assimilate me. But I've made you a substitute, something you'll like much better. This is what you really wanted all along, isn't it? ... His eyes widened in alarm. (344).

When Peter refused it, Marian eats it herself indicating her final acceptance of her bodily self. It is a kind of reconciliation between her mind and body or a celebration that her ignorant self is dead and the self with awareness is born. M. Prabhakar asserts:

She has become a sculptor rather than a lifeless statue erected in the name of beauty. By creating a cake, she would like to symbolize her feelings in the wake of her experiences with Peter and Duncan. Thus, symbolically, the cake woman represents woman as an object for male consumption. It also reveals over-richness and over-decoration visible in the gender system of marriage. (45).

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## **To Live in Agreement With Her True Self**

Having attained the self-knowledge, she took pleasure in the consumption of her former self and indicating that henceforth she would attempt to live in agreement with her true self. This act proves to be her first step towards self actualization. Her cake, with its minutest details like pink finger nails stands as an ironic symbol of the conventional women in the society. Ellen McWilliams in her study observes: “The Edible Woman in the shape of a cake is the symbolic punch-line in Atwood’s food metaphor in the novel, representing Marian’s exposure of the threat posed by Peter to her autonomy and her reclamation of agency” (70). At the end of the novel, Marian’s own voice, a new confident voice is seen. With the reversal of the first person narration, we understand that there is a return to position zero. Marian comes back full circle to where she had begun.

## **Renewal and Reformation**

The cleaning act in the final section of the novel further signifies her renewal and reformation, a daring attempt which she did not dare to do earlier. In disposing all the junk that was rotting in the fridge and cleaning the house, she had also cleared all the fears that were eating her mind. She gets ready to start her life afresh even though it was from the beginning. When she confronts the fears and disturbances of her mind, she is able to come to terms with her ‘self’ and the others. She is able to make rational decisions for her life boldly and faces life with a confidence. Survival after overcoming struggle is the general concept in most of Atwood’s works. Patricia F. Goldblatt rightly says, “In her novels, Margaret Atwood creates situations in which women, burdened by rules and inequalities of their societies, discover that they must reconstruct braver, self reliant personae in order to survive” (275).

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## **The relationship between Proficiency and Exposure to English Language: A study of Functional English and General English Students at Higher Secondary Level in Srinagar**

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### **Abstract**

English, though a foreign language, occupies a unique position in the educational system of India. The situation in Jammu and Kashmir is not much different from rest of the Indian union. Moreover it continues to be a major language having a prestigious position in our society. Fluency in English enhances an individual's personality, presentation skill, confidence and eventually his career. English occupies the position of a *Lingua Franca* in the world. Thus the exposure to English language tends to develop better levels of proficiency in the English language. The present study will focus on the proficiency acquired as a result of exposure to English language. The study covered higher secondary institutions of Srinagar city where both functional English and general English were taught. The findings of the study revealed that those students who have exposure to English language score better in terms of their language skills. Depending on the statistical results, it is discovered that there is a significant connection between exposure and achievement in English language. It was also found that Functional English teaching devotes more time to English teaching than General English.

**Keywords:** Exposure, Proficiency, Functional English, General English

### **1. Introduction**

It is a widely accepted fact that English has acquired the status of a world language and it holds its sway in different domains of life. It is "the most frequently used international language ... Never before has it been more readily used across frontiers" (Smith, 1983). In many countries of the world English is the most widely studied second/foreign language. The situation in Jammu and Kashmir is not much different from rest of the Indian Union. It is the

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language that is widely used in society and learners need to acquire English in order to survive in a society. Currently it is no exaggeration to say that the whole valley is overwhelmed by a zest of English. Moreover, it continues to be a major language having a prestigious position in our society. The majority of Kashmiris think that English language is useful for their personal development. Although students learn English language from kindergarten, their use of English language is moderate. English is the language studied most as a foreign language around the world and quite a lot of work has been done on how English language is acquired or learned. Various variables affect language learning. One of the most significant is exposure to the language itself. Students with more exposure to the target language are expected to acquire greater familiarity with the target language. A learner who has had only formal exposure to the target language will achieve a lower level of proficiency in the language than one who has had formal and informal exposures. Language exposure is vital to language learning and the language proficiency which is acquired from the language learning process is almost entirely determined by language exposure (Lubega 1979).

According to Houston 1971, the development of language depends on exposure to some specific linguistic experience (Curtis Franklin et al. 1974). Briere in his study said that the amount of exposure to the target language in formal and informal situations influence second language acquisition. Carrol, in a study of foreign language proficiency also expressed a similar view that the more exposure to the target language the greater the success of students in proficiency tests. Krashen in a study entitled "Formal and informal linguistic environment in language acquisition and learning" found that meaningful exposure to the target language is necessary. Reading is also an activity through which a person's cognitive ability could be furthered. It is the extraction of meaning from words in print. Carrol C. (1972) found out in another study that there is a strong relationship between children's exposure to written language and the rate of linguistic development. In a formal classroom situation, all learners are exposed to similar conditions of learning, but outside the class there are differing language opportunities and activities.

The concern of this study, therefore, was to investigate the following:

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(1) Exposure to English language use through reading of materials like newspapers, magazines, books.

(2) Watching of television programmes and

(3) Listening to the music.

Formal classroom instruction alone may not cater for language learning because it might not be possible to create all opportunities and situations for language learning within a classroom. Due to constraints in time, availability of resources and opportunities for practice in language use, language learning might be better if extended beyond formal classroom teaching. The present study is based on the following assumption those students who have meaningful exposure to English language are generally more proficient in the use of the language and consequently would do better in the proficiency test that would be administered to them.

## 2. Methodology

Methodology plays a very important role in any kind of research. In the present study, the linguistic data was collected by survey method. The sample for this study covered higher secondary institutions of Srinagar city where both Functional English and General English were taught. The sample comprised of a total number of 160 respondents from which 80 belonged to General English course and 80 belonged to Functional English course. They were selected randomly with different educational and socio-economic background. The sample was divided into 4 groups i.e. 11th Functional English, 11th General English, 12th Functional English and 12th General English. 40 respondents were taken from each group. For the present study equal number of male and female respondents was taken.

*Table 1: Sampling*

	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Functional English</b>	40	40	80
<b>General English</b>	40	40	80

A questionnaire was designed to collect data for the proposed work. The questionnaire consisted of two parts. Part one was designed to elicit personal information

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about the student which included items such as student's background, their schooling at high school level (govt. Private, missionary), economic background, educational qualifications of their parents, exposure to English language and so on. The other part was prepared for elicitation of linguistic data which was designed to test the student's knowledge of all the four language skills, namely reading, writing, speaking and listening.

All four skills were graded on a scale of 0 to 5. A score of 0 means no response, likewise a score of 1 means that the student is very weak in English. A score of 5 shows that the student possesses excellent English language skills. An average student shows a score of 2 to 3 in the test.

For the present work, four separate schedules (each one for each skill) were prepared and the students were tried out in the field through a pilot study. Based on the results drawn through the pilot study, the questionnaires were modified and finalized. The finalized questionnaire was used for data collection. The collected data was analyzed and interpreted with the help of percentages (%) and mean scores using SPSS.14. The data along with its analysis presented in the form of tables and figures. The responses of the questionnaire were coded into scores showing the extent and measure of their exposure to English language use. It was observed that there exists a significant relationship between the degree of exposure to English language use and performance in English language.

### **3. Analysis and Interpretation**

English occupies a prominent place in our society and has the position of a Lingua Franca in the world. It is the language of trade, media, market, and internet and so on. So respondents were asked about exposure to English language.

It is difficult to define exposure. One can actually live in a foreign country for sometime but not take advantage of being "with the people." Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time. Brown, (2000:285) says that if class time spent focusing on speaking demands the full attention and interest of the students, then they stand a good chance of reaching their goals.

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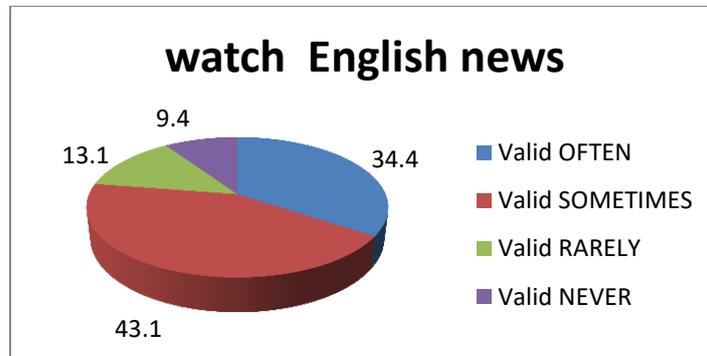
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The analysis of the data showed some interesting results with regard to the relationship of exposure and proficiency in English language.

### 3.1 Watch English News



**Figure 1: Watch English News**

The respondents were asked do they watch English news, it was observed that 34.4% of respondents often watch English news and 43.1% of respondents watch it sometimes. While as 9.4% never watch English news and 13.1% of respondents are those who rarely watch it.

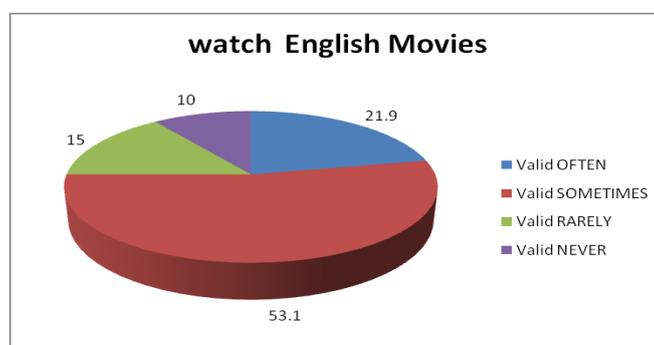
*Table 2: Mean scores showing exposure to English news in both Functional English and General English students.*

STREAM															
WITH FUNCTIONAL ENGLISH								ONLY GENERAL ENGLISH							
YOU WATCH ENGLISH NEWS								YOU WATCH ENGLISH NEWS							
OFTEN		SOMETIMES		RARELY		NEVER		OFTEN		SOMETIMES		RARELY		NEVER	
Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev

										n				n		
WRITING SKILL	3.26	.77	3.18	.74	3.09	1.28	3.00	.84	3.00	.78	2.90	.71	2.50	.55	2.00	.82
READING SKILL	3.65	.80	3.55	1.02	3.07	.59	2.80	1.10	3.46	.66	3.30	.61	2.80	.82	2.60	.63
LISTENING SKILL	2.70	1.01	2.48	.95	2.00	1.35	1.80	1.14	2.25	.90	2.05	.95	1.83	.52	1.60	.97
SPEAKING SKILL	2.71	1.07	2.59	.91	2.60	1.18	2.10	1.14	2.29	.62	2.12	.81	1.90	.55	1.70	1.08

The above table indicates that respondents who watch English news often have better language skills than those who watch English news rarely. It is also clear from the above table that mean scores of all four skills shows increase from lower range( never) to top range (often) on a 4 point scale. It is because of the fact that students who watch English news attributes to higher English proficiency. However the mean scores are higher in functional English students.

### 3.2 Watch English Movies



**Figure 2: Watch English Movies**

In response to the question regarding students watching English movies, it can be elicited from the above pie chart that 53.1% of respondents watch English movies sometimes and 21.9% watch English movies often. However there are only 10% of respondents who never watch English movies, and 15% of respondents are those who rarely show interest in watching English movies.

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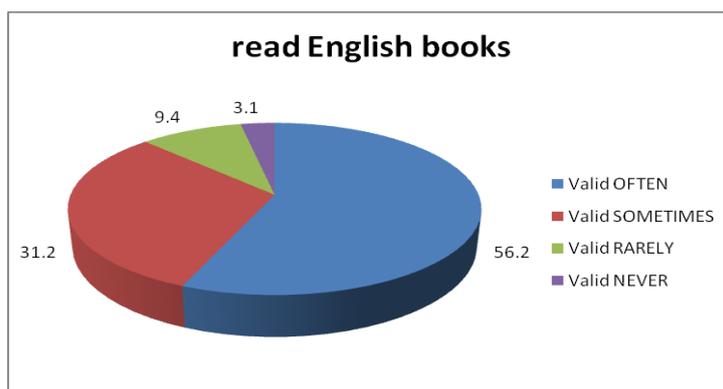
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**Table 3: Mean scores showing exposure to English movies in both Functional English and General English students.**

	STREAM															
	WITH FUNCTIONAL ENGLISH YOU WATCH ENGLISH MOVIES								ONLY GENERAL ENGLISH YOU WATCH ENGLISH MOVIES							
	OFTEN		SOMETIMES		RARELY		NEVER		OFTEN		SOMETIMES		RARELY		NEVER	
	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation
WRITING SKILL	3.65	.99	3.12	.78	2.92	.79	2.43	.79	3.13	.64	2.93	.85	2.60	.60	2.00	.50
READING SKILL	3.45	.89	3.29	.90	3.10	.90	2.52	.98	3.41	.70	3.07	.62	2.90	.67	2.22	.44
LISTENING SKILL	2.80	1.06	2.07	.98	1.52	1.08	1.07	1.13	2.40	.91	2.04	.95	1.40	.67	1.07	.87
SPEAKING SKILL	3.25	.91	2.46	.95	2.33	.98	1.83	1.27	2.93	.74	2.31	.76	2.03	.65	1.49	.93

The above figure illustrates that respondents who watch English movies often have strong hold on English in all skills, especially in listening and speaking areas. However Students who watch English movies often have much better speaking and listening skill than those who rarely watch English movies. This is because of the fact that while watching English movies they get exposure to the native accents and are able to understand the varying paces which can be attributed to their higher proficiency in these skills.

### 3.3 Read English Books



**Figure 3: Read English Books**

Regarding students interest in reading English books, 56.2% of respondents reported to read English books often, while as 31.2% of the students claimed to read English books sometimes, 9.4% of respondents have reported reading English books rarely. While as only 3.1% of the respondents did not show any kind of interest in reading books.

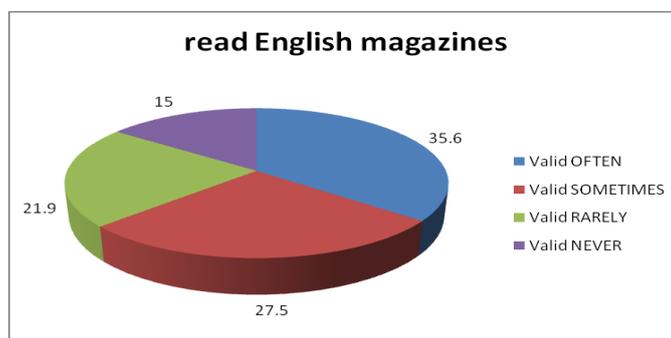
**Table 4: Mean scores showing exposure to reading English books in both Functional English and General English students.**

	STREAM															
	WITH FUNCTIONAL ENGLISH								ONLY GENERAL ENGLISH							
	YOU READ ENGLISH BOOKS								YOU READ ENGLISH BOOKS							
	OFTEN		SOMETIMES		RARELY		NEVER		OFTEN		SOMETIMES		RARELY		NEVER	
	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
WRITING	3.3	.87	2.95	.83	2.5	.55	2.0	.72	3.2	.80	3.07	.61	2.8	1.0	2.2	.50

SKILL	0				0		0		5				0	0	5	
READING SKIL	3.60	.79	3.20	1.11	3.03	.82	2.90	.81	3.41	.64	3.23	.63	3.06	.53	2.80	.82
LISTENING SKILL	2.42	1.06	2.15	1.09	2.00	.75	1.80	.2	2.46	.99	2.00	.76	1.76	.53	1.35	1.26
SPEAKING SKILL	2.74	1.02	2.30	.92	2.07	1.21	1.98	.2i	2.54	.73	2.03	.74	1.98	.83	1.75	.50

The exposure to English language in terms of reading English books tends to develop better levels of proficiency in the English language. Thus above table clearly shows that the respondents who read English books often have greater mean scores than those who rarely read English books. It can be attributed to the fact that by reading English books, respondent's gain access to texts of greater richness which enrich their vocabulary and grammar knowledge to a greater extent.

### 3.4 Read English Magazines



**Figure 4 :Read English Magazines**

The respondents were asked do they read English magazines, it was observed that almost 36% of respondents often read English magazines, and 27.5% read them sometimes, while as 15% of respondents never read English magazines and 21.9% of respondents are those who rarely read English magazines

**Table 5: Mean scores showing exposure to reading English magazines in both Functional English and General English students.**

	STREAM															
	WITH FUNCTIONAL ENGLISH								ONLY GENERAL ENGLISH							
	YOU READ ENGLISH MAGAZINES								YOU READ ENGLISH MAGAZINES							
	OFTEN		SOMETIMES		RARELY		NEVER		OFTEN		SOMETIMES		RARELY		NEVER	
	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation
WRITING SKILL	3.52	.83	3.28	.75	2.95	.95	2.39	.83	3.04	.58	3.00	.75	2.87	.80	2.69	.95
READING SKILL	3.67	.78	3.52	.84	3.32	.92	3.09	.94	3.45	.67	3.35	.56	3.19	.75	3.00	.41
LISTENING SKILL	2.59	.98	2.67	1.03	1.91	.92	1.09	1.30	2.46	.88	2.23	.95	2.18	.87	2.00	.91
SPEAKING SKILL	3.07	.88	2.50	1.20	2.18	.85	2.04	1.03	2.54	.74	2.38	.70	2.16	.78	2.08	.95

It is believed that if a learner is exposed to reading English magazines, his /her chances of increase in proficiency of English language will be greater. It can be inferred from the above table that mean scores are highest in the respondents who often read English magazines.

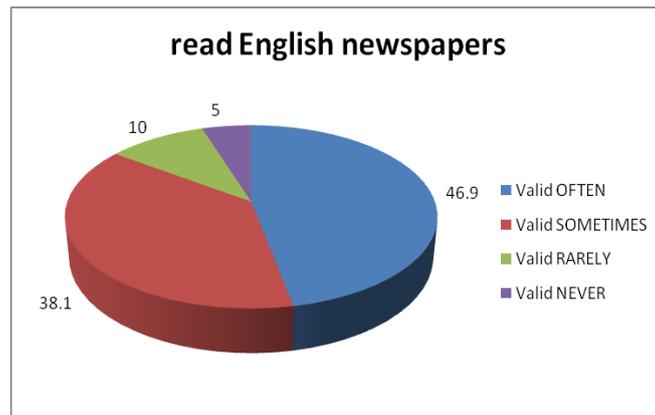
### 3.5 Read English Newspapers

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**Fig 5: Read English Newspapers**

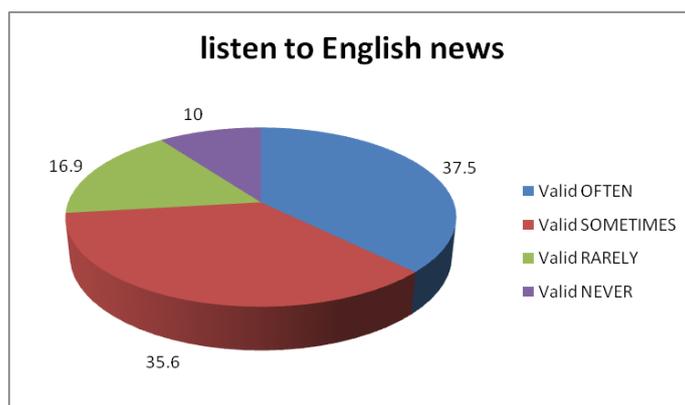
In terms of reading newspapers, almost 47% of respondents read newspapers very often, 38% read sometimes, 10% read newspapers rarely while as only 5% respondents claim that they never read English newspapers.

**Table 6: Mean scores showing exposure to reading English newspapers in both Functional English and General English students.**

	STREAM															
	WITH FUNCTIONAL ENGLISH								ONLY GENERAL ENGLISH							
	YOU READ ENGLISH NEWSPAPERS								YOU READ ENGLISH NEWSPAPERS							
	OFTEN		SOMETIMES		RARELY		NEVER		OFTEN		SOMETIMES		RARELY		NEVER	
Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	
WRITING SKILL	3.33	.92	3.12	.83	3.05	.83	3.01	.58	3.24	.52	3.00	.79	2.80	.76	2.68	1.22
READING SKILL	3.67	.89	3.55	.91	3.41	.87	3.00	1.00	3.43	.61	3.38	.67	3.23	.53	2.90	.45
LISTENING SKILL	2.93	1.09	2.57	1.08	2.44	.88	2.33	.58	2.57	.95	2.31	.92	2.27	.53	2.00	1.00
SPEAKING SKILL	2.98	1.01	2.74	.94	2.56	.88	2.33	1.15	2.86	.69	2.56	.76	2.36	.90	2.23	.84

It can be said that respondents excel in English language when exposed to reading. The above table clearly infers that those respondents score more who often read newspapers. It also points towards the fact that more frequent reading ultimately affects the proficiency of respondents.

### 3.6 Listen to English News



**Figure 6: Listen to English News**

In response to the question regarding students listening English news, it can be elicited from the above pie chart that 37.5% of respondents often listen to English news and 35.6% listen English news sometimes. However there are only 10% of respondents who never listened to English news, and 17% of respondents are those who rarely listen to English news

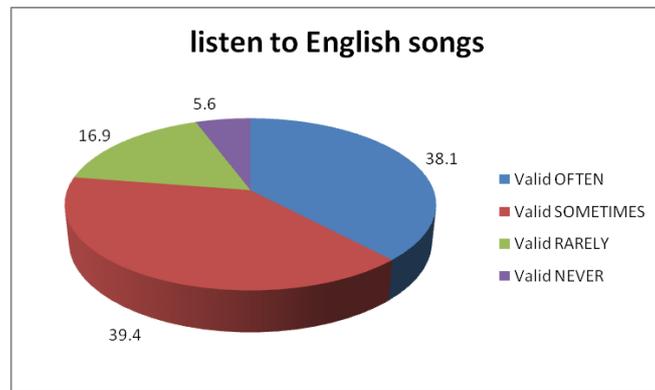
**Table 7: Mean scores showing exposure to listening English news in both Functional English and General English students**

	STREAM															
	WITH FUNCTIONAL ENGLISH								ONLY GENERAL ENGLISH							
	YOU LISTEN TO ENGLISH NEWS								YOU LISTEN TO ENGLISH NEWS							
	OFTEN		SOMETIMES		RARELY		NEVER		OFTEN		SOMETIMES		RARELY		NEVER	
Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	
WRITING SKILL	3.66	.80	3.24	.75	2.98	1.11	2.42	.89	3.00	.57	2.9	.89	2.5	.52	2.0	.67

READING SKIL	3.65	.86	3.55	.96	3.07	.82	2.8	.75	3.46	.67	3.3	.63	2.8	.46	2.6	.63
LISTENING SKILL	2.7	1.01	2.48	1.02	2.0	1.20	1.8	1.22	2.25	.90	2.05	.97	1.83	.53	1.6	.95
SPEAKING SKILL	2.71	1.06	2.59	.93	2.43	1.01	2.1	1.33	2.29	.58	2.12	.86	1.9	.52	1.73	.94

It is clear from the above table that listening English news tends to enhance the language skills of respondents. The mean scores are highest in those who often listen to English news than who rarely listen.

### 3.7 Listen to English Songs



**Figure 7: Listen to English Songs**

When respondents were asked about listening to English songs, the results showed that 38% often listen English songs and 39.4% listen them sometimes. There were only 5.6% of respondents who claimed that they never listen English songs while as almost 17% of respondents claimed to listen English songs rarely.

**Table 8: Mean scores showing exposure to listening English songs in both Functional English and General English students**

	STREAM															
	WITH FUNCTIONAL ENGLISH YOU LISTEN TO ENGLISH SONGS								ONLY GENERAL ENGLISH YOU LISTEN TO ENGLISH SONGS							
	OFTEN		SOMETIMES		RARELY		NEVER		OFTEN		SOMETIMES		RARELY		NEVER	
	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation
WRITING SKILL	3.50	.94	3.08	.63	3.13	.92	2.33	.58	3.12	.67	3.03	.64	3.00	.85	2.87	.98
READING SKILL	3.67	.91	3.53	.90	3.38	.82	2.67	.58	3.52	.85	3.41	.50	3.22	.51	2.83	.41
LISTENING SKILL	2.61	.99	2.20	1.06	2.00	1.15	1.33	.58	2.52	.82	2.12	.94	2.00	.90	1.67	.82
SPEAKING SKILL	2.96	.95	2.58	.98	2.40	.83	1.80	.00	2.88	.71	2.56	.73	2.25	.97	2.00	.89

The above figures clearly show that respondents who often listen English songs have better mean scores than those who rarely listen English songs. It is because of the fact that listening English songs further polishes the skills possessed by respondents due to higher exposure of varied and unfamiliar accents.

#### 4. Conclusion

The above discussion has come up with the conclusion that there is a significant relationship between students' exposure to English language use and their proficiency in

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English language. A comparative study of functional English and general English in terms of exposure was performed. As a result, it was found that Functional English students are considerably more exposed to English than General English students. The study also revealed that Functional English respondents have more exposure to English movies, news, songs, than General English respondents. Similarly they also show good interest in reading books, magazines and newspapers. It is because of the fact that Functional English syllabus stresses these kinds of activities.

The study concluded that Functional English students spent more time in teaching English. As a result, it was found that Functional English students are considerably more exposed to language learning activities. Moreover, Functional English course on English teaching are far more radical than General English. Finally, it is pointed out that Functional English students exposure to the English is likely to be the reason for their better English proficiency when compared to General English students. General English students are left behind in their English proficiency levels when compared to Functional English students. Nevertheless, they are aware of the importance of learning English but they seem less motivated than Functional English students, as the course of General English is not adequate enough to meet their demands.

Through this study also it has been confirmed on the whole, English language learners do not have meaningful exposures to English language use in both functional English and General English students .

From this study, it was observed that many of the learners do not maximise their opportunities to acquire and learn English language. A majority of them for example prefer to listen to and watch radio and television programmes that do not necessarily increase their learning of English. Several of them prefer programmes in urdu/hindi (official / national language)over English. Also many of the students scarcely read novels or literature books written in English which are not included in their curriculum.

## **5. Suggestions**

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It is believed language is richer when extra-school language activities and opportunities are exploited. There is a strong connection between exposure and proficiency. When a learner is exposed to target language in his/her home environment, his/her learning would be enhanced. Parents who have knowledge of the target language should extend their communication with children in target language as well. It is believed that this kind of approach will definitely enhance their proficiency. The job of English language teaching should not be limited to English language teachers only, teachers of other subjects, parents as well as learners themselves should exploit language opportunities to make useful contributions to learners proficiency in English language. Opportunities for language learning through the mass media should be explored. Learners should read newspapers, informative and educative magazines and journals in English. Some of these could later be discussed in the class from the perspective of information, entertainment and education. Schools should design media classrooms that are more responsive to learners' needs at their various levels of linguistic development. In these classrooms, Students should be exposed to audio visual materials such as appropriate films, video tapes and soap operas . While watching students can pay attention how people use language in real life situations, they will be exposed to different registers, accents, intonations, rhythms and stresses (Carrasquillo, 1994, p.140). Similarly they can notice the nonverbal behaviour of the speakers.

The responsibility of a teacher is to function as path-finders to exposure and in sensitizing the learners to the importance of exposure in language learning. On the whole, practice in language is essential to language learning. Extra-school language activities are invaluable for competence in English language learning. The learners English language competence could be reinforced through practice.

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## Role of Syllabus in Developing Cultural Equity in School A Comparative Study of Public & Private Sectors in Pakistan

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### Abstract

Diversity is the key factor of 21st century. Due to Globalization, quite recently, radical changes are visible in all the spheres of our life including political, economic and social aspects. Byron (1988) views Language as always referring to something beyond itself: the cultural context. In view of the new opportunities, foreign language teaching acquires even greater significance but successful communication alone with being unaware of the multicultural diversity does not ensure success. Multicultural aspect has been neglected by educators since long.

The present paper is an attempt to assess the effects of cultural syllabus on English Language Teaching, ultimately effecting the culture of an educational institute by critically evaluating private and public sectors.

### Research Question

What is the role of syllabi in developing cultural equity in a school?

**Keywords:** Cultural, Syllabus (CS), Culture, English Language Teaching, Public & Private Sector.

### Culture

"A language is part of a culture and culture is part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture." Douglas-Brown 1994

The word *culture* has many different meanings. Generally it is related to music, art literature and food. In anthropology, it refers to human behavior. Culture is constantly changing as it is an abstract phenomenon existing only in our minds which displays itself in all the man made things. Edward B Taylor (1871) views it as a combination of “knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society.”

Culture is not developed by lone individuals. It is developed when people interact with each other. If there is no interaction, no culture would be evolved.

### **School Culture**

School culture is all about how people behave in an organization. It is a set of values, beliefs, and attitudes. People may not be aware of its significant influence but they, all, show it in their actions and conversations. School culture plays the role of hidden curriculum. An organization’s success is dependent upon its culture. Peters and Waterman (1982) in “In Search of Excellence” found that best run companies possessed distinctive cultures.

Studies show that there are a number of cultural elements which can be enlisted as ingredients to support a productive school culture. From the work of Senge (1990), Fullan (1992), and Deal and Peterson (1990) and many other researches one can easily point to the importance of a shared vision and a few other like:

- An inspiring vision and mission
- Curriculum linked to the vision and mission
- Syllabus with clear modes of instruction, assessment and learning opportunities
- Sufficient time for instructors and earners to work well
- School-wide conversation about quality
- Healthy interaction (teacher to student, teacher to teacher, student to student)
- Leadership to encourage innovation
- Community participation

## **Difference between School Climate and School Culture**

School climate includes the ethos and spirit of an institution. It represents the attitude of a school. The positive climate is the condition where happiness thrives. Happy teachers seem to be better teachers. For example, often, instructors and students come with low morale on Monday and talk about weekends. This way Monday's climate tends to be less positive.

School climate is all around us. It is based on perceptions but culture is based on beliefs and is a part of us. Whenever a group of people spend time together, they form a commonly accepted set of beliefs and expectation in order to transform information to younger generation present around. School culture is a limited way of thinking and is shaped through climate so if the leaders want to change the school culture, they must change the school climate first.

## **Syllabus**

According to *Oxford English Dictionary*, the word syllabus was originated in English language in mid-17th century. Etymologically syllabus means a table of contents, course of study, program of study, educational program or course outline. It provides guideline for both teacher and learners about which goals to be attained.

Hutchinson and Waters (1987:80) define syllabus as follows: "At its simplest level a syllabus can be described as a statement of what is to be learnt."

In the past the focus has been on the structure of syllabus but it has been shifted in the recent past from structures to situation and function of the topic. Nunan (1988:52) says that with development of the situation "the traditional distinction between syllabus design and methodology has been blurred". It is considered to be a summary of what will be taught and not of what will be learnt.

## **The Purposes of Syllabi**

There is a variety of purposes of a syllabus depending on the content but can be grouped into three major categories: 1. the syllabus as a contract, 2. the syllabus as a permanent record,

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and 3.the syllabus as a learning tool. Each role has implications about what a syllabus should consist of.

### **1. The Syllabus as a Contract**

Many grievances arise due to unclear expectations like a written contract (Matejka and Kurke 1994). Viewing syllabus as a written contract leads to implications about the content consisting clear and accurate course calendar, grading policies, attendance policy, late assign policy, make-up exam policy, academic freedom policy, academic dishonesty policy and accommodation policy (McKeachie 1986).

### **2. The Syllabus as a Permanent Record**

Syllabus helps in faculty reviews. Instructors, departments, Colleges and whole universities are held accountable for their performance through processes such as annual reviews promotion or merit pay reviews, and tenure reviews for which syllabi are helpful. (Glassick, Huber and Maeroff 1997). To make a syllabus useful as a permanent record a syllabus must contain a number of small details regarding content and the assessment procedures, department, credit hours prerequisites and post requisites of the course materials and the experience that the course will involve.

### **3. The Syllabus as a Learning Tool**

Syllabus can serve as a facilitator. It may enhance instructor's effectiveness. Students don't do all of the learning in classrooms, they learn more by reading, writing and discussions outside the classrooms. Direct interaction with the faculty members is rare outside the classrooms as the faculty can't be available everywhere but syllabus can. Syllabi may guide students about something that faculty may not fully consider (Woolcock 2000).

### **Difference between Syllabus and Curriculum**

Curriculum is superset and syllabus is subset. Curriculum is a combination of factors which form an educational program to be used in an institution to cover politics, plans, teaching, learning items, materials, equipment, everything. but a syllabus is for a subject describing which topics to be included.

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## **Syllabus Design ---→ Multi-dimensional Syllabi**

Before designing a syllabus, syllabus designer must face several questions regarding which type of syllabus is going to serve the combination of needs. Does he want a product or process oriented syllabus? What are the goals to be attained? Should the syllabus be learner led or instructor led? Traditionally, the grammar translated method has been mostly used in language classrooms in secondary education. On graduation, many students remained unable to communicate in reality. Such learners faced lack of confidence in productive skills. The fact drew attention to the communicative aspect of to satisfy the needs and desires of the learners.

Syllabus design depends on goals of the curriculum and needs of the learners. A complete syllabus includes all the aspects like structure, function, situation, topics and skills. The syllabi will focus on items based on which aspect is given priority. For a cultural syllabus, eclecticism should be the key factor.

White (1988:92) considers all the aspects: structure, function, situation, topic, skills of great significance. Hutchinson and Waters (1987) are of the view that several syllabuses should be operated at the same time with one of them as the principal organizing feature. This type of syllabus is called as multi-dimensional syllabus.

### **Cultural Syllabus (CS)**

Multicultural classrooms are not only based on language diversity. They consist of religion, ethnicity, gender, customs, food, etc. Language is an integral part of a culture. The cultural syllabus has been created to fill in the gap created by negligence about diversity in multicultural classroom. The cultural syllabus facilitates new understanding about what and how to teach. What is not only about provision of information but also enhances inter-cultural awareness. Such information develops knowledge and skills to ensure success in multicultural atmosphere. So, Cultural Syllabus (CS) provides not only aims but methodology (How) to achieve the specific aims too. Regarding English Language Teaching, it is an account of how to integrate culture and teaching of language. It, not only, develops knowledge but also willingness

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to improve classroom behavior to change the direction of language education. It serves “to expand one’s own cultural awareness by learning about the cultural heritage of the English speaking people and by so doing to arrive at a livelier appreciation of both cultures” (Byram, 1997).

Culture and language are interwoven. Nowadays, to communicate to someone, persons may not know each other but knowing about cultural background behind one’s behaviour is important for successful interaction. One way of raising this kind of awareness, according to Pulverness (2003) , is through literary texts that more direct experiences of cultural engagement. Besides, an enhanced language syllabus that serves as a frame work taking in account all the cultural dimensions would be concerned with aspects of language. The course materials usually ignore culturally tinged aspects: connotation, idiom, the construction of style and tone, rhetorical structure, critical language awareness and translation, which hinders the direct exposure to culturally loaded experiences. Tavares and Cavalcanti (1996) are of the view that usually students don’t have the direct interaction with the native speakers. So to make them feel how the native speakers feel and communicate and why, a set of activities is mandatory which is liable to increase their curiosity about the target culture and make them compare the different cultures.

### **Methodology**

Except for the literature studies, our research is based on document analysis. The document analysis frame work was adapted from the website of University-San Marcos. The logic behind selecting this multicultural curriculum transformation (MCT) instrument is the course components are mentioned by goal level and level of change. The questionnaire (prepared by the researcher) includes open ended and close ended questions.

Class V syllabus was assessed to compare the syllabus and its effects on school culture.

The questionnaire was used to collect data. The participants were asked questions about their observation and ideas on the role of syllabus in developing school culture. The questions

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were asked about: 1) effect of syllabus on school culture 2) role of syllabus to promote multicultural equity.

### **Participants**

The research study was carried out in two schools, keeping in view two streamed education in Pakistan. The schools include a public and a private school. Twenty teachers in total were selected including ten participants from each school.

- Govt. Elementary School, Chungi Amer Sidhu, Lahore Cantt.
- Cathedral Higher Secondary School, Lahore Cantt.

Research ethics were strictly observed. Findings were kept highly confidential as it was ensured to the teachers before the study that the findings are not to be used anywhere else except for the research purpose. The teachers participated voluntarily in the research.

### **Research Barriers**

The researcher planned to interview the participants but most of the selected teachers were reluctant to be interviewed and the management also seemed interested to be present in the interview. So the researcher has to change the tool. The planned interview questions had to be molded to develop a questionnaire to fulfill the same purpose.

The research duration prolonged due to reluctance of the schools management to allow to conduct research. They tend to excuse by stating the prevailing security threats. The researcher has to ensure them to observe research ethics of keeping the findings confidential and teachers reservations were eliminated by making it optional to show their identity while filling in the questionnaires.

## Data Analysis

### Data Analysis (Private School)

Sr.#	STATEMENT		FREQUENCY	PERCENTAGE
01	Do the learning styles favored by the syllabus reflect the learning styles of the students?	Always	4	40%
		often	4	40%
		Sometimes	2	20%
		Seldom	0	0
		Never	0	0
02	Does the syllabus influences school's policy about involvement of parents from diverse ethnic and cultural groups in school activities ?	Always	8	80%
		often	1	10%
		Sometimes	1	10%
		Seldom	0	0
		Never	0	0
03	Is the teaching style of teachers affected by the syllabus?	Always	6	60%
		often	2	20%
		Sometimes	2	20%
		Seldom	0	0
		Never	0	0
04	Does bilingualism (if supported by syllabus) help students of language minority to be more expressive ?	Always	8	80%
		often	1	10%
		Sometimes	1	10%
		Seldom	0	0
		Never	0	0
05	Does the multi culturally sensitive syllabus affects the selection of student body?	Always	4	40%
		often	2	20%
		Sometimes	4	40%
		Seldom	0	0
		Never	0	0
06	Should the syllabus be supported by	Always	8	80%

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	a mandatory multicultural staff development programmes?	often	1	10%
		Sometimes	0	0
		Seldom	1	10%
		Never	0	0
07	Do school assemblies and holidays reflect the multicultural aspects, if they are reinforced in the syllabus?	Always	6	60%
		often	2	20%
		Sometimes	2	20%
		Seldom	0	0
		Never	0	0
08	Do the bulletin boards and other displays in the school reflect ethnic and cultural aspects to the same extent as in the syllabus?	Always	8	80%
		often	1	10%
		Sometimes	1	10%
		Seldom	0	0
		Never	0	0
09	Can syllabus help the students' emotional development?	Always	6	60%
		often	2	20%
		Sometimes	2	20%
		Seldom	0	0
		Never	0	0
10	Does syllabus change teacher's behaviour toward minorities too?	Always	2	20%
		often	2	20%
		Sometimes	2	20%
		Seldom	4	40%
		Never	0	0
11	Does information about other religions' holidays make students more calm about religious minorities around ?	Always	8	80%
		often	2	20%
		Sometimes	0	0
		Seldom	0	0
		Never	0	0

12	While discussing about other religions festivals ( like Christmas),do students focus on similarities to their own religious festivals.	Always	0	0
		often	4	40%
		Sometimes	6	60%
		Seldom	0	0
		Never	0	0

Q 13: All the teachers support including chapters about religions in syllabus other than Islam as they agree that it makes students calmer and open minded. Their prejudice about other cultures reduces as they do focus on similarities among different communities.

### Data Analysis (Public Sector)

Sr.#	STATEMENT		FREQUENCY	PERCENTAGE
01	Do the learning styles favored by the syllabus reflect the learning styles of the students?	Always	8	80%
		often	2	20%
		Sometimes	0	0
		Seldom	0	0
		Never	0	0
02	Does the syllabus influences school's policy about involvement of parents from diverse ethnic and cultural groups in school activities ?	Always	2	20%
		often	6	60%
		Sometimes	2	20%
		Seldom	0	0
		Never	0	0
03	Is the teaching style of teachers affected by the syllabus?	Always	8	80%
		often	2	20%
		Sometimes	0	0
		Seldom	0	0
		Never	0	0
04	Does bilingualism (if supported by syllabus) help students of language	Always	2	20%
		often	2	20%

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	minority to be more expressive ?	Sometimes	4	40%
		Seldom	2	20%
		Never	0	0
05	Does multi-culturally sensitive syllabus affects the selection of student body?	Always	0	0
		often	4	40%
		Sometimes	4	40%
		Seldom	2	20%
		Never	0	0
06	Should the syllabus be supported by a mandatory multicultural staff development programmes?	Always	8	80%
		often	1	10%
		Sometimes	0	0
		Seldom	0	0
		Never	1	10%
07	Do school assemblies and holidays reflect the multicultural aspects, if they are reinforced in the syllabus?	Always	4	40%
		often	2	20%
		Sometimes	1	10%
		Seldom	3	30%
		Never	0	0
08	Do the bulletin boards and other displays in the school reflect ethnic and cultural aspects to the same extent as in the syllabus?	Always	2	20%
		often	2	20%
		Sometimes	5	50%
		Seldom	1	10%
		Never	0	0
09	Can syllabus help the students' emotional development?	Always	10	100%
		often	0	0
		Sometimes	0	0
		Seldom	0	0
		Never	0	0
10	Does syllabus change teacher's	Always	1	10%

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	behaviour toward minorities too?	often	4	40%
		Sometimes	4	40%
		Seldom	0	0
		Never	1	10%
11	Does information about other religions' holidays make students more calm about religious minorities around ?	Always	2	20%
		often	4	40%
		Sometimes	3	30%
		Seldom	1	10%
		Never	0	0
12	While discussing about other religions festivals ( like Christmas),do students focus on similarities to their own religious festivals.	Always	1	10%
		often	2	20%
		Sometimes	4	40%
		Seldom	0	0
		Never	2	20%

## Results and Discussion

The results, based on the data collected through questionnaire and document analysis of the syllabi of both public and private sectors, lead to the discussion of findings. Syllabus is the key to develop multi-cultural awareness and achieve the goals of a nation with a complex cultural map and to meet the requirements of recent globalization. School and its basic unit classroom is the ideal place to make the learners experience interaction with a variety of communities. Syllabus plays a vital role in effecting students' learning styles. If it suggests healthy interaction of young learners during classroom activities, the students definitely learn tolerance and develop multicultural competence because a multiculturally sensitive syllabus bounds the teachers to make peers from different communities. Especially group work serves as a key component of such a class where students have to work in collaboration with members of communities whom they, usually, tend to bracket during social interactions, which is, in reality, a basic form of education called as informal education.

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The research conformed the finding from literature studies which supported bilingual medium to encourage purposeful oral and written expression of the language minority students. Most of the educators agreed that bilingualism infuses confidence in students belonging to language minority. Teachers' ways of teaching do reflect the syllabus priorities. If bilingualism is not supported by the syllabus, instructors have to follow monolingual medium which makes students with language minorities feel alienated.

Even the student body selection and parents' involvement from different communities is affected by the syllabus to some extent, though it is more affected by the priorities of school policy. Bulletin boards, assembly presentations and holidays have a great show of what is reinforced in the curriculum and especially syllabus. If Syllabus focuses upon majority only, the holidays and special occasions put the same show on the whole school culture including bulletin boards.

Teachers' role is multidimensional. They are not only the facilitators of learning but their learning is multi-faceted too. If syllabus includes information about minority communities and recommends multicultural competence, while channelising students' learning the right way, teachers' own behaviour toward their students from different communities transforms from biased to empathic. They, too, focus on similarities and become calmer to cultural differences. Almost 80% of the teachers strongly agree that a multicultural syllabus should be supported by a comprehensive teachers' training programme as we all know that training programmes not only polish their traditional skills but also make them upgrade their knowledge with discussion about theories of child development, cognition and pedagogy. Developing multicultural awareness in institutional training workshops would definitely develop cultural competency in educational institutes.

### **Comparison of the Elements of Syllabi**

The syllabi show a visible difference in all the elements of assessment of syllabi. The private sector school syllabi, which is basically a missionary school, includes a few statements

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about cultural diversity as class discussion will be done to compare celebration of festivals in different cultures. In public sector syllabi, no statement about cultural diversity is stated.

The same difference is witnessed regarding course objectives. In public sector syllabi, no stated multicultural course objectives are included but in private sector school objectives are stated about students' cognitive ability to understand the influence of cultural differences on human development.

Course content, of public sector does not support to analyze different perspectives which is, on the contrary, visible in missionary school's syllabi. Public sector reinforces traditional views and falls to level one as it includes only 30 % of the content, approximately, only showing a bird's eye view of diversity of cultures which are prominently about ethnic variety only but missionary school' course includes almost 60% of multicultural content to analyze aspects other than ethnicity too.

Both the syllabi include variety of instructional strategies. Both include classroom activities and discussion to involve students in learning by doing. Both do not promote traditional ways like rote learning as the prime method of instruction. Though private school's instructional strategies clearly state to ensure cultural equity during classroom activities and make students experience working with different communities through groups and peer formation.

Assessment of students' knowledge shows wide range of contrast. Public sector syllabus is, purely, result oriented. It prepares students for term wise exam only, including multiple choice exam or subjective questions about explaining the concept but private sector syllabi assess students learning through multiple methods and alternatives to standard exam and papers. Private sector methods accommodate students' strategies for expression of acquired knowledge and skills. They maintain portfolios to keep record of creative work produced by students like book reviews or movie reviews etcetera, to be utilized for further improvement. Syllabi recommends to maintain speaking and listening logs to mark students' individual progress during activities

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and step ahead positively to evolve through motivational strategies. Their assignments and activities, as mentioned in the syllabi, demonstrate accomplishment of multicultural objectives but public sector syllabi uses no instrument to do so. Public Sector Syllabi promotes conscientiousness about standard exam with traditional ways of grading ultimately demoting multidimensional methods of learning.

### **Conclusion and Recommendations**

Language learners must also be effective culture learners. They must learn how to read the context of any communication. The syllabus should not be devised for language classrooms only rather it should facilitate learners in the field too. Objectives should include statements about identifying variables that affect individuals' development. The examination should not only be written examination rather verbal interaction and behavior in a multicultural setting must also be considered to be graded. Language instructors are responsible to provide opportunities to gain and practice skills in multicultural context. The best way is to expose them to communities different or contrasting to theirs. Unfortunately, a formal language classroom provides a setting which is just a theorizing about language. It is very formal and structured setting, far away from the real world dealing. It can only be addressed through devising an effective syllabus which ultimately transforms other variables too.

In a Pakistan-like society, where majority is Muslim, with a very complex cultural map, learners usually have a very different setting than studying abroad. They usually have no interaction with native speakers and majority takes the advantage to dominate whenever it comes to language, cast, ethnicity, norms or religion. Educators must feel the responsibility to review the curriculum and syllabus. Syllabus should ensure multicultural equity. Multicultural content percentage should be risen at least to 60 percent which may include information about other communities' holidays and celebration rituals to make students compare it with theirs and explore similarities. Activities and assignments must be provoking to collaborative work of learners from different cultural background and focus on exploring similarities should be emphasized. Another way to expose students to develop multicultural awareness is assembly

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presentations and holidays celebration. In assembly presentations, mostly majority culture is presented which should be balanced through giving a due share to minorities as well.

Assessment, stated in the syllabus, should be embedded with research to gain the objective of multicultural awareness in learners.

But all the toil on devising a multicultural syllabus is liable to drain if the instructors have no multicultural awareness before being exposed to students. The syllabus must be supported by a comprehensive teacher training programme to achieve the stated or unstated multicultural goals. The term Multidimensional Culture Learning is not yet well known by the teachers. Moreover teachers do not feel adequately prepared to devise tests to assess students' behaviour in a multidimensional cultural setting. They are used to devise traditional type of assessments which may also be improved through training programmes on the topic. Teachers should be well equipped with the skills to maintain portfolios, self-reports of progress; journaling of culture learning; simulations, role-plays and other experiential techniques; critical incidents and case studies; culture immersions; and new, more conceptually sophisticated paper and pencil instruments.

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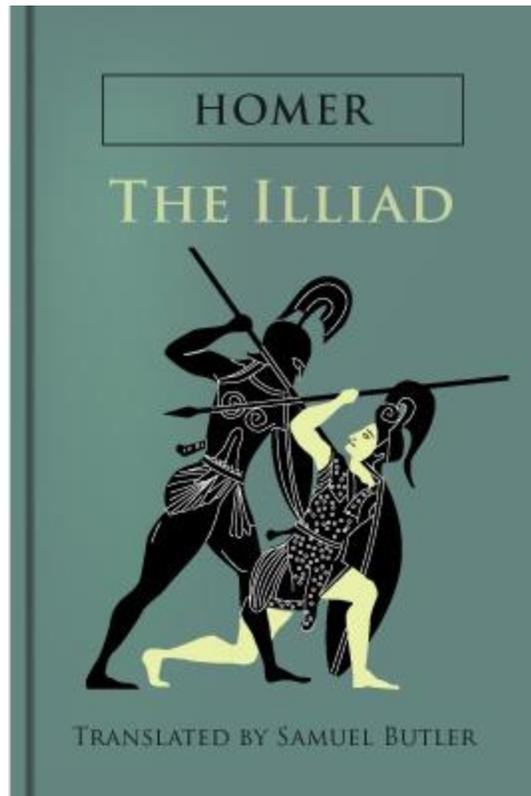
Role of Syllabus in Developing Cultural Equity in School: A Comparative Study of Public & Private Sectors in Pakistan

## The Classicists' Myopia and the Neo-Classicists' Foresight in Perceiving the Superiority of Epic over Tragedy: A Critical Survey

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### Abstract

The objective of this paper is to present before the readers the relative merits of epic and tragedy that are handed down the timeline and enable the readers to establish the superiority of epic over tragedy. In order to render justice to the objective aimed at, the paper traces and presents to the readers a critical survey of the variegated critical aspects of the critics such as Plato (427-347 BCE), Aristotle (384-322 BCE), John Dryden(1631-1700), Joseph Addison (1672-1719), and Dr. Samuel Johnson (1709-1784).

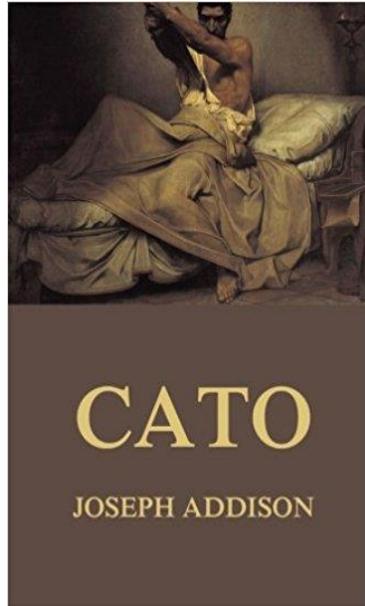
**Keywords:** *Republic*, *Poetics*, epic vs tragedy, classicist myopia, neo-classicist

## **Introduction**

Scholars agree on the fact that the art of criticism began in ancient Greece in the Age of Pericles which was the golden age of remarkable creative and intellectual awakening (Wimsatt & Brooks 3-5). In Europe, the art of criticism began in ancient Greece. The exact time cannot be stated. But in the 4<sup>th</sup> or 5<sup>th</sup> century B.C., it positively attracted the attention of the scholars. Scholars and learned men discoursed freely on Religion, Philosophy, Morality, Politics, Art and Literature. Though scholars like Aeschylus, Sophocles, Euripides, Socrates and Aristophanes lived during this age, criticism was not systematic before Plato. Literary Criticism was developed into a systematic study first by Plato and followed by Aristotle and others. Plato's *Republic* and in Aristotle's *Poetics* are known for their scientific observation and analysis. They draw examples and conclusions from Greek literature in order to apply them to all literatures. The purpose of their writing was to sort out principles for making a good writer.

## **Constituent Components of Epic and Tragedy**

The reader can come across the following observations on epic and tragedy from Plato's *Republic*, Aristotle's *Poetics*, Dryden's *An Essay of Dramatic Poesy*, Addison's *Tragedy* and *The Spectator* and Johnson's *Rambler*, *Rasselas*, the *Preface to Shakespeare* and the *Lives of Poets*.



## 1. Metre

Experience has shown that the heroic hexameter is the right metre. Were anyone to write a narrative poem in any other metre or in several metres, the effect would be wrong. The hexameter is the most sedate and stately of all metres and therefore admits of rare words and metaphors more than others, and narrative poetry is itself elaborate above all others. The iambic and the trochaic tetrameter are lively, the latter suits dancing and the former suits real life. (Aristotle's *Poetics*, Section 1459b)

Thus, epic poetry agrees with tragedy only insofar as it is a metrical representation of heroic action. But it has a single metre and narrative in form that makes it different from tragedy, which is dramatic in form. By compelling an epic to confine itself only to heroic metre and by offering unlimited liberty to tragedy to adopt any metre, Aristotle has exercised his bias in favour of tragedy.

## 2. Length

Tragedy is only a fragment of epic poetry. That is why it is short in length and falls within a single revolution of the sun or slightly exceeds that. Epic is not a fragment of tragedy. That is why it is lengthy and unlimited in time.

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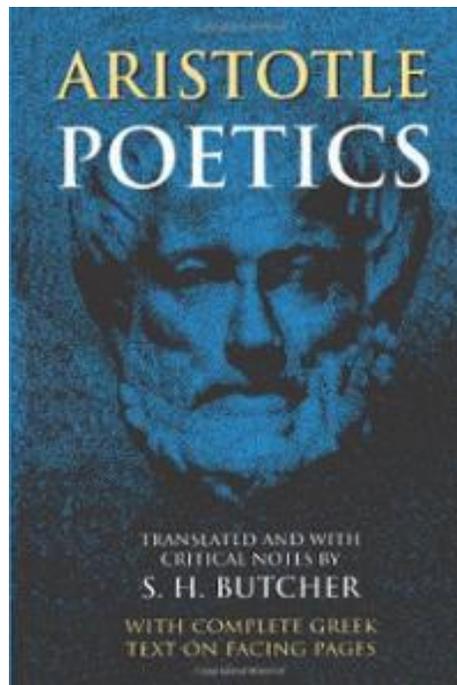
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Epic differs from tragedy in the length of the composition and in metre. ... Epic has a special advantage which enables the length to be increased, because in tragedy it is not possible to represent several parts of the story as going on simultaneously, but only to show what is on the stage, that part of the story which the actors are performing; whereas, in the epic, because it is narrative, several parts can be portrayed as being enacted at the same time. If these incidents are relevant, they increase the bulk of the poem, and this increase gives the epic a great advantage in richness as well as the variety due to the diverse incidents; for it is monotony which, soon satiating the audience, makes tragedies fail. (Aristotle's *Poetics*, Section 1459b)

### 3. Plot and Unity of Action

Even though some of the constituent parts of tragedy are the same with epic, the components such as song and spectacle are assigned only to tragedy and not to epic poetry. Consequently, tragedy is endowed with all the elements of epic poetry and epic poetry is denied song and spectacle (Aristotle's *Poetics*, Section 1447a).



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He also points out that “An epic must be ‘simple or complex,’ or else turn on ‘character’ or on ‘calamity.’ The constituent parts of epic and tragedy are the same except the components of song and spectacle in a tragedy (Aristotle’s *Poetics*, Section 1459b). But poets have converted these disadvantages which arise because of the series of rules to be adhered to into advantages. Thus, Aristotle has endowed tragedy with a single plot, which is very easy to deal with; whereas, he has endowed epic with a complex plot, which is very difficult to deal with.

With regard to Unity of Action, Aristotle praises Homer for having practised unity of action in the plot of *Iliad* and *Odyssey* (Aristotle’s *Poetics*, Section 1451a). In spite of its complex plot and unlimited length, epic poets do endow their plots with unity of action. The suitable example is John Milton’s *Paradise Lost*.

#### 4. Character

Concerning delineation and depiction of characters, Aristotle recommends that the character should be good, appropriate, life-like, and consistent (Aristotle’s *Poetics*, Section 1454a). Aristotle not only praises Homer for having depicted the character of Achilles in *Iliad* and Odysseus in *Odyssey* but also Aeschylus, Sophocles, and Euripides, the Greek Tragedians, for having depicted the character of *The Suppliants*, *Oedipus Rex*, and *Heracles*. Aristotle wants to reiterate the point that the character depicted should be true to life and yet more beautiful (idealized or ennobled).

All these are used by Homer for the first time, and used well. Of his poems, he has made the one, the *Iliad*, a ‘simple’ story turning on ‘calamity,’ and the *Odyssey* a ‘complex’ story—it is full of ‘discoveries’—turning on character. Besides this, they surpass all other poems in diction and thought. There must, however, be nothing inexplicable in the incidents, or, if there is, it must lie outside the tragedy. (Aristotle’s *Poetics*, Section 1454b)

The reader should remember the fact that though William Shakespeare’s tragic heroes are life-like, they are not good, appropriate and consistent.

## 5. Thought

Epic and tragedy should deal with sublime thought.

## 6. Diction

With regard to diction, Aristotle recommends that it should refer to “(1) things as they were; (2) things as they are; (3) things as they are said to be; (4) things as they seem to be; (5) things as they ought to be” (Aristotle’s *Poetics*, Section 1461b). He also warns the writer that “Too brilliant diction frustrates its own object by diverting attention from the portrayal of character and thought” (Aristotle’s *Poetics*, Section 1460b).

Furthermore, Aristotle exercises his bias in favour of tragedy as follows:

... epic appeals to a cultivated audience which has no need of actor’s poses, while tragedy appeals to a lower class. If then it is vulgar, it must obviously be inferior.

... Moreover, tragedy fulfils its function even without acting, just as much as epic, and its quality can be gauged by reading aloud. So, if it is in other respects superior, this disadvantage is not necessarily inherent. Secondly, tragedy has all the elements of the epic—it can even use the hexameter— and in addition a considerable element of its own in the spectacle and the music, which make the pleasure all the more vivid; and this vividness can be felt whether it is read or acted (Aristotle’s *Poetics*, Section 1462a).

Another point is that it attains its end with greater economy of length. The plot of an epic is spread over a long period. The art of the epic has less unity. It means an epic is made up of several separate actions. But one epic can make several tragedies. Epic has a certain magnitude. And yet, the better of the two is tragedy.

... (Aristotle’s *Poetics*, Section 1462b).

Based on the afore-cited Aristotelian poetics, the similarities and dissimilarities between epic and tragedy are crystallized and enlisted as follows:

**Points of similarities between the structure of the plot and content are applicable to both**

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<b>epic and tragedy.</b>
a. Plato says that all rules that apply to Poetry apply equally to Drama (Prasad 5).
b. According to Aristotle, as Epic is an imitation, it resembles Tragedy.
c. It has either complex or simple plot.
d. Four of its parts are also the same: plot, character, thought, and diction/ language/ dialogue.
e. It has the unity of action, tragic happenings and produces cathartic effect. Epic is not curtailed with the rules of three Unities such as place, time and action. It does transcend all these limitations. Since epic does not come under the limitation of time, it does not delude the readers and the listeners.
f. Epic has a complication, a turning point and a denouement.
g. Epic, as the noblest product of mankind, softens pride and soothes affliction. The tragic hero is a virtuous man who struggles in misfortune (Prasad 131).
h. Epic teaches the most important truths of life.
i. The incidents and character should be necessary and probable.
j. The protagonist is overcome by some superior force or circumstance; excites terror or pity.
k. The character is of higher and nobler type.
l. The hero embodies the values of the civilization.
m. It shows divine intervention on human affairs.
n. The structure of epic should be modelled on dramatic principles of tragedy.
o. It should have proper beginning, middle and end. It should have complete organic whole.
p. The characters and incidents of an Epic are fictional and should be presented in a way that would captivate the interest of the readers and the spectators. They should convince the audience that they are true.

<b>Points of Dissimilarities between the Forms and Contents of Epic and Tragedy</b>	
<b>Epic</b>	<b>Tragedy</b>
1. The plot of an Epic is constructed on dramatic principles like that of a Tragedy	1. Tragedy is the most developed form of Poetry. Poetry, Comedy, Epic, Lyric and

(Potts 51-52).	Balled are parts of tragedy.
2. It has unity in its plot. In this regard, epic is given more freedom than tragedy.	2. It has unity in its plot. In this regard, tragedy is not given more freedom than epic.
3. Epic imitates life by narration. It communicates through reading and recitation.	3. Tragedy imitates life by its dramatic action and speech. It communicates through action, events and dialogue.
4. Its length is not restricted. Though it is longer in length than tragedy, its pleasure is spread over a long time and very much diluted. It must be written only in heroic metre (Potts 52). It imparts an implausible air to incredible fiction (Potts 55).	4. Its length is restricted. It is shorter in length than epic but grapples interest of the audience. It can be written in different metres (Potts 52). It imparts an implausible air to incredible fiction (Potts 55).
5. John Dryden affirms that epic's lengthy mode of expression is a boon rather than a bane because epic includes everything and it succeeds to make a deep impression.	5. Dryden affirms that tragedy's shorter mode of expression is a hindrance rather than an aid because in order to limit itself to the prescribed length, tragedy has to leave out much, and it fails to make a deep impression as epic (Prasad 117).
6. It doesn't make use of song and spectacle.	6. It makes use of song and spectacle.
7. Owing to its narrative form, it can depict many events simultaneously.	7. It cannot show on stage whatsoever happens.
8. Through its varying episodes, epic can produce grandeur of effect, avoid satiety, and promote interest.	8. Though it introduces varying episodes, it cannot avoid satiety and promote interest.
9. Poets have lot of scope for the use of the improbable or the marvelous because it is pleasing. It can be perceived by imagination and it passes unnoticed. So,	9. Playwrights cannot use the improbable or the marvelous because there is no scope for it. It can be perceived by the eyes of the spectators. So it appears

the poets should prefer probable impossibilities.	absurd, and the playwrights should prefer probable impossibilities.
10. The epic mode of imitation is not higher than that of the tragedy. Moreover, the epic imitation has less unity.	10. The tragic mode of imitation is higher than that of the epic.
11. Epic does not have all the elements of tragedy in it. Though limitless in length, it appeals to a more refined readers and listeners without theatrical aid but through imagination.	11. Tragedy too appeals to cultivated audience when merely read. When it is performed on stage, though limited in length, it affords greater pleasure. So, it attains its end more perfectly than the epic (Prasad 23 – 25). Tragedy is the highest art because it has all the epic elements. It can make use of epic metre also. Tragedy as an art fulfils its specific function in a better manner than epic poetry (Prasad 24-25, Potts 59 – 61).
12. The mode of imitation may have lesser unity of time, place and action. Enforcing the three unities is less possible in the lengthy epic.	12. The mode of imitation may have greater unity of time, place and action. Enforcing the three unities is more possible in the shorter tragedy.
13. Poets have a lot of scope for the use of the improbable because it cannot be perceived by imagination of the reader and listener. It is pleasing, and therefore, it passes unnoticed.	13. Playwrights do not have a lot of scope for the use the improbable because it can be perceived by the eyes of the spectators. So it appears absurd and so the playwrights should prefer probable improbabilities.

<p>14. Aristotle praises Homer, the epic poet, more than Sophocles, the Greek tragedian. Yet, he assigns epic a lower rank.</p>	<p>14. While praising Homer more than Sophocles and arguing that there is no difference between epic and tragedy, he assigns tragedy a higher rank than it deserves.</p>
<p>15. John Dryden says that it is entirely the poet's work and so the poet alone deserves the credit for it.</p>	<p>15. It is the playwright's work as much as the actors', and so the playwright alone does not deserve the credit for it (Prasad 117-118).</p>
<p>16. In an epic poem, scenes hateful to sight or putting a heavy strain upon the readers' and listeners' power of belief are reported rather than acted. The epic can portray many things like big armies through pen-pictures and it will be very effective.</p>	<p>16. In a tragedy, scenes hateful to sight or putting a heavy strain upon the spectators' power of belief are acted and big armies that cannot be shown on stage are reported. So the play won't be very effective (Prasad 108, 117-118).</p>
<p>17. Readers can leisurely read and relish many subtleties of aesthetics that are embedded in the epic.</p>	<p>17. Viewers cannot leisurely witness the play and they cannot relish many subtleties of aesthetics that are embedded in a play during the enactment of it (Prasad 117-118).</p>
<p>18. Mere reading and listening of the epic alone is not a sure test of its merit. If the epic is not well-read, well-rendered and carefully listened, even a worthy epic may miserably fail to create the desired impact on the minds of the readers and the listeners.</p>	<p>18. Mere performance of the play is not a sure test of its merit because even a worthless play may succeed in the theatre, if it is well-acted and well-presented through technical devices (Prasad 117-118).</p>
<p>19. Its action is great, its structure is more elaborate, its characters are more dignified, its language is more exalted, its episodes are more varied, and its effects are more</p>	<p>19. Its action is great, its structure is not more elaborate, its characters are not more dignified, its language is not more exalted, its episodes are not more</p>

<p>lasting (Prasad 118).</p>	<p>varied, and its effects are not more lasting.</p>
<p>20. In <i>The Apology for Heroic Poetry</i>, Dryden points out that the style of the epic is heightened from that of natural speech, just as its action and characters are above those of common life. In order to do this, the poet makes use of the various rhetorical devices such as metaphor, hyperbole, disordered narrative and the like. He also says that the epic has sublime subjects which are expressed in the sublimest manner. It is this sublimity which has aroused a lasting interest for the epics (Prasad 118-119). Thus, Dryden finds epic superior to tragedy.</p>	<p>20. Dryden's views on tragedy are based on Aristotle's definition of tragedy. According to Aristotle, tragedy evokes fear and pity and purges of those two emotions in our minds (Prasad 112; Baldick 32). According to Paul de Rapin's explanation, pride and want of commiseration are the prominent vices of mankind. In order to cure man of these two vices, the inventors of tragedy have chosen to work upon the passions namely fear and pity. In other words, fear cures man's pride, and pity cures man's want of commiseration or hardness of heart. To Aristotle, the ends of tragedy are pity and fear. But Dryden claims that the true ends of tragedy are the punishment of vice and reward of virtue. Pity and fear are only means to make man love virtue and hate vice by showing the rewards of one, and punishments of the other. He doubts the power of tragedy in bringing purgation within a few hours (Prasad 112-113). Thus, Dryden finds tragedy inferior to epic.</p>
<p>21. Joseph Addison exhibits and vindicates John Milton's greatness in the light of the</p>	<p>21. As for tragedy, Joseph Addison was influenced by Aristotle, Horace and the</p>

<p>ancient writers of epic. The reader can observe in <i>Paradise Lost</i> “all the greatness of plan, regularity of design, and masterly beauties which we discover in Homer and Virgil” (Bond 85).</p>	<p>French neoclassicists. He defines tragedy as the noblest product of mankind, because it softens pride and soothes affliction. The tragic hero, he says, is a virtuous man struggling with misfortune (Prasad 131).</p>
<p>22. With regard to the plot and characterization of <i>Paradise Lost</i>, Joseph Addison observes that the fable or plot of <i>Paradise Lost</i> conforms to Aristotle’s view that it should be single, complete and great. It is single because it deals with only one action i.e. the fall of man. It is complete because it has a beginning, middle and an end, i.e. the conspiracy in hell, its execution on earth, and its punishment by heaven. It is great because it comprises the fate of whole mankind, and not of just a single person or nation (Bond 62-64). On the whole, it is a great work of art and it closely follows the classical models namely the <i>Iliad</i> and the <i>Aeneid</i> (Prasad 133).</p>	<p>22. Addison wants violent deaths to be reported rather than presented on stage (Prasad 131).</p>
<p>23. Literary craft, according to Joseph Addison, is not a mere matter of rules. Sometimes, rules even hamper fine writing. There is more beauty in the works of a great genius, who is ignorant of the rules of art, than the works of a little genius, who knows and observes those rules (Prasad 133).</p>	<p>23. Shakespeare’s plays, in spite of violating the rules, are appealing more than the works of any playwright who has observed all the rules (Prasad 133).</p>

24. According to Dr. Johnson, an epic poet deserves the first praise of genius because to write an epic, the poet should have all the powers, which are singly sufficient for other compositions.	24. In order to write a tragedy, the playwright need not have all the powers, which are singly sufficient for other compositions.
25. According to Dr. Johnson, the epic poet exalts narration and description into a noble art and animates it by introducing dramatic energy and diversifies its effect by retrospection and anticipation and puts them to poetic use through imagination.	25. The playwright exalts narration and description into a noble art and animates it by introducing dramatic energy and diversifies its effect by retrospection and anticipation and puts them to theatric use.
26. The subject of an epic poem is an event of great importance (Ramaswami and Sethuraman 228-229) and Milton wrote <i>Paradise Lost</i> when he was blind and this marks the greatness of the poet and the epic poem (Prasad 146-147).	26. In Dr. Johnson's opinion, only a few playwrights, such as Shakespeare, have succeeded in presenting a faithful mirror of manners and of life (Enright and Chickera "Preface to Shakespeare", 135).

Based on the arguments of Plato, Aristotle, John Dryden, Joseph Addison and Dr. Samuel Johnson in connection with the relative merits of epic and tragedy, the reader can arrive at the following points:

<b>Dissimilarities between Epic and Tragedy</b>	
1. An epic is a long narrative poem which recounts in elevated style the deeds of a legendary hero, especially one originating in oral folk tradition.	1. Tragedy developed into an art-form from the improvisation of the leader of choral dithyrambs-hymns sung and danced in praise of Dionysus, the god of wine and fertility.
2. Epic is a heroic drama and it is presented in the form of a long narrative poem.	2. Tragedy is a heroic drama and it is presented in a short dramatic form.

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3. The setting is vast, covering many nations or the world. It refers to the universal.	3. The setting is not vast, not covering many nations or the world or the universe. It refers to single place and the individual.
4. It portrays less vulgar or unrefined elements.	4. It portrays more vulgar or unrefined elements.
5. It pleases refined audience.	5. It pleases all sort of audience.
6. The epic and tragedy are different in length. The greater size of an epic allowed it more grandeur and dignity in the treatment of its incidents.	6. Tragedy is more concentrated, simple and compact. For this reason, its size is much more limited than that of the epic. It is based on the principle that it is short enough to be grasped as an artistic whole.
7. Each and every incident is highly elaborate and elevated.	7. Incidents in tragedy must necessarily be shortened and more concentrated.
8. The elements of music/rhythm and spectacle are missing.	8. The elements of music/rhythm and spectacle are included.
9. The epic allows greater scope for the marvellous within the action.	9. Tragedy can't make too much use of the marvellous within the action.
10. Epic can relate the marvellous because it is not going to be represented on stage before the eyes of the spectators. So, it is left to the imagination of the readers.	10. But in tragedy, it is not possible to a greater extent.
11. The epic uses the mode of narration.	11. The tragedy uses the mode of dramatic presentation.
12. Vividness of character is missing in epic.	12. Vividness of character is easy to achieve in Tragedy.
13. Epic can be read, visualized, enjoyed and experienced by the literates. The illiterates can only listen to the reading of it, enjoy and experience by visualizing it.	13. Tragedy can be read, witnessed, enjoyed and experienced (Prasad 117) both by the literates and the illiterates.
14. It is longer than the tragedy in length and	14. It is shorter than epic in length and so it

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yet it can grapple the interest of the audience over a long period of time.	can grapple the interest of the audience only for a short time.
15. Since epic cannot be witnessed, it cannot offer visual appeal directly. It can impart unlimited impact because it is coupled with the imagination of the readers and the listeners.	15. Since tragedy can be witnessed, it can offer pleasure through visual appeal directly and also through reading and listening to it indirectly. It can impart only limited impact because it is not coupled with the imagination of the audience, the readers and the listeners.
16. Epic pleases the readers and the listeners of all countries of all times.	16. The tragedy that pleases the audience, the readers and the listeners of one country need not please the audience, the readers and the listeners of another country.
17. The poet, through the vivid narration and description, is able to achieve verisimilitude by encouraging the readers and the listeners to imagine. It unleashes unlimited capacity to the human mind to visualize anything beyond the expectation and belief of the writer. It transforms the acts of reading and listening not only into pleasurable but also pressureable experiences.	17. The playwright, by depicting the scene or character on stage, does not encourage the viewers to visualize the scene or character on their own. He makes witnessing a play into a pressureable and not a pleasurable experience for the onlookers.
18. Anything that is invisible entices one's attention and the unfamiliarity of the thing breeds liking. The scenes and the characters that are delineated through description and the events that are narrated in the epic do not satiate and cloy the aesthetic appetite of the readers and the listeners; rather they encourage them to read and listen to the	18. As the proverb which says, "Familiarity breeds contempt," the scenes and the characters that are presented do satiate and cloy the aesthetic appetite of the onlookers and discourage them to witness the play further. It does not create room for the onlookers to imagine and visualize the events that are depicted

beauty of the things that are narrated and described forever and ever.	on stage.
19. Any single epic makes several tragedies (Aristotle's <i>Poetics</i> , Section 1462b).	19. Tragedy cannot certainly contribute to several epics. In this case, tragedy is inferior to epic.
20. Epic appeals to a cultivated audience.	20. Tragedy appeals to a lower class (groundlings). If so, it is vulgar, it must obviously be inferior.
21. According to Dryden, only a more gifted poet can write an epic, and that is why there are only a few epic poets in the world of whom again a few have succeeded (Prasad 118).	21. Even a mediocre playwright can write a tragedy, and that is why there are many tragedians in the world of whom again many have succeeded.
22. Dryden, Addison and Dr. Johnson find epic superior to tragedy.	22. Dryden, Addison and Dr. Johnson find tragedy inferior to epic.

## Conclusion

From the afore-said points, the readers of the paper can clearly understand the fact that Aristotle assigns Tragedy a higher rank than it deserves. Aristotle's theories are primarily based on the Greek literature of his own times. He drew his models of tragedy from Sophocles and Euripides. Aristotle deals more with the form of literary type than their (epic and tragedy) content, and lays down rules only for forms. Therefore, his concepts of epic and tragedy are lopsided and they are not based on objective evaluation of their relative merits (Prasad 23).

The readers of this paper can also understand the fact that Aristotle's treatment of epic is slight compared to his treatment of tragedy. The concept of the superiority of epic over tragedy is established based on the similarities and dissimilarities between the structure of the plot and content of epic and tragedy. It is successfully done by highlighting the limitations of Aristotle's critical theories objectively. The arguments are based on John Dryden's arguments against Aristotle's treatment of epic and tragedy. Joseph Addison's views on *Paradise Lost* and on the

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aim of writing it are exhibited to vindicate John Milton's greatness in the light of the ancient writers of epic. The greatness of Homer and Virgil with regard to their plan, regularity of design, and masterly beauties can also be discovered in Milton. Addison's definition and views on tragedy are also discussed. Dr. Samuel Johnson's views on epic and drama are enlisted. The paper enumerates the points and does establish the superiority of epic over tragedy by rendering apt arguments in the form of a critical survey.

From the above-mentioned arguments, it is proved beyond any doubt that epic (Heroic poem) is the greatest work of human nature. Therefore, it can be concluded with the words of Isaac Newton that if the Neo- Classicists are able to perceive the superiority of Epic over Tragedy, it is "by standing on the shoulders" of the Classicists.

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The Classicists' Myopia and the Neo-Classicists' Foresight in Perceiving the Superiority of Epic over Tragedy: A Critical Survey

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**Formation of a Word:  
A Semiotic, Syntactic, and Semantic Analysis as Viewed by  
Saussure, Lévi-Strauss, Heidegger, Fish, and Latour**

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**Abstract**

The paper answers the questions: What is a word? What contributes to the formation of a word? What are the components of a word? What is the meaning of the word 'word'? What is the meaning of the word 'meaning'? How do words acquire meaning? It analyses the questions from Semiotic, Syntactic, and Semantic points of view and answers them in the context of semantic analysis following Saussure, Strauss, Heidegger, Stanley Fish, and Latour. It introduces the readers to the meaning of the terms *Semiotics* and *Semantics*, the historical background in which these words are coined, Saussure's contribution to the study of language, the basic elements of Semiology, a letter of the alphabet, a word, the use of an image of a thing, a hieroglyph, and a character as signs to convey the meaning in specific contexts which are essential to the interpretation and understanding of the meaning of words used in communication.

**Key words:** semiotic, semantic, syntactic views, Saussure, Levi-Strauss, Heidegger, Fish, Latour

**What is a Word? What Contributes to the Formation of a Word? And what are the Components of a Word?**

If one tries to understand the meanings of the terms 'word' and 'meaning,' one gets an indeterminate, equivocal, ambiguous definition and gets confused. In order to understand the meaning of the terms 'word' and 'meaning,' one has to patiently take steps to seek the help of lexicons of various kinds. Sometimes, such an effort may end in futility. Therefore, one has to

refer to dictionaries of philosophical terms and resort to theoretical explanations rendered by many great thinkers of the world through various examples.

*The Free Dictionary* by Farlex, defines the term ‘word’ as follows: “A sound or a combination of sounds, or its representation in writing or printing, that symbolizes and communicates meaning and may consist of a single morpheme or of a combination of morphemes.” It defines the term ‘word’ further as “a unit of language, consisting of one or more spoken sounds or their written representation, that functions as a principal carrier of meaning, is typically seen as the smallest such unit capable of independent use, is separated from other such units by spaces in writing, and is often distinguished phonologically, as by accent or pause” (<http://www.thefreedictionary.com/word>).

If one tires to look at a word from the viewpoints of ‘wordness’ or ‘wordhood,’ which refers to the quality of being a word, one can understand and answer the question confidently. It leads one to understand the fact that there are several and different ways of defining a ‘word’ as follows:

- 1. Orthographic Word:** It exists in visible graphic (written) form.
- 2. Phonological Word:** It exists in invisible phonic (speech) form.
- 3. A Lexical Item (or Lexeme):** If a word has more or less readily identifiable meaning(s) in a dictionary, then it is called a lexical item.
- 4. Grammatical Word-Form:** The word BOY has two grammatical forms. They are: BOY is in the singular form and BOYS is in the plural form.
- 5. Base Form and Inflected Form:** The word GIRL is the base form and the inflected form of GIRL is GIRLS.
- 6. The Citation or Dictionary Form:** Any dictionary form of a word is known as the base form and it is also known as the citation form because it is cited from the dictionary.
- 7. Inflection and Derivation:**

Inflection is the variation in form of a lexical item, which is carried out for grammatical purposes. For example, the lexical item ELEPHANT, has two grammatical forms such as ELEPHANT and ELEPHANTS.

Derivation is the formation of a new word from another word, usually by the addition of an affix. For example, 'ELEPHANTINE' is an adjective, which is derived from the noun 'ELEPHANT'.

### **8. Zero-Derivation or Conversion**

Zero-derivation or Conversion happens when a word is shifted from one word-class to another without making any change to it. For example, STONE him to death. In the sentence, the noun STONE is converted into a verb.

### **9. Multi-Part and Discontinuous Words**

In the following examples, "She turned on the light," or "She turned the light on," the sentences are constructed with phrasal verbs which also occur discontinuously.

### **10. Content Word and Grammatical Word**

A content word has a complete meaning and it also has a referential and an identifiable meaning in a dictionary. For example, BETHLEHEM is a euphemistic term, which refers to a MENTAL ASYLUM.

A grammatical word has some identifiable meaning. It can also be translated in another language. It performs one or more grammatical functions. A dictionary will only give an account of their grammatical functions. It will not provide meaning of such grammatical words. For example, the phrase 'an association of teachers' contains two grammatical words such as 'an' and 'of.'

### **11. Clitic**

A Clitic means a grammatical word form. It cannot form itself into a phonological word all by itself, but only with the help of other clitics. For example, the articles 'a' and 'the,' which are bound to the following: 'a plan' and 'the book.'

### **12. Short Forms**

**a. An abbreviation** is a short way of writing a word or phrase, using only letters of the alphabet. For example, the word 'Mister' is usually written in its abbreviated form 'Mr'. 'Mr' is

also a title derived from ‘Master’ as the equivalent female titles ‘Mrs’, from ‘Mistress’ and ‘Ms’ from ‘Miss’.

**b. A logogram** is a written character, which is not a letter of the alphabet, but it traditionally represents a word, or a sequence of words. A logogram is a representation of a lexical item or of a grammatical word-form. For example, the monetary symbol ‘₹’ that stands for Indian Rupee or @ that stands for grammatical word for ‘at,’ or the digits ‘666’ that stand for a sequence of words such as ‘six hundred and sixty six.’ If it is restricted to refer to ‘letters of the alphabet’ such as ‘X,’ a logogram cannot be considered an orthographic word.

**c. A contraction** is a brief way of pronouncing or writing a sequence of two or three words together. It is always a single orthographic word and a single phonological word. But it represents two or three words and two or three grammatical word-forms. For example, ‘I’ll’ for ‘I will’ and a question tag ‘aren’t I?’ instead of ‘am n’t I?’

**d. Acronyms** are pronounced by spelling them out letter by letter. For example, ‘UNO’ stands for the ‘United Nations Organization.’ With regard to Initialism, the word results from spelling the word out letter by letter, as ‘FIFA,’ for ‘Federation of International Football Association.’ ‘FIFA’ is pronounced like an ordinary word.

### 13. Clipped Forms

A clipped form of a word is an item which is obtained by extracting a piece from a longer word or compound word. A clipped form of a word has the same meaning as the longer form from which it is clipped. A clipped form of a word is not an abbreviation. It is a genuine lexical item, just like any other lexical item. Sometimes, a clipped form of word can also displace its original longer form. For example, the clipped form of word FAN, CYCLE, VET, LAB, etc., have completely replaced their source words FANATIC, BICYCLE, VETERINARY, and LABORATORY. A clipped form of word can also enter into compound words like any other lexical item such as HANKY and NIGHTY, which have displaced their source compound words—HANDKERCHIEF and NIGHT WEAR or NIGHT DRESS. Thus, any part of a longer word can be clipped for the sake of making one’s communication easy and convenient (“What Is

a Word?” <https://www.sussex.ac.uk/webteam/gateway/file.php?name=essay--what-is-a-word.Pdf&site=1>).

### **What is the Meaning of the Word ‘word’?**

One’s common sense prompts that the meaning of a ‘word’ is a combination of phonological and graphical symbols created arbitrarily as a token of an identifier to denote an abstract idea, a place, a person, an animal, a thing, etc. If a person who does not know any language and who has no understanding of the connection between words, objects and people, cannot understand what is communicated through the words of the language. In order to overcome the difficulties of understanding the meaning of words used in a specific language, a person resorts to the following methods:

(a) No one learns words in isolation but tries to figure out the meanings of words based on the context of utterance in which they are used.

(b) The power of observation and listening to the way a word is pronounced and used in contexts of communication is pivotal in understanding the meaning of words.

(c) By associating or correlating new words with familiar objects and contexts with the principle ‘from the known to the unknown’, one can understand the meaning of words.

(d) By using social and emotional cues, one can derive the meaning of words. For example, a learner improves and progresses when he/she receives second language ‘input’ that is one step beyond his/her current stage of the ability to communicate accurately in the target language without being conscious of the rules of the language. Understanding the meaning of others’ communication can happen even when the learner does not know the meaning of the words used by the communicator. It can be made possible by negotiation of meaning through the context in which they are used, by formulating self-explanation, by rewording or replacing the ambiguous parts of others’ communication in the listener’s mother tongue, and through the use of visual or non-verbal cues.

### **What is the Meaning of the Word ‘meaning’?**

In the past, Western thinkers like Heraclitus (535-475 BC), the Stoics in the early 3rd century BC, Plato (428/427 BC-348/347 BC), Aristotle (384-322 B.C.), St. Augustine(354 – 430

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AD), John Locke (1632-1704), an English philosopher and physician, and Edmund Husserl (1859–1938), a German philosopher, discussed sign and the function of sign, but did not treat it as a separate study. It is Gottlob Frege (1848-1925) who said that all meaningful human languages could be reduced to logical formulae: abstract symbolic expressions that look rather like algebra. Frege attempted to systematize human language, opened the way for the modern science of language and linguistics. His new philosophy of language influenced Bertrand Russell (1872-1970) and his pupil Ludwig Wittgenstein (1889-1951).

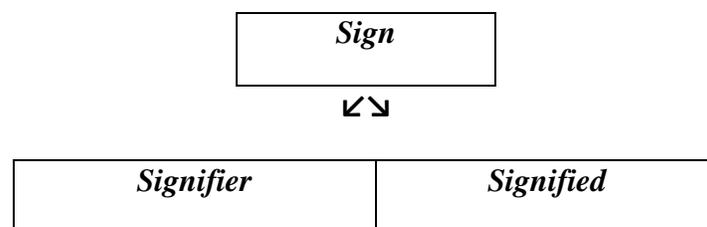
Ludwig raised a question “What makes language meaningful?” He revealed in *Tractatus Logico-Philosophicus* (1921), how words get their meaning (<http://www.iep.utm.edu/>). A word represents reality like a picture. A sentence has sense if it accurately depicts a possible state of affairs. This is called ‘the picture theory of meaning’. Duncan J. Richter, in section 43 of *Philosophical Investigations*, cites Wittgenstein’s definition of the word ‘meaning’ as follows: “the meaning of a word is its use in the language” (<http://www.iep.utm.edu/wittgens/#H5>).

### **Understanding the Terms—*Sign, Signifier and Signified***

Literary theory is an interpretive tool that helps the readers think more deeply and insightfully about the literary work they read. Literary theory is known for its complex thoughts which are expressed through inaccessible jargons. *Semiotics* is one such jargon used for the study of using signs and symbols as elements of language, and the ways in which communication functions through syntax, semantics and pragmatics (<http://www.thefreedictionary.com/Symbol+%28semiotics%29>). A *sign* can even be a mark of quality as ‘ISI’ is a certification mark of quality for industrial products in India. Signs and symbols used in the study of Mathematics and Science, the flag language of the sea-pirates, code language of traders and smugglers, a bow before an elderly person as a sign of reverence, the red, yellow, and green signals of traffic rules, and a nod can be considered a cue to convey a message or instruction. *Sign* can also be a letter of the alphabet, word, hieroglyph, and character. *Semantics* is the branch of linguistics that studies the meanings of words and phrases in a particular language and context (<http://www.merriam-webster.com/dictionary/semantics>).

Ferdinand de Saussure (1857–1913), a linguist born in Geneva, Switzerland, talks of ideas on structure in language which is the foundation for progress of the linguistic sciences in the 20<sup>th</sup> century. While he was teaching general linguistics (1907–11) at the University of Geneva, he delivered a series of lectures on linguistics. His lectures were reconstructed based on the notes carefully prepared by his students and his junior colleagues Charles Bally and Albert Séchehaye and published in the form of a book titled *Course in General Linguistics* in 1916. The publication of this book is considered the starting point of 20<sup>th</sup> century structural linguistics. Saussure and the American philosopher, Charles Sanders Peirce (1839–1914), examined the function of sign and evolved a new theory ([https://en.wikipedia.org/wiki/Ferdinand\\_de\\_Saussure](https://en.wikipedia.org/wiki/Ferdinand_de_Saussure)).

Language is not a name to refer to things which already existed, but a set of labels because language existed before the existence of independent signs. It makes things intelligible by differentiating between the meaning of a word with the help of the graphical and the sound forms of the same word. According to Saussure, language is a system of signs. Therefore, a word is a sign. According to Ferdinand de Saussure, ‘sign’ in linguistics denotes a combination of a concept with a graphical symbol of a sound-image. The connection between language as a sign and its meaning is fixed arbitrarily because the language is based on random choice or personal whims and fancies, rather than any reason or system. It is a convention accepted by all users of a given language (*signifier*) to refer to a *sign*. It is the verbal sign that necessitates a systematic structure for language.



Ferdinand de Saussure was the first to elaborate on the tripartite relationship among *sign* = *signifier* + *signified*. He perceived a word/phrase/sentence/a work of art as a *sign*. For example, the word *dog* acts as an indicator of the image of the animal one refers to. The term *sign* has a

‘double’ entity namely *Signifier* and *Signified*. In other words, the meaning of the word *dog* is embedded in the *Signifier* which refers to the combination of the graphical and the acoustic forms of the word *dog* and the *Signified* which refers to the meaning of the word *dog*. Neither of these entities exists outside the construct called *sign*. They are separated or shown as two different entities in the diagram above for the sake of the convenience of the readers. Literature and culture are embedded in language. All in the same culture share the same language. Claude Lévi-Strauss, a French social anthropologist, viewed cultures as systems of communication. His reorientation of linguistics underscores the fact that language must be considered a social phenomenon and a structured system. According to him, though the function of sign is basic to both language and literature, the meaning of the language varies according to the context and time in which it is used. For example, one is always “confused by the terms *washroom*, *restroom*, *bathroom*, *lavatory*, *toilet* and *toilet room*. ...The Canadians use the word *washroom* to refer to a toilet while the Americans colloquially refer to it as *bathroom* or *Saint John’s in the same situation*”(http://english.stackexchange.com/Questions/8281/washroom-restroom-bathroom-lavatory-toilet-or-toilet-room).

Therefore, Semiotics is relevant to the study of literature because literature uses language which is the primary system of sign in human culture. *Symbol* is a mark or character used as a conventional representation of an object, function, or process. The letter or letters that stand for a chemical element or a character in musical notation are the examples. *Symbol* is a thing or a word which denotes or stands for the *referent*. Saussure deliberately ignores the *referent*, which, in other words, is the thing that is referred to because a word which refers to a specific object in one cultural context refers to either the same object with the same word or a different cultural object with a different word as in the afore-cited example.

### **The Basic Elements of Semiology**

Saussure introduced two terms in linguistics namely ‘*langue*’ which means “language considered as an abstract system or a social institution, being the common possession of a speech community” (http://dictionary.reference.com/browse/langue) and ‘*parole*’, which means language as manifested in the actual utterances produced by speakers of a language (http://dictionary.reference.com/browse/parole). In a semiotic analysis of any text, ‘*parole*’ plays

a pivotal role. Furthermore, all texts/signs consist of words, which are depicted in the form of graphic (written/printed) and phonic (sound) units, gain their meaning via the constant clashes between these systems. Therefore, semiological analysis aims to identify the principle at work in the message or text, and ties together all the elements to determine the rhetoric or the grammar.

### **The Use of an Image of a Letter of the Alphabet, a Word, a Thing, a Hieroglyph, and a Character in Communication**

**Example-1:** The letter of the alphabet such as ‘X’ is used to represent a number or the name of a person, place or thing that is not mentioned.

**Example-2:** Ecclesiastically, the word ‘Gospel’ means “the good news of salvation in Jesus Christ” (<http://www.thefreedictionary.com/gospel>), which is epitomised by the evangelist, John, in his gospel with the help of the following words: “For **G**od so loved the world, that he gave his **o**nly begotten **S**on, that whosoever believeth in him should not **p**erish, but have **e**verlasting **l**ife” (<http://www.kingjamesbibleonline.org/John-3-16/>). The bolded and letters of the alphabet for emphasis in the above-cited passage can be grouped together and the word ‘Gospel’ can be coined as an acronym from them to bring out the crux of the meaning of the passage quoted.

**Example-3:** The ‘Holy Ash’ on one’s forehead is considered a mark of impermanence of worldly life which is embodied in “Genesis” as follows: “In the sweat of thy face shalt thou eat bread, till thou return unto the ground; for out of it wast thou taken: for dust thou art, and unto dust shalt thou return”( <http://www.kingjamesbibleonline.org/Genesis-3-19/>).

**Example-4:** The word ‘hieroglyph’ is a system of writing in which pictorial symbols are used to represent meaning. It is an artistic and pictographic representation of an ‘esoteric idea’ which is intended for or likely to be understood by only a small number of people with a specialized knowledge or interest (<http://www.thefreedictionary.com/hieroglyphic>).

**Example-5:** The character Caliban in *The Tempest* is delineated as an analogous being of lower status. Thus, Caliban is depicted as a synonym of a subaltern.

In physical science, matter is the substance of which all material is made and energy is the potency that is stored in order to be used (“Matter and Energy Facts”, <https://kidskonnnect.com/science/matter-energy/>). All oral and written communications of the humans are made up of words and they do serve as images, possess matter and energy, evoke emotions, and leave indelible impact on communicators, listeners, and readers by igniting variegated human emotions, ideas, actions and reactions. Like literary images, symbols, and signs employed in creative writings, the words are also filled with vitality and energy.

A word is a combination of a phonic sound to be heard, a graphic sign to be seen and a meaning or meanings. When words are used in communication, they serve as images, possess matter and energy, and thus, they are able to evoke meanings and emotions on the part of the communicators, the listeners and the readers. All oral and written communications are made up of words. They ignite diverse human emotions, ideas and actions. The literary images, symbols, and signs employed in creative writings are filled with vitality and energy. They perform the task of ‘gathering’ in Heideggerian sense and of ‘representation’ in Latourian sense (“Matters of Fact”, <http://www.sparknotes.com/philosophy/understanding/>). They do so because they are charged arbitrarily with multifarious meanings possible. Words do acquire multiple meanings based on the intentions of the communicator, the listener and the reader. The imposed meaning is present even in the word and in the absence of the same word. When things as well as words are made to ‘represent’ concepts, they are made to ‘gather’ meaning. This concept can be explained further. Just as a mosaic tile is made to bear multiple coloured dots or designs on it, a word is also made to bear multiple meanings and is made to perform its task of ‘containing’ and ‘disseminating’ meaning through the act of communication.

Linguists believe that the meaning of a word is not embedded in the word itself and it can exist even outside the word. But the meaning of a word can come into force only in relation to other words. An object is made up of many ingredients; it cannot be entirely in itself. Similarly, no word has an unequivocal or determinate meaning in itself. As in the case of objects, words too gain meaning either in the presence and absence of other words or in relation to other words. Words have meaning in themselves and do not have meaning in themselves at the very same

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time because meanings are attached to words and at the same time meanings are not confined to words. Therefore, it is very clear that words are made to bear meaning arbitrarily by humankind. No word can come into existence without a distortion of the abundance of wordiness of another word. Thus, one can understand the fact that words gain meaning only in relation to other words, and they don't contain meaning in themselves.

Even though it is believed that the meaning of a word is not embedded in the word, a word undeniably means. A word is impregnated with multifarious meanings because of the variegated contexts in which it is used. So, it is clear that word as a container is poured with only referential and contextual meaning and it doesn't contain meaning in itself. This is the reason why human beings are able to understand the specific meaning of a single word in a single context or multifarious meanings of the same single word in different contexts. Therefore, it is said that there are as many meanings as possible for a single word as there are many users of the same word in different contexts for different purposes. But the various meanings are available to those who know the context in which the single word is used. It is an act of futility to intend to use any word by any human being independently of its context because a word attains meanings only in contexts.

Thus, it is clear that the meaning of a word does not lie in itself, but in the context in which it is used. The users of a word are endowed with the right to confer any meaning on the word that is chosen to be used. The meaning of the utilized word is understood or misunderstood based on the clarity of the context in which it is used. In the process of using, listening to, and reading a word, the user, listener, and reader may assume to convey or understand the meaning of a word. This act of assumption leads to either understanding or misunderstanding of the meaning that is intended to be conveyed or understood. The assumption of the using, listening and reading of a word and its meaning can be challenged by another user, listener and reader. Thus, the misunderstanding of the meaning of a word becomes possible. Many times, the users, the listeners and the readers of a specific word may mispronounce, mishear and misread it. Sometimes, the users, the listeners and the readers of a specific word may misprepronounce, "misprehear" and mispreread it.

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According to Stanley Eugene Fish, either understanding or misunderstanding of the meaning of the word is possible due to the intention on the part of the user and the act of using a word in a context and the effort taken by the listener and the reader to organize the words and their functions. When the users, the listeners and the readers agree on the use of a word in a specific context and meaning, it acts as a sign that the acts of using, listening and reading of a word happen within the same system of communication and frequency of understanding from which the word and its meaning emerge (Sethuraman, 1989, pp. 276-292).

## Conclusion

It can be deduced from the argument above that Saussure's claim rejects the concept that a word or symbol always corresponds to an outside object or referent, need not be correct. Instead, meaning is the interpretation of a sign which can exist only in relationship with other signs. In other words, a word does not refer to any object because meaning is not embedded in the object that is referred to, but in the word which is used as a 'sign' to refer to the object. That is why, especially in postmodern writings, a word as a 'sign' does not refer to the 'signified' through the 'signifier,' but often refers to another 'signifier.' Due to this function of language, a word or sentence gets 'deferred' endlessly from acquiring any definite meaning. Thus, multifarious meanings are possibly attached to a single word or sentence. In spite of this linguistic game, communication and understanding of the meaning of a word happens because the phonic and the graphical structures of a word are not made abstract and independent, but social. If the words are not made abstract, independent, and not social, they will fail to communicate the intended meaning of the communicator and enable the listener or the reader understand the intended meaning. The listener or reader is able to understand the intended meaning of the word communicated because the meaning the word is made to bear by the communicator is not based on the communicator's, the listener's, and the reader's private interests and views, but on the shared agreement of the society in which the communicator, the listener and the reader live. Therefore, the meaning assigned to a specific word is the authentic voice of agreement of the members of the society. Thus, communication takes place confidently which is based on a set of beliefs, practices and conventions of the society.

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## A Study of Common Expressions in English and Farsi languages and Their Equivalents in Gilaki Dialect in North of Iran

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### Abstract

The Gilaki dialect belongs to the north-western group of Iranian languages. The Gilaki dialect is spread along the southern shore of the Caspian Sea in one of the northern provinces of Iran known as Guilan. The native speakers of the language call themselves Gilaks and their dialect Gilaki. In Guilan province, Gilaki is the vernacular language of some three million people mostly born in central and eastern Guilan province. The present study focuses on the commonalities in expressions used in English, Farsi and Gilaki. To conduct the study, 50 people from all walks of life from Langroud, Eastern Guilan, were interviewed. The expressions uttered in Gilaki were then analyzed and compared in meaning with their nearest equivalents in English and Farsi languages. The study showed that Gilaki satisfied the criteria necessary to be considered a language rather than a dialect.

**Keywords:** Guilan, Gilaks, and Gilaki expressions

### 1. Introduction

Guilan province lies along the Caspian Sea, west of Mazandaran Province, east of Ardabil Province, and north of Zanjan and Qazvin Provinces in Iran. Moreover, it borders the Republic of Azerbaijan in the north and Russia across the Caspian Sea. According to Kiyafar(2013,P. 11), "Guilan is very rich culture dates back to 7000 years ago. It is introduced as 'Varena' in Avesta and the Greeks called it 'Kadoosian'. In fact, it is the name of an Iranian native tribe who lived before the arrival of Aryans in the Iranian plateau. " Based on the official Website of "omniglot"(2016), "Gilaki is a northwestern Iranian language spoken in Guilan Province in the northwest of Iran by some three million people."

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There are four dialects of Gilaki: Central Gilaki, Western Gilaki, Eastern Gilaki and Galeshi, and they are closely related to Mazanderani which is the prevailing language spoken in the neighboring Mazandaran Province.

Based on Lockwood(2012, P.1) who described Gilaki as a language, "the native speakers of the language call themselves Gilaks and their language Gilaki. The main city and principal industrial and cultural center of Guilan is Rasht (with more than 100,000 inhabitants). Bandar Anzali, the big sea-port on the Caspian Sea (with more than 30,000 inhabitants), and Lahijan (with about 20,000 inhabitants) may be included in the number of other heavily-populated areas of Guilan. The population of all the Gilaks is about 700,000."

Gilaki is a vernacular language of Guilan. The chief rational behind the topic of the paper is to accentuate Langaroudi dialect in the east of Guilan. Langaroud is a city located at the distance of 15 kilometers east of Lahijan and on the south coast of the Caspian Sea. Its population is more than 75000 people and they speak Eastern Gilaki. Eastern Gilaki has a mutual intelligibility with Rashti, the central Gilaki, but there are some differences between them at the level of sounds and lexicons. In fact, Langaroudi dialect is analogous to Western Mazani dialect of Mazandaran Province, in terms of dialect Continuum.

## **2. The rational for the study**

In spite of the fact that the official language of Iran is Farsi, Gilaki dialect is used among Guilani people in Guilan Province. It is noteworthy that there are many vernacular languages and dialects spoken by Iranian including: Lori, Kurdish, Azeri, and Arabic. The main rational of this study is that Gilaki seems to be beyond the dialect.

## **3. Review of the Literature**

### **3.1 Idioms**

Merriam Webster Dictionary (2016) defines an idiom as "an expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own."

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Linguistically speaking Fromkin, Rodman and Hyams (2014, P.151) believe that "languages also contain many phrases whose meanings are not predictable on the basis of meanings of the individual words." When these phrases are repeated for a number of times, they are called idioms or idiomatic phrases or alternatively idiomatic expressions.

### **3.2 Dialect vs. Language**

Based on Haugen (1966) language and dialect are vague terms. According to Wardhaugh and Fuller (2015) in spite of talking in a lay man term, people utilize these two terms with scant attention in their speech; for them a dialect is more or less considered as a less prestigious or, as Crystal (1989) has pointed out, a non-U language. In 1954, Ross published an article under the rubric of "Linguistic class-indicators in present -day English" and he mentioned two terminologies "U and non-U." U stands for "Upper class usage" and "non- U stands for other kinds of usages.

### **3.3 Gilaki Dialect vs. Gilaki Language**

Linguistically speaking, Gilaki is not a dialect of Farsi and it is considered as an entire language owing to having almost no mutual intelligibility for Persian speakers. It seems that Gilaki is beyond the dialect, on the dialect-language continuum, but not a language. According to Wardhaugh (2015) another criteria for being considered a language rather than a dialect is the existence of written literature, history and dictionaries in that specific language. As such, Gilaki has its own literature, history and dictionary. Gilaki enjoys a big number of vernacular speakers and it is the major means of daily communication among a big population from all walks of life. There are volumes of books written on the rich culture, history, customs and traditions of Gilani people and Gilaki.

### **3.4 Gilaki Studies**

There has been a plethora of research regarding Gilaki dialect. Omidi Rad et al (2013) did research on "Morphology of Gilaki words in Kouchesfahan, Iran" .In the aforementioned research, they endeavored to get familiar with the grammatical structures of vocabulary items of Gilaki dialect in Kouchesfahan.

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It is worth mentioning that Sabzalipour and Afghari (2015) conducted research on studying the “idiomatic expressions in Persian language and Tonekaboni dialect”. Although the aforementioned research studies have shown, there has not been any study regarding the survey of “idiomatic expressions in English and Langroudi dialect in Guilan”. All in all, this study seems to be novel in sociolinguistics.

### **Methodology**

This study is based upon ethnography research. Ethnography research is a type of qualitative research including observation, interview, and library research. By the same token, various types of qualitative research were utilized in this investigation.

### **Participants**

One hundred people, males and females, in Langaroud had cooperated with collecting the Gilaki expressions which are used as sample in the current study. The one hundred people were from all walks of life, with their age ranging from 30-80 years of age. Twenty of the participants in the study were illiterate, fifty of them had academic degrees (Bsc, MSc, and PhD) and thirty of them were diploma holders.

### **Procedures**

To begin with, the researchers had found thirty English expressions with commonalities in lexical meanings between Gilaki and English. Then, in order to be sure on the safe side in terms of their accuracy, the researchers had interviewed one hundred people and checked the Gilaki and English expressions in the related dictionaries.

The material is arranged in the following order. First, the Gilaki Expression is given. Under each expression the phonological transcriptions in IPA are provided to facilitate uttering the expressions by the international readers. Next, the Farsi expression of each Gilaki expression is given so that the readers can familiarize with the rich cultural backgrounds of people in Guilan Province in Iran. And finally the nearest English equivalents of the Gilaki expressions are recorded.

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Table-1:

Gilaki Expression	Farsi Expressions	English Expression
adam-a vaxti bi-puli gir.e 'uni tançe kun.an luk dak.e	hæm.ey.e moʃkelat ba hæm miayæd	It never rains but it pours.
aʃ.e dale naxut, ge miyon.ə kalm	adæam.e hæm.e kar.e hiç ka r.e æst	He has a finger in every pie.
aquz dar.i aquz-bazi ba.kun	ægær gerdu dari gerdu bazi kon	Cut your coat according to your cloth.
aftow.ə lagan haf das, ʃom-u nahar hiççi	aftab.e lægæn hæft dæst ʃam o nahar hiçi	There are too many silverwares but no food.
aw xu çal.a payda kon.e	ab çal.e æʃ ra peyda mikon æd	Birds of a feather flock together!
æz çus nefasse gin.ə	æz ab kær.e migiræd	He skins the flint.
asb.e piʃkafi sen-u-sal.ə niya na.kun.an	dændan.e æsb.e piʃkeʃi ra n emiʃomarænd	Do not look a gift horse in the mouth.
amə-rə xul gir bard.ə	ma ra xol færz mikonæd	He is kidding us.
emsal.ə jujə pəlsal.ə juj.a gun.ə: jinjirə jis	gonjeʃk.e emsal.e be gonjeʃ k.e pərsal.e dærs midædæh æd	He is teaching his grandmother how to suck an egg!
kun xæn.ə mujəma parə ba.kun.ə	kar.e hær boz nist xærmæn kuftæn	To do a man's job requires great courage.
kise sar-a ba.dut.ə, kun-a vaqud.ə	sorna ra æz sær.e goʃadæʃ d æmidæn	He put the cart before the horse.
sak-u ʃaāl kasan.ə mondan.an	sæg.e zærd bærædær.e ʃoql æst	They are both tarred with the same brush.

seyā-y, hači naft.ə jil	mesl.e qir siah æst	It is black as pitch blend.
ʃaal.ə hayt.ə gurg-ə had.a	æz næxord.e begir bed.e be xord.e	He robbed Peter to pay Paul.
taqi kola naqi sar	emruz ra be fārda resandæn	Rob Peter to pay Paul.
xaf va lis	bademjan dor.e qab çin	a bootlicker
ʃirin-æql.ə	xol o çel hæst	He has a wire loose.
arus gow-duʃ na.bu, gut: damad.ə kulom jir-jor dar.ə	ærus rah ræftæn bælæd næb ud æz zæmin irad migereft	A bad workman blames his tools.
a kula bə-səran-a mar nə.za	mægær adəmay.e addi ra m adær næza.id.e	Jack is as well as his master.
un.ə kin.e ji ba.kat.ə	hælalzad.e be də:if mir.e	The apple does not fall far from its tree.
in.ə ab in.ə asia çarxon.ə	æz ohdey.e omuratæf bærmi :ayæd	He can make both ends meet.
i yar aw æmbas gud.ə dar.iʔ	ab dær havæn mikubæd	He is flagging a dead horse.
bazar vægard.ə kasani zabil.ə miyon-ə niya ko nim	juj.e ra axær.e pa:iz miʃoma rænd	He who laughs last, laughs best.
ba.put.ə pælə kanduj naʃun.ə	ab.e ræft.e be asi:ab baz ne migærdæd	No use crying over spilt milk.
ba.tars.ə çafm dan.ə	mar gæzid.e æz risman.e sia h o sefid mitærsæd	A burnt child dreads the fire.
barar barar.ə ja, ma'amel.am ma'amele ja	hesab hesab æst kaka bæræd ær	Business is business.
pul mægə kal.ə kunus-ə	mægær pul ælæf.e xers æst)	Money doesn't

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		grow on the tree.
tow.ə gəmaj-ə gunə: ti ru mi ru ji siya-tær-ə	dig be dig migu:yæd ru:yæt siah æst	The pot calling the kettle black.
bæd æz færaq.ə noqan ti kin.e surax.e qorban	nuf daru pæs æz mærg.e soh rab	Shut the stable door after the horse has bolted.
xodæm nædaram eʃken.e guzæm deræx.e miʃkæ n.e	poz.e ali jib.e xali	He /she is a big- time show.

## Results and Conclusion

As the table-1 displays, there are a number of expressions in Gilaki dialect that are not akin to Persian at all. ' asb.e piʃkaʃi sen-u-sal.ə niya na.kun.an" is different from its equivalent in Persian and English.

The equivalents in English and Persian are "Do not look a gift horse in the mouth" and "dændan.e æsb.e piʃkeʃi ra nemisomarænd" respectively. Some English expressions are analogous to Gilaki. For instance, "a boot licker" is similar to, "xaf va lis" in Gilaki. As far as Gilaki dialect is concerned, some obscenities are noticeable.

For example, " xodæm nædaram eʃken.e guzæm deræxt.e miʃkæn.e " in Gilaki "poz.e ali jib.e xali" in Farsi, and "He /she is a big-time show" in English is an obvious sample of the use of obscene expressions in Gilaki. We can mention another example as well: In Gilaki we say "bæd æz færaq.ə noqan ti kin.e surax.e qorban." In Persian we say, "nuf daru pæs æz mærg.e sohrab", and in English we say, "Shut the stable door after the horse has bolted."

As far as obscenities are concerned, the lexical items which exist in Gilaki seem to be similar to English, mainly American expressions, which are replete with obscene words. With all due respect to Gilani people, a minority of laymen use these vulgar expressions. As the examples are illustrated here, we have no mutual intelligibility between these expressions.

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The above mentioned examples the style and register in Persian are a far cry from in Gilaki dialect. By the same token, in this case we can reiterate that Gilaki is beyond dialect and we cannot put Gilaki in the category of dialect. Another criterion for being considered a language rather than a dialect is the existence of written literature, history and dictionaries in that specific language. As such, Gilaki has its own literature, history and dictionary. Gilaki enjoys a big number of vernacular speakers and it is the major means of daily communication among a big population from all walks of life. There are volumes of books written on the rich culture, history, customs and traditions of Guilani people and Gilaki.

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## **Study of English Clauses Errors in Syntactic Structures of Iranian Students**

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### **Abstract**

The aim of this research paper is to examine Study of English Clauses Errors in Syntactic Structure of Iranian Students at Bushehr Payam Noor University in Bushehr city. The role of error analysis in language teaching is always vital. Error analysis as one of applied linguistics subjects has been discussed among language teachers, syllabus designers, linguistics more than fifty years. They have recognized that it can be used as one of the learning strategies in helping to language teachers and learners in acquiring their target language. In this research work, 30 Iranian EFL students in the age range of 20 to 27 at under graduate level were participated. Outcome of this research paper showed that the number of errors of Iranian under-graduate students in the clause structure test was 594. The results of this article indicated that the learners need sufficient exercises to be conducted in the classroom in order to increase their knowledge of English clauses and reduce their errors.

**Key words:** Iranian Students, Error Analysis, Contrastive Analysis, Noun Clause, Adjective Clause, and Adverbial Clause

### **Introduction**

The aim of this study is to reveal clauses errors of Iranian English learners at under graduate level at Payam Noor University in Bushehr, Iran. Before, we consider the role of error in language teaching. We investigate the place of grammar in language and then discuss briefly

to clause structure in language. Khansir and Pakdel (2016) argued that every language has its grammar. Grammar is primarily concerned with the study of language. It explains to us the difficulties and problems involved in learning a language and it guides us to how language is effectively used in our day-to-day life. They added that grammar of a language can help us in order to make familiar with sentence structure. Thus, it enables us to understand how sentences are patterned and how they are used in our practical life for proper and effective communication. Freeman (2003, p. 13) mentioned that "grammar is an area of knowledge that linguists and language teachers study". Ur (1996, p. 75) argued that " grammar is sometimes defined as the way words are put together to make correct sentences". Khansir (2008) indicated that language teachers and specialists are of the view that grammar can help first, second and foreign language learners develop linguistic competence as part of communicative competence in language learning. However, writing of language as one of the grammar subjects has always been a big problem in learning language is not only for non-native speaker of the target language but also for native speaker of the language. Based on the discussion, many researchers mentioned that writing is art and writer is artist, from of this point of view, the researchers believe that writing is not easy even for the native speaker (Khansir, et al, 2013).

However, clause structure as one of the grammar subjects always plays the key role in the improvement of language writing. Therefore, the acquisition of a good writing in the target language is needed to learn clause structure of the target language. Richards, et al (1992) mentioned that clause consists of a group of words which form a grammatical unit which contain a subject and finite verb. They added that a clause forms a sentence or part of a sentence. In generally, the function of clause is classified into three parts: noun, adjective, and adverb. Radford (1998, p. 256) added that "a clause is defined in traditional grammar as an expression which contains a subject and a predicate, and which may contain other types of expression as well (e.g. a complement and an adjunct)". In addition, an important point to note about a clause structure is that it is different from a phrase structure. Richards, et al (1992) argued that a phrase is a group of words which form a grammatical unit and thus, it does not contain a finite verb and does not have a subject –predicate structure.

In this paragraph, before inquiring directly into error analysis, let us investigate contrastive analysis in language teaching. We come back to 1950s in which contrastive analysis has dominated the linguistic study of language teaching. In this time, the important of contrastive analysis hypothesis has been stated initially by Lado and subsequently has been taken up by his followers. According to contrastive analysis, the errors and difficulties that occur in learning of the second or foreign language learners are caused by the interference of their mother –tongue. Supporters of contrastive analysis believed that wherever the structure of the foreign language differs from the structure of the mother –tongue of the language learners, they argued that we can say both difficulty in learning and error in performance. Wilkins (1972) mentioned that "learning a foreign language is essentially learning to overcome these difficulties "(p.198). He added that based on contrastive analysis where the structures of the two languages are the same, no difficulty is anticipated and teaching is not necessary.

Khansir (2012a) argued that error Analysis as one of the branch of Applied Linguistics emerged in the sixties to reveal that learner errors were not only because of the learner's native language but also they reflected some universal strategies. He added that error analysis used in language teaching as a reaction to Contrastive Analysis Theory which considered native language interference as the major source of errors in second language learning what behavioristic theory suggested. Khansir and Hajivandi (2016, p.417) indicated that this theory revealed that errors are systematic; they can be used in order to give information to text book writers, teachers, and even learners in learning languages. In other words, the role of learner's errors in learning target language has always been as an integral part of language learning. Richards (1971, p. 1) explained "the field of error analysis may be defined as dealing with the differences between the way people learning a language speak and the way adult native speakers of the language use the language". Language errors due to the influence of the mother tongue are called interlingual errors or due to the difficulty of the second/target language are called Intralingual and developmental errors. However, Khansir and Hajivandi (2016, p.418) argued that "error analysis is regarded as one of the most essential issues in second and foreign language learning".

In discussion of statement of problem, it is felt that Iranian under graduate learners need more information about clauses such as noun clause, adjective clause, and adverbial clause to get knowledge of English Language in order to use it in their writing. It seems worth mentioning that clause structure of English language is considered as an important learning strategy in learning writing in foreign language setting, especially in Iran. Thus, for better work and get more information on this paper work, the researcher tried to discuss with the other teachers and use their experience in order to manage and work effectively over this research. Finally, this paper attempted to reveal clauses' errors of the English students such as noun clause, adjective clause, and adverbial clause at Payam Noor University in Bushehr city, and therefore, follow the objectives of this research paper such as a) to examine types of errors in target language; b) to compare types of errors in noun clause, adjective clause, and adverbial clause; and c) to suggest remedial measures to overcome the committing of errors.

Thus, the following question and hypothesis are considered in this paper.

1. Is there a significant difference between noun clause, adjective clause, and adverbial clause errors committed by Iranian EFL learners?

H1. There is a significant difference between noun clause, adjective clause, and adverbial clause errors committed by Iranian EFL learners.

## **Literature Review**

Many language researchers, who examined the error analysis hypotheses in the target language, have reported their results as follows:

Khansir (2013) examined the number of errors made by the Indian and Iranian students in English language. He selected 200 students from the two countries for collecting data in order to acquire knowledge of their English in written errors. The findings of his project showed that the total number of errors made by the Iranian learners was 3045 and that of their Indian peers' was 3274. His research results indicated that all errors types recorded in this paper related to the knowledge of the subjects on the basis of English writing. Schachter (1974) investigated learners' English relative clauses from Japanese, Arabic, Persian (Farsi) and Chinese. According

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to this paper, error analysis showed to the researcher just what difficulties the students have in fact, therefore; the difficulties in the target language showed up as errors in production or the frequency of occurrence of specific errors gave evidence of their relative difficulty. Khansir and Hajivandi (2016) considered essay writing of Iranian Medical learners errors at Bushehr University of Medical Sciences in Bushehr city, Iran. In this project, 160 medical learners in the age range of 18 to 23 as foreign language students participated in order to data collection. The result of this study showed that there was a significant difference between types of essay writing errors made by Iranian medical learners at Bushehr University of Medical Sciences. Findings of their research project showed that the Iranian medical students have not mastered on essay writing and structure of paragraph writing in their responses.

Farsi and Zarei (2013) investigated Iranian students' errors of English relative clauses. They selected thirty Iranian intermediate students from English Institute in Shiraz city, Iran. The results of their research work showed that the major of Iranian errors have been resulted from first language transfer, thus intralingua errors were responsible for other major errors. Zhao (2015) analyzed errors in English attributive clause made by college students in China. He considered why the learners make these errors. Findings of his study indicated that errors of the college students have been resulted of lack of systematic grammar knowledge, necessary vocabulary, language transfer and over-generalization. In addition, he suggested their teachers should teach grammar exactly and make students know each grammar rules exactly.

Khansir and Ilkhani (2016) analyzed a study of written grammatical errors of Iranian EFL learners at undergraduate level at Payam Noor University in Bushehr city, Iran. They selected 100 Iranian learners as participants in this study. Finally, this research work showed that there was a significant difference in types of written grammatical errors committed by Iranian undergraduate level learners.

Alotaibi (2016) examined 120 Kuwaiti English foreign language students were aware of the structure of relative clauses in English through measuring their ability to produce this structure. In order to reach his purpose in his study, he used a sentence combination task in order

to measure the participants' ability to produce correct relative clauses in English. Thus, the test was used in order to analysis the types of error committed by the participants pertinent to relative clauses in English. The results of the study showed that Kuwaiti EFL learners may not be fully aware of the formation rules of relative clauses in English.

Baithy (2014) analyzed errors of the second grade students of SMA Darul Maarif in learning noun clause. He selected 21 students as his research participants, and then he used of the descriptive analysis. Outcome of this paper showed that the most common type of error was omission; the second type of the students' errors was misformation; the third type of the learners' errors in this research was misordering. Finally, the research indicated that the second grade students of SMA Darul Maarif still have many errors in learning noun clause.

## **Methodology**

The methodology adopted in this paper consists of the processes such as a) Data collection and b) Data analysis. Thus, three tests used in order to complete this project such as General English Proficiency Test, Background Questionnaire, and Clauses Structure Test .The General English Proficiency Test (Transparent) consisted of 50 multiple choice vocabulary, grammar, and reading comprehension items. The test was selected to assess the participant's level of proficiency in English. In administering the test, the researchers piloted the test for the target group. Thus, the researchers also piloted the Clause Structure Test.

## **Participants**

The data for the study were thirty students in the age range of 20 to27 at under graduate level at Payam Noor University in Bushehr, Iran as EFL learners participated in this project work. The mother tongue of Iranian learners is Persian language. English language used as a foreign language. According to the above sentence, Khansir and Gholami Dashti (2014, p.38) argued that" in Iran English language as a subject is taught as a foreign language from middle (Guidance) school. Though it was introduced as a subject from middle school, the Iranian students accepted it as language to pass in the examination".

## **Materials**

The instruments utilized in this study consist of 1) A General English Proficiency Test; 2) A Background Questionnaire; and 3) A Clauses Structure Test. They are discussed briefly as follows:

### **1. General English Proficiency Test**

In this study, The General English Proficiency (Transparent) consisted of 50 multiple choice vocabularies, grammar and reading comprehension items was selected to assess the participant's level of proficiency in English. In a administering the test, then, the researchers piloted the test for the target group. In addition, 15 students with the same level and similar characteristics to participants of this paper were selected in the pilot study. The General English Proficiency Test was found to be appropriate for the participants 'performing level. Its reliability through the K-R 21 formula turned out to be .71 and .73 to the undergraduate students of Payam Noor University in Bushehr.

### **2. Background Questionnaire**

In this research project, the investigators had to develop a background questionnaire to get information on students. The questionnaire developed by the investigator consisted of some questions which were related to their information about parents, language attitude, etc. in addition; the subjects' parents in this project belonged to middle class and the middle income group. 3. Clauses Structure Test: in this project paper, Clauses Structure Test consisted of Noun Clause Test, Adverbial Clause Test, and Adjective Clause Test which was developed by the Researcher on the basis of syntactic competence of the learners covered in English textbooks designed for the undergraduate university level at Payam Noor University in Bushehr City, Iran. Clauses Structure Test is a test which aims to measure knowledge and syntactic competence of the learners in English language. In addition, this Clauses Structure Test was used in order to show the type of clause errors of Iranian students in this study. Thus, this test was piloted by the researchers.

## Procedures

In every research paper, the role of procedure of research is very important in order to reach the aim of the research work. In this research paper, the procedures were adapted divided into three steps, first development of questionnaire of this study; second administration of the questionnaire; finally data collection and analysis of collected data. Thus, all of them have been discussed in turn in this paragraph. The researchers tried to develop the test of their project work, and then they administered Back ground questionnaire of this research paper in order to get information about the subjects' education, parents' details, such as job, education, income etc. They administered the proficiency questionnaire of this study in order to get information about the level of English competence (proficiency level) of the participants. In addition, this test consisted of 50 multiple choice vocabulary, grammar, and reading comprehension items. Finally, the researchers of this study administered Clauses Structure Test has been taken from English grammar book (Contemporary English Grammar). The Clauses Structure Test administered in order to investigate the Iranian learners' English clause structure errors and improve their errors. However, the three tests of this study analyzed utilizing the computer programmed from SPSS.

In addition, the statistical analysis of this study used based on the following steps: The first statistical analysis of this project consisted of General English Proficiency Test used in order to reach the proficiency level of the subjects. The second statistical analysis of this research work consisted of Background Questionnaire Test utilized in order to receive information about the subjects' education, parents' details, such as job, education, income etc. the third statistical analysis of this project consisted of Clauses Structure Test used by the investigators for getting the information on students' clause structure errors in English. The clause structure errors of the learners analyzed based on three steps: Classification of errors; Comparison of errors; and Suggestion of remedial.

## Results and Discussion

This research paper considered the syntactic errors of Iranian EFL learners in English language. An attempt was made here to classify the observed errors of noun clause, adverbial clause, and adjective clause and categorize them. A further attempt was made to compare types

of the syntactic errors (errors of noun clause, adverbial clause, and adjective clause) of Iranian students. The test was specially chosen to examine the ability of the learners in applying the correct rules in the construction of the clauses in the English language. The test is classified into three major categories: noun clause, adverbial clause, and adjective clause. The following tables emerge after analyzing errors committed in clauses by Iranian EFL learners at Payam Noor University in Bushehr city.

**Table (1): Syntactic Errors**

Test item	Correct response	Error response
	Number of response	Number of response
	<b>306</b>	<b>594</b>

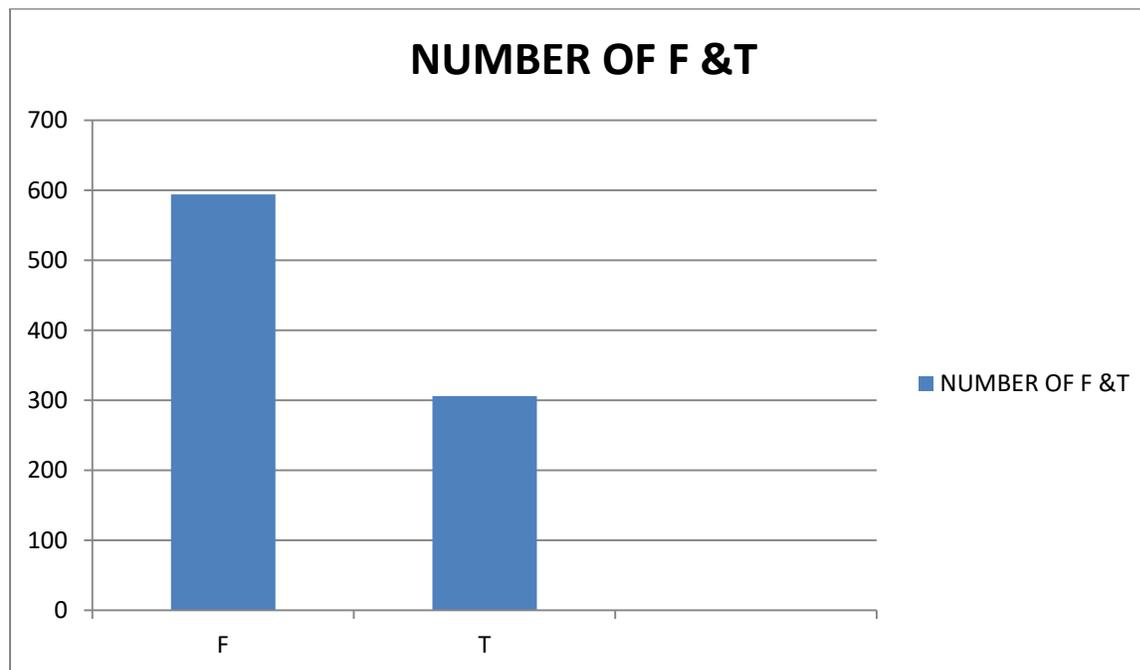


Table (1) and its figure showed correct response and error response were made by the students in this project. However, the number of errors of the students in the clause structure test

was 594 and then the number of correct responses of the subjects recorded in this test was 306. The table indicated that the subjects faced problems in applying the correct rules of in the construction of the clauses in the English language.

**Table (2): English Clauses**

Test item		
English Clauses	Number of errors	Percent
Adverbial Clauses	190	31.9
Adjective Clauses	264	44.5
Noun Clauses	140	23.6
Total	594	100

Based on table (2) the 594 errors which were used in the clause structure test for this paper research were classified into three major categories. Based on the category, the three major categories have been presented in table 2. Thus, table (2) showed that the largest number of errors made by the Iranian students was from realm of the Adjective Clauses (264); thus, the learners constituted 44.5 of errors for the adjective clauses in this research work. The minimum number of errors recorded in this test in this research was ' Noun Clauses'. The number of errors committed by the Iranian students in this area was 140 which came to 23.6 %. Iranian students' errors in the Adverbial Clauses were 190. They constituted 31.9 % of errors for the adverbial clauses.

**Table (3): Adverbial Clauses**

Test item		
	Number	Percent
Wrong use of adjective clauses for adverbial clauses	56	29.5
Wrong use of noun clauses for adverbial clauses	134	70.5
Total	190	100

Table (3) pointed out errors committed in the use of adverbial clauses by Iranian EFL students can be divided into different sub-groups depending upon the specific type of error. The errors relating to the adverbial clauses classified into the sub-groups as follows:

1. Wrong use of adjective clauses for adverbial clauses
2. Wrong use of noun clauses for adverbial clauses

As it is observant in table (3) the number of Iranian student's errors in the wrong use of adjective clauses for adverbial clauses was 56 which came to 29.5%. Thus, the number of Iranian student's errors in the wrong use of noun clauses for adverbial clauses was 134 which came to 70.5%.

**Table (4): Adjective Clauses**

Test item		
	Number	Percent
Wrong use of adverbial clauses for adjective clauses	104	39.4
Wrong use of noun clauses for adjective clauses	160	60.6
Total	264	100

Based on table (4), the cause of the errors in the use of adjective clauses committed by the Iranian students were wrong use of adverbial clauses for adjective clauses and wrong use of noun clauses for adjective clauses. The number of Iranian student's errors in the wrong use of adverbial clauses for adjective clauses was 104 which came to 39.4%. The number of Iranian student's errors in the wrong use of noun clauses for adjective clauses was 160 which came to 60.6.

**Table (5): Noun Clauses**

Test item		
	Number	Percent

Wrong use of adjective clauses for noun clauses	51	36.4
Wrong use of adverbial clauses for noun clauses	89	63.6
Total	140	100

The total number of errors committed in the use of noun clauses by the Iranian students was 140. As it is observant in table (5), the number of Iranian student's errors in the wrong use of adjective clauses for noun clauses was 51 which came to 36.4%. The number of Iranian EFL students in the wrong use of adverbial clauses for noun clauses was 89 which came to 63.6%.

Clause plays a crucial role in English writing. It is generally used in the writing of English language learners in their written communication formally and informally. In teaching of English clauses, the English language teacher should be familiar with the rules of clauses structure in order to teach them to his /her students in ELT classroom.

The errors committed by the subjects in using the English clauses show that they did not have knowledge of the rules for using the clauses structure in English. . It may be partly because of the lack of their practice in their classroom. The Iranian learners should be taught use of clauses structure rules in English. The teacher should do some exercises containing various types of errors in the use of three categories of clauses: noun clause, adverbial clause, and adjective clause and ask his / her students to correct the errors in the construction of the clauses in the English language. However, in order to avoid errors in the use of clauses, the Iranian students should be made familiar with the rules of clauses in English language. Therefore, the findings of this research work, which in many ways is similar to the findings of previous studies, showed that the Iranian foreign language students were not aware of rules of how to use of the clauses structures of English.

## Conclusion

The aim of this study was to examine the clauses errors of Iranian EFL learners in English language. Based on this study, the errors of three major categories such as noun clause, adverbial clause, and adjective clause were considered. However, clause has been known as one of the major topics of English language writing for EFL learners. This study showed that the

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number of errors of the students in the use of noun clause, adverbial clause, and adjective clause was 594.

The research work indicated that there is a significant difference between noun clause, adjective clause, and adverbial clause errors committed by Iranian EFL learners. One of the sources of errors in this paper could be complexity of the English language writing in general and English clause structure in particular. This project revealed that Iranian EFL students in this study have not good knowledge of certain clause structures in English language. In general, error analysis is one of the major important topics of Applied Linguistics can be used in order to promote and improve language teaching strategies in ELT classroom.

Based on this study, Iranian EFL students should be encouraged to focus more their certain clause structures on actual errors in their own work. Iranian students should be taught English clauses rules more than what is being done at present. Khansir (2012b) mentioned that most of the errors can be replaced by remedial measures through the instructional materials and teachings-learning strategies.

Finally, according to this research, the students need more teaching-learning to eliminate their errors. The researchers believe that this study will help the planners in identifying the problem areas and in framing syllabus for them.

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**The Impact of Remedial Training on EFL Teachers' Interest, Proficiency and Classroom Performance: *the Case of School in Sidama Zone, Ethiopia***

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**Abstract**

The main objective of the study was to assess the interest, performances and activities of EFL teachers and students of Sidama Zone schools after having additional training before a year. 40 EFL teachers (20 from primary and 20 from secondary), 10 students and 10 school principals (5 from each level) were selected using simple random sampling techniques from the five districts of the area. Three tools: questionnaire, interview and observation were used to gather data. The findings of the study disclosed that there was significant progress in the interest of the teachers to teach and students to learn English in comparison to the not trained EFL teachers. But, there was no change on the performance of the learners and the teachers which might be associated to the limited period since the training. Furthermore, trained EFL teachers were performing special activities to improve the learners' ability of English as compared to the not trained ones who were engaged in the regular activities. The findings also disclosed that there is unwise use and scarcity of resources to support the English language improvement activities. Thus, the findings need collaborative effort to bring further improvements in the learners' ability of English language as it is the medium of instruction second cycle primary and secondary level.

**Key Words: Interest, Proficiency, EFL training, remedial training, Ethiopian schools**

## 1. Introduction

Modern education was introduced to Ethiopia nearly a century ago. However, the education and training offered during these long years had limited positive impact on the lives of the people and national development. Ethiopia has recently experienced massive improvement in access to education. Primary school enrolment has increased five-fold since 1994, and there are now more than 14 million children in school compared to five million in 2000. Secondary school enrolment has also shown a modest improvement, with a 3.2% increase in the net enrolment rate between 2005/06 and 2009/10. These are extraordinary achievements in terms of increasing enrolment, but education quality still remains a daunting challenge.

One of the issues which is related to the quality of education is the quality of the language of instruction. Education presumes exchange of ideas between teachers, students, and members of the school community. Although there are individuals who can think in a second language most people think in the language of their mother tongue. Thus, children have to be taught in their own mother tongue if the learning and teaching process is to be interactive and efficient.

It is also proper to learn one or two foreign languages that are spoken widely in international communication and relations. The English language is important not only for international relations, but because it is also the medium of instruction from secondary school on. For this reason, it is given as a subject from Grade 1 upwards. The reason why English is taught as a subject from the first grade is because the language is not spoken at home and students' only encounter with the language is in school. Thus, early familiarity with English helps students when they advance to secondary school where the medium of instruction is English.

## 2. Statement of the Problem

English language is getting due attention in Ethiopia as it is the medium of instruction in the upper level of education. That means, though the medium of instruction primary schools is mother tongue, English language is being taught seriously as the learners need it when they reach to advanced levels like secondary (grade 9 to 12) or second cycle primary (grade 5 to 8) levels.

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Beginning from grade 9, the medium of instruction is English language in every schools Ethiopia.

However, research in English language proficiency has disclosed that the learners' performance can be labeled as poor. Especially, when they reach to the secondary level, as they are expected to access and deliver every information/ knowledge in English, their challenge becomes more serious. As a result, their English language competence has a decisive role in determining their academic success.

Similarly, studies have revealed that the factors that are associated with learners' problem relate to their English language ability. The teaching of English as a subject in the first cycle of primary is seriously under -resourced. Likewise, the teaching of English as a subject and its use as a medium of instruction during the second cycle of primary is also seriously under-resourced. In both instances, teacher under-preparedness is a major challenge. (Kathleen Heugh, et.al, 2006). Other studies also reflect on the wrong perception of the learners and teachers towards the language as a significant factor which impede the success of the teaching and learning of English language.

Since the schools in HU technology village experience the same problem, an intervention capacity building training was delivered EFL teachers before a year. Thus, the study will assess the prevalence of the problems and the impact of the training on the overall performances of the teachers.

### **3. Objectives of the study**

#### **3.1 General Objectives**

The general objective of the study was to assess the status of English language instruction in Sidama Zone schools.

#### **3.2 Specific Objectives**

The Specific objectives were:

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- To evaluate the perception of English teachers towards their and their students interest and ability in English language,
- To assess the perception of English teachers towards their knowledge of methods to teach English language
- To identify activities which are being done to improve the learners' English language ability, and
- To assess the impact of English language improvement training on the teachers' performance.

#### **4. Significance of the Study**

The study has a number of beneficiaries. First, the student and the EFL teachers are immediate beneficiaries. Since the results of the study suggest possible actions to be taken in order to improve the teaching and learning of English language in the area, EFL teachers will pick up the suggestion and implement them in their classroom, thereby their learners will benefit by getting their English language skills improved. The outcome of the study will help other subject teachers as they are also suffering from their learners' poor ability of English language which hampers their success in the teaching and learning process.

#### **5. Review of Related Literature**

In Ethiopia, English language plays a significant role in the social, economic and political development of the nation as it is a tool through which intermediate and advanced level education is being imparted. Although most of the government organizations use major languages such as Afan Oromo, Amharic and Tigrigna, depending on the particular region, English is still viewed by many as essential for progress in one's life (Dereje, 2012).

Anecdotal evidences show that with the recent boom of universities and then their graduates, proficiency in English has emerged as a critical factor in graduate unemployment. All of international organizations, some of the non-government organizations and most of the well-paying governmental organizations such as Ethiopian Airlines, Ethiopian Telecommunications, Commercial Banks of Ethiopia, Ethiopian Insurance Corporations demand candidates good

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mastery of English. These imply the significant role the English language plays in Ethiopia both to its economic development and to individual students' future educational and life careers. These could imply that fluency in English has become an agent of social differentiation which has, in turn, led to increase the demand for quality primary English Education.

In countries where English is necessary for access to secondary education, it appears vital for governments to ensure that primary English is taught effectively to provide equal chances to all citizens (Sure and Ogechi, 2009). Confirming the significant role FLs render to different countries, Hunt et al (2005) (citing Conius, 1630), note that a nation's fate will depend, in the end, on the quality of the education its children get in language. The attainment of the quality of education and Ethiopia's anticipated growth can then be determined by the quality of EFL delivery its primary school children are exposed to which again depend on the conditions entailed in the primary EFL education policies.

Policies that foster success of the program, therefore, mainly depends on the appropriacy and adequacy of the curriculum and teaching material, teachers' expertise and teachers training and resources employed as these components are crucially associated with primary school children (Cameron, 2003; Driscoll, 2005). Similarly, different advocates of the teaching of foreign languages, especially at primary levels (for example, Stern, 1969; Nikolove and Djigovic, 2006) suggest that the specifications of the organizations and teaching of primary English with regard to beginning age, time allocations, approach and methods, teacher training and materials development to be researched, documented and debated as such results and documents are found to be crucial to refine and/or formulate policies that could positively dictate the quality of classroom situation.

## **6. Methods and Materials**

### **6.1 Research Design**

The research design was a survey which was intended to collect both quantitative and qualitative data through various data gathering instruments.

### **6.2 Setting and Population**

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The research was conducted in the schools which are in Hawassa University Technology Village catchment area. The study included both primary and secondary schools in Dale, Hula, Hawassa Zuria, Boricha and Wondogent Woredas/ districts of Sidama Zone, in SNNPRG. Specifically, English language teachers, school principals and students of both levels were included in the study.

### **6.3 Sampling Techniques**

Different sampling techniques were employed from selecting the setting to the participants. Accordingly, five Woredas/ districts were selected purposively from Sidama Zone on the basis of their proximity to the researcher, and the research centers of the university. One primary and one secondary school were selected from each Woreda/ district. The 40 EFL teachers (20 from primary and 20 from secondary) and 10 school principals (5 from each level) were selected using simple random sampling techniques. 10 students were also selected randomly. To include EFL teachers who received special training, purposive sampling technique was also employed.

### **6.4 Instruments of Data gathering**

Basically, three data gathering instruments were used in the study. These were questionnaire, interview and observations. The questionnaire was administered to both group EFL teachers (who received and not received special training). In addition, questionnaire was administered to the school principals. The interview was administered to the students in the schools. The research conducted observation on school ELIC rooms and collected data through taking notes and pictures.

### **6.5 Data Analysis Procedures**

The data which was gathered through different tools from the subjects was analyzed in two approaches: quantitative and qualitative. The quantitative data was contains numbers and percentile of the respondents' reaction in various themes. The numbers and percentiles were displayed in bar graphs for clarity. On the other hand, qualitative data which was collected through observation and interview was discussed thematically in different major topics which

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were designed considering the objectives of the study. Furthermore, pictures were included in the analysis to describe the situations precisely.

## 7. Results and Discussions

This section presents the details of discussion with the major findings. The presentation employs two approaches. First, both qualitative and quantitative data is organized thematically and discussed in texts. In addition, graphs and tables are presented for further intelligibility.

### 7.1 Views of Students' and Teachers' English language towards their Proficiency and Interest

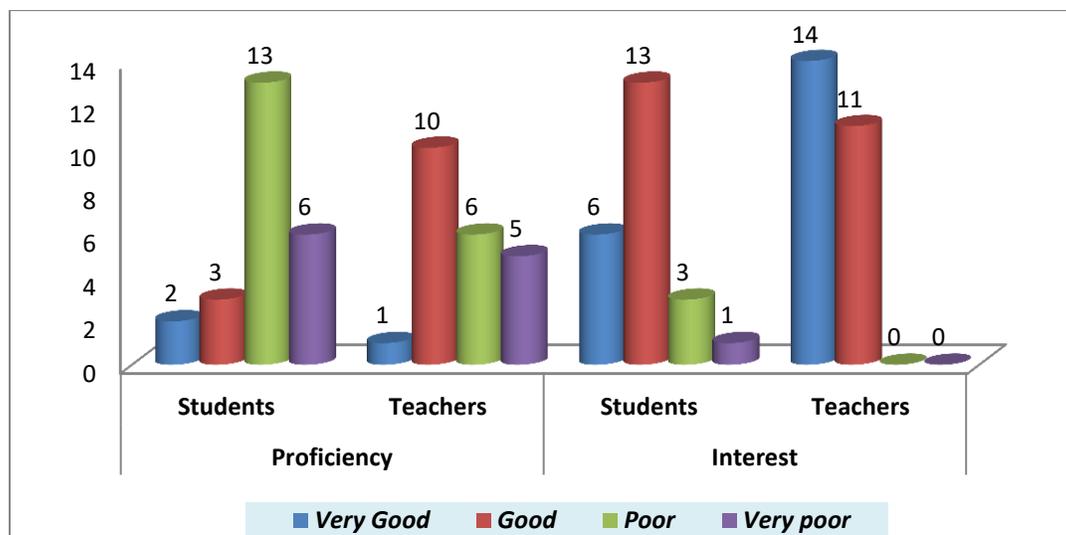


Fig 1: Proficiency and Interest of Teachers and Learners

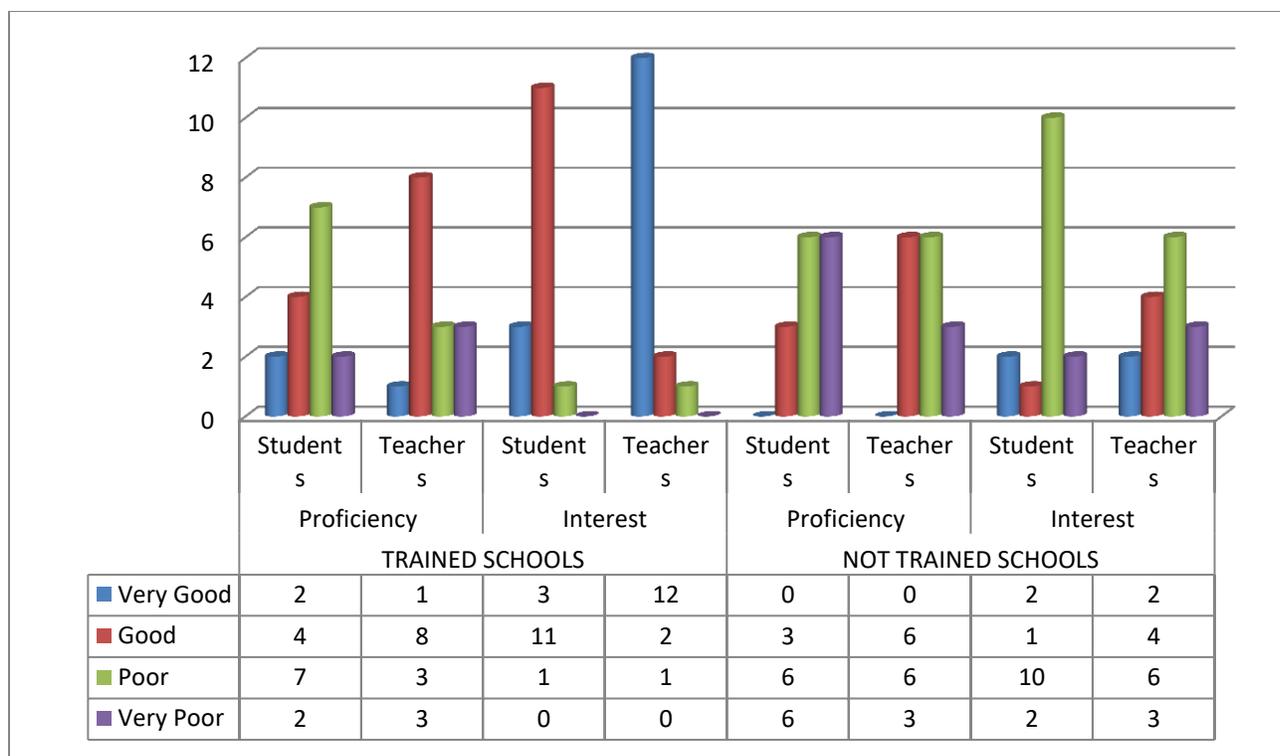
The above figure demonstrates views of the level of proficiency and interest of students and EFL teachers to English language. Accordingly, the graph indicates that the students' proficiency was almost 'poor'; whereas the teachers' performance is rated as 'good'. On the other hand, the most of students' interest to learn English was 'good', and the teachers' interest ranges from 'very good to 'good'. This shows that there is a mismatch between interest and proficiency/ ability, especially on students, which calls for further intervention.

### 7.2 Comparison Between Trained and Not Trained EFL Teachers

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*Fig 2: Comparison Between Trained and Not Trained EFL Teachers*

Fig 2 compares the interest and proficiency of trained and not trained schools teachers. It shows that there is insignificant difference in proficiency between the trained and not trained schools teachers and students. However, the students and the teachers' interest showed a clear difference which the trained schools tended to positive while the non-trained ones approached to the opposite. This implies that the training created interest in EFL teachers which they shared it for their learners so that they will also be in the same status. This negligible change in their perception towards their proficiency might be associated to the limited time since the training.

### **7.3 Reasons for Students' Poor Proficiency in English language**

Both the teachers and the learners were asked about the reason behind their poor proficiency in English language. Their reasons are categorized as teacher-related, student related and environmental factors. Reasons which are related to the students are poor background, low interest to learn and lack self confidence. And, teacher related cause of learners poor

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performance in English are teaching English in Amharic and in local languages, giving attention to grammar, not to other skills, teacher centered method ( lecture), poor proficiency of teachers' in English language and limited knowledge of teachers on teaching methods. The last category is environment related factors which include absence outside school environment to practice the language (limited access to use even in a class) and low administrative support in availing resources which important to improve the students English language competence.

#### 7.4 Views towards their Knowledge of English language Teaching Methods

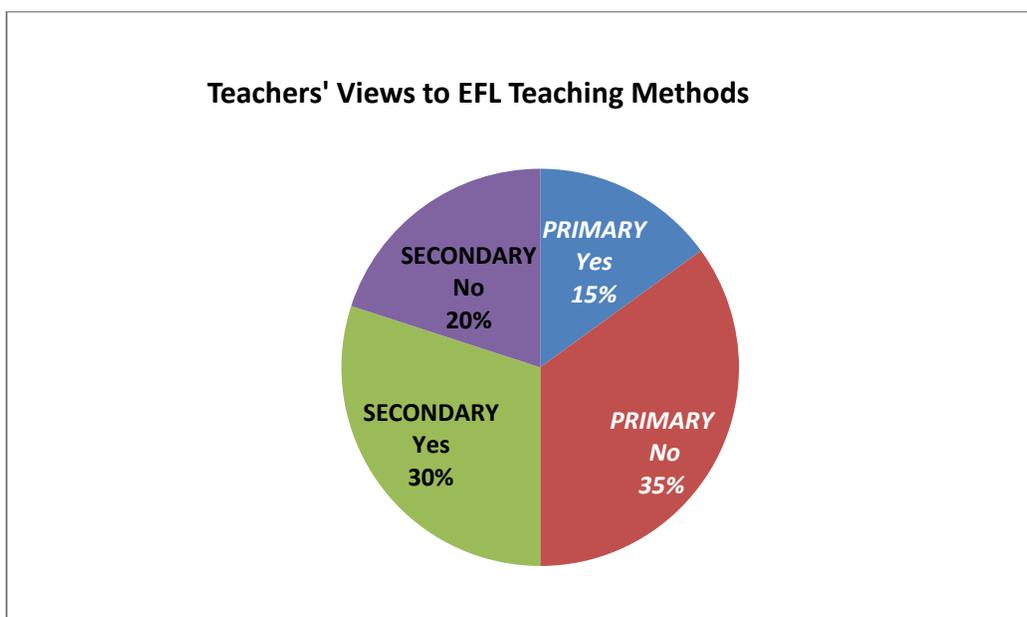


Fig 3: EFL teachers' Views towards their Knowledge of Teaching Methods

The EFL teachers asked about their knowledge of language teaching methods. The above pie chart illustrates the responses of the two (primary and secondary) level EFL teachers. In the secondary level from 50% teachers 30% of them confirmed that they know the methods, however, 20% revealed that they have gaps. The problem is more serious when it comes to the primary level where only 15% of 50% confirmed they are familiar with the methods, but 35% of them disclosed that they didn't know the methods. This implies that the primary school EFL

teachers need intensive training in EFL teaching methods that the secondary school EFL teachers in the area.

### 7.5 Teachers Activities to improve Learners’ Performance in English language

TEL teachers were asked about the activities which they often carryout to improve the learners’ English language competence. Most of the teachers commonly listed activities such as grouping learners and giving tutorial accordingly, giving make up classes, improving students’ participation and designing dialogues in classrooms. However, EFL teachers who received training listed activities like celebrating English day weekly, encouraging learners to present model dialogues on stages (flag ceremony), designing and motivating learners to present programs in school mini medias through English and arranging debates and role plays in question and answer contest in schools. This indicates that those who were trained specially are attempting to bring changes in the teaching of English language.

### 7.6 Impacts of the Previous Training on the Teaching and Learning of English

The following table clearly illustrates the impact on the previous training on some of the basic indicators. These are confirmed by school principals and supervisors.

No.	Indicators	Impacts
1	<i>Attitude and Perception to the language</i>	<ul style="list-style-type: none"> <li>• Improvements are being perceived:</li> <li>• Developing confidence ( after orientation and awareness creation work)</li> <li>• Claiming the administration to provide resources to English language improvement</li> <li>• Feel interested to learn and participate in ELC</li> </ul>
2	<i>Language Teaching Methodology</i>	<ul style="list-style-type: none"> <li>• Teaching skills like listening and speaking (previously skipped)</li> <li>• Using students’ arrangement (1*5) to practice EFL learning activities.</li> <li>• Setting interactive environment in a classroom</li> </ul>

3	<i>Providing Additional Skill based Exercises</i>	<ul style="list-style-type: none"> <li>• Suggesting students to listen other channels like BBC, etc.</li> <li>• Extending further practice ( 3 words per day with their meanings</li> </ul>
4	<i>Organizing Learners</i>	<ul style="list-style-type: none"> <li>• Setting mixed ability group in a classroom.</li> </ul>

## 7.7 Establishing English Language Improvement Centers (ELCs) in Schools

### 7.7.1 Establishment of the Club

One of the strategies set to improve the quality of English language proficiency in schools is organizing English language improvement centers (ELICs) in the schools. The schools attempted to establish the centers. Specifically, according to the data from the observation, the establishment is not uniform across the schools. That means the secondary schools are better in establishing the centers than that of the primary schools. In some schools, the centers are not established totally, whereas as in some others, the centers are not only inappropriate for such activities but also dangerous for the health of the students as there are some corrosive chemicals.

### 7.7.2 Major activities of the Club

The major objective of the centers is providing different real life practical activities to students in English language. And, EFL teachers are required to encourage the students to practice the four skills in various settings. Accordingly, the clubs have 25 to 60 members depending on the number of students in the schools. They often carry out the following activities:

- Select activities from the students' text books and practice freely in the room;
- EFL teachers design role plays on the context of the community and students play in English language representing various characters;
- Develop news, and rehearse in ELC rooms in front of the group members and then present in school mini-medias;
- Perform dialogues and conversations on daily issues groups/ in pairs; EFL teachers sometimes monitor and encourage with feedbacks
- Prepare in advance and make debates in ELC rooms on selected title.

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- Use flag ceremony to demonstrate sample dialogues and role plays.

### **7.7.3 Resources of the Club**

As the participants in the club are doing a number of activities to improve their English language skills, they need various resources which range from paper and pen to audio visual materials. But, as far as the researcher's observation is concerned, in most of the schools, the members of the clubs are carrying out activities with no audio visual resources that support their performance. In addition, the ELIC rooms were observed as almost having only student chairs. The coordinators, EFL teachers, told to the researcher that the activities are designed by them, and students practice them orally following the instructions from the EFL teachers.

On the other hand, some schools were not using available resources wisely. As a result, the resources were being used for unintended purposes, and the students didn't get opportunities to exploit the resources to improve their English language ability. For example, the school was complaining about the scarcity of resources, whereas, in the same school, a radio cassette player was with the school guard attending various radio programs for himself.

## **8. Conclusions and Recommendations**

### **8.1 Conclusions**

The main objective of the study was to assess the trend of teaching and learning of English language in Hawassa University technology village schools. The study also focused on comparing the schools whose EFL teachers received special training, and those which didn't get the training. Specifically, the major findings are concluded in the light of the specific objectives: to evaluate the perception of English teachers towards their and their students interest and ability of English language, to assess the perception of English teachers towards their knowledge of methods to teach English language, to identify activities which are being done to improve the learners' English language ability, and to assess the impact of English language improvement training on the teachers' performances.

In assessing the perception towards the performance and interest of the learners and EFL teachers, most of the learners' performance is low, whereas the EFL teachers' is average/ good. Also, the learners' interest is average, and the teachers' is very good. On the other hand, when we compare the same issue between specially trained EFL teachers and no-trained ones, there is a clear difference in their interest which favors the trained ones. But, the difference in proficiency is not as such considerable.

The other basic issue is related to the EFL teachers' knowledge of various English language teaching methods. The assessment was carried out based on the level they are teaching. Accordingly, the data confirmed that most of the primary school EFL teachers have a knowledge gap of English language teaching methods. In addition, though the number is few, secondary school teachers have also limitations in the area. As a whole, the problem is more serious in a primary level in comparison to the secondary level.

The EFL teachers were engaged in activities such as grouping learners and giving tutorial accordingly, giving make up classes, improving students' participation and designing dialogues in classrooms as a major way of improving the learners' English language skills. But, especially trained EFL teachers were conducting activities like celebrating English day weekly, encouraging learners to present model dialogues on stages (flag ceremony), designing and motivating learners to present programs in school mini medias through English and arranging debates and role plays in question and answer contest in schools in addition to the common ones which were performed by non-trained ones. This shows that the trained EFL teachers were handling classes and English language improvement programs differently.

Finally, the establishment and activities of ELIC were assessed. All schools have the center/ club with 25 to 60 members. The assessment clearly disclosed that clubs were contributing to the improvement of English language as they were places where many of the special activities, like dialogues on flag ceremony, English Day and debates are being carried out. However, though there is unwise use of resources, the centers are experiencing serious scarcity. In addition, considerable number of the centers is in dangerous places, like laboratories.

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## 8.2 Recommendations

Based on the major findings, the following recommendations are made:

- The special training delivered to EFL teachers has brought a change in their interest to teach English language; at the same time, the teachers shared their interest to their student. Therefore, as the training has a positive impact, it should be offered to more EFL teachers with varieties of topics to bring changes on the English language proficiency of the teachers as well as the students.
- School principals should encourage EFL teachers who participate in special activities (like English Day) of promoting learners' ability of English language.
- The primary school EFL teachers need more awareness about English language teaching methods. Therefore, appropriate training should be designed considering the level they are teaching.
- The schools have resource limitations to conduct practical sessions of language learning. Thus, the school administrators, governmental and non-governmental organizations should work together to alleviate resource scarcity in the schools. Equally, school administrators should encourage wise use of the available resources.

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## The Second Language through the First Language – An Experimental Approach

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### Abstract

This paper entitled ‘The Second Language through the First Language – An Experimental Approach’ attempts to teach the second language to the learner through his mother tongue. This idea is resulted due to the fact that the learner to some extent is familiar with the concepts in his mother tongue, but the actual problem is in making sentences in English. At the initial stage, the learner finds it difficult to think in English and convert the same in English. Hence the authors started exploring a method where the learner gets the concepts in his mother tongue and is initiated to convert the same in English. Here the status is the stock is sufficient, but the supply lacks free flow. On receiving the first version of the converted matter from the vernacular language to English the authors carefully identify the problem areas of the learner. A thorough analysis is made in the presence of the learner with an attempt to rectify the overall defects in the writing.

After this, a second attempt is made and a considerable improvement is experienced. By this time, the learner gains some knowledge of writing sentences of his own. If another attempt is made there will be a lot of improvement.

**Key words:** Teaching English, different methods, problems, implementation, language skills, fledged training, confidence, implementation level

### Acquisition of Language Skills at the Entry Level of Engineering Course

Training the second language with respect to almost all skills at the entry level of an engineering course has become a difficult task in the present scenario. A higher satisfactory level is not generally realized by the teachers of English. Having knowledge about the different methods of teaching English, the teachers' problems arise at the implementation level on the learners. This difficulty is due to many reasons.

- i) The level of English of nearly 50% of students at the entry level in many engineering institutions is mostly disgusting.
- ii) Lack of interest of students towards improving their language skills.
- iii) The duration of teaching the students i.e two semesters not found to be sufficient in offering a full fledged training.
- iv) Total ignorance of students related to the basics of English language.
- v) Teachers' lack of involvement in training the students.
- vi) Teachers' way of treating the subject only in the examination point of view.

### **What Methods can be Initiated in Training the Students?**

The teacher first of all should assume the role of a trainer. He should explore all possibilities in the course of his teaching to train the students in learning the language skills. Depending upon the creativity of the teacher many methods can be applied on the learners. The teacher should see to it that the learners' confidence level is increasing day by day and also the interest shown by them.

'The Second Language through the First Language – An Experimental Approach' is a paper showing the method of making the learner to improve his writing skills through his mother tongue. An article on 'India's Independence' was written by the authors first. Then it was translated in simple Tamil. In the same way, it can be done in many languages, "even basic language can be taught" (Pavesi 81). The translated version was given to a student who is not that much good in language and needs improvement.

By going through the translation of the student, it is understood that there are nearly 39 problem areas. The problems identified are as follows.

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- i) Problems in the use of tenses.
- ii) Improper sentences
- iii) Certain spelling errors

The problems are noted below.

### 1. Problems in Tenses

S.No	Errors in Tenses	Corrections Offered
1	Fall down	Brought down
2	Flies	Flew
3	Freedom does not got easily	Achieving freedom was not easy
4	Freedom got by.....	Freedom achieved by.....
5	Have enjoyed	Enjoyed
6	We have changed	We became
7	Has celebrated	Is celebrated
8	Will celebrated	Is celebrated
9	Prime Minister...can be accepted	Accepts
10	Flag can be raised	Unfurls
11	Gun salute	Is given
12	Speech was given	Addresses the nation
13	Respect the freedom fighters	Pays homage....
14	Function has been conducted	Is conducted
15	Collector has flag hoisted	Hoists the flag
16	Collector accepted the police salute	Accepts the police salute
17	Has been celebrating	are celebrating
18	Will deliver their wishes	Express their wishes
19	Prize has been distributed	Prizes are distributed
20	Freedom fighters has struggled	Freedom fighters struggled

## 2. Improper Sentences

S.No	Improper Sentences
1	Youngsters and old people have enjoyed the newly got freedom.....
	Youngsters and elders enjoyed the newly got freedom.....
2	According to those places, those minister of that places has flag hoisted and national anthem has been played.
	Similar celebrations are carried on in many states. The Chief Ministers of those states hoist the National Flag and National Anthem is sung.
3	Same as that, the schools, colleges, offices, and other places are done this process.
	Similarly, in places such as schools, colleges, offices the celebrations take place.
4	Arts and sports has been conducted and prize has been distributed for the winners.
	Sports and cultural events are conducted and prizes are distributed for the winners.
5	Our unions and our unity have been prevent and that has our duty to prevent it.
	It is our duty to safeguard our unity and integrity.

### Certain Spelling Errors

This learner does not have problems in spellings. Except two words all other words have been written correctly.

The problems identified are explained to the learner clearly till they are understood properly. At this stage, the learner is again asked to translate the same article.

Now, the learner has absolute familiarity with the content of the article as it has already been attempted.

By going through the translated version it is found that the learner has now committed only six mistakes. This result has clearly proved that English could also be trained through one's mother tongue. This could be immensely useful for those having poor communication skills.

If nearly 50 articles in mother tongue are given for practice, there could be tremendous improvement in the writing skills of the learner.

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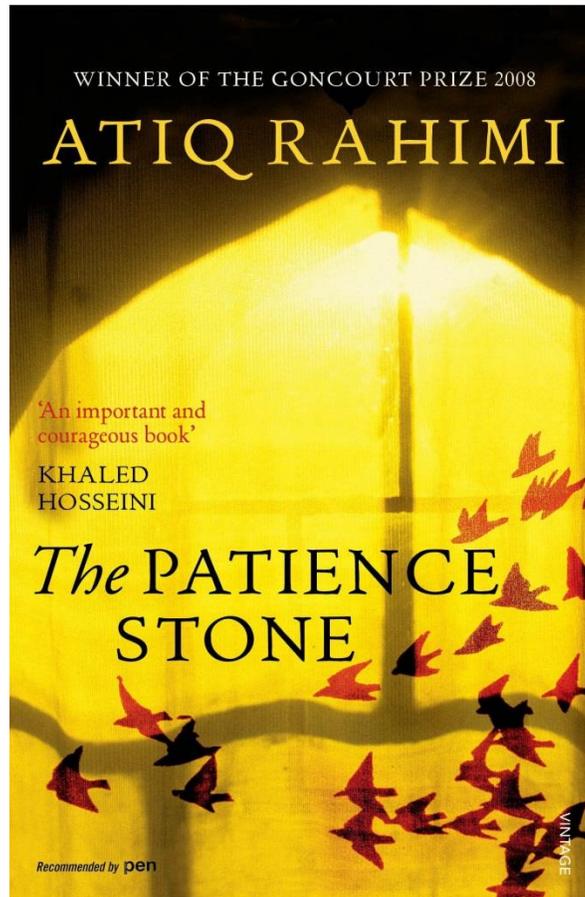
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**From the Silenced to the Silencer:  
An Afghan Woman's Journey from a Fractured Self to  
Emancipated Womanhood in Atiq Rahimi's *The Patience Stone***

**Nisha Thomji Varghese and Dr. R. Saravana Selvan**

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***The Patience Stone***

Atiq Rahimi explores the plight of Afghan women in his compelling novel *The Patience Stone*. Mixing myths and history he tries to weave a brutal piece of reportage. The novel was written in French, and was translated into English by Polly McLean. Critics have praised not only the storytelling skills of the author but also his language use. The translator Polly McLean is also greatly appreciated. For example, a review in the newspaper *Independent* reports:

Atiq Rahimi's prose is spare and elegant and sporadically mutates into shards of evocative poetry. Polly McLean's lean translation does justice to the original French. While the events the nameless woman speaks of are hyperbolic, the narration is not. (<http://www.independent.co.uk/arts-entertainment/books/reviews/the-patience-stone-by-atiq-rahimi-trans-polly-mclean-1910810.html>)

The same reviewer also says:

Yet despite the beauty of the writing, this slim novel is hard going. The confined setting, the woman's dramatic soliloquys and Rahimi's impassive narration make it read more like a play. War is going on offstage. In the distance, beyond the ragged fluttering yellow and blue curtains, neighbours are beheaded, the house looted. The world shrinks and becomes one squalid room.



Atiq Rahimi

Courtesy: <https://alchetron.com/Atiq-Rahimi-348326-W>

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## **A Single Room: Tragedy and Long String of Prayers**

The novel opens in a single room, barely more than a cell, in which a man lies comatose, his eyes open, his wife crouched at his side. She holds vigil in their bedroom, tending to her much older warrior husband, who has taken a bullet to the neck. Abandoned by his brothers and fellow jihadists, it's up to her to hide him from prowling soldiers and protect him and her two young daughters from bomb attacks. The nameless woman nurses her badly injured husband. She feeds him through a tube and lubricates his eyes. She watches him carefully making sure that he is breathing. She holds a long string of prayer beads in her left hand, moving them between her fingers, telling them. The sound of two little girls crying can be heard but they are not in the room, but somewhere nearby. Sounds of war can be heard outside.

Far away, somewhere in the city, a bomb explodes. The violence destroys a few houses perhaps, a few dreams. There is a counter attack. The retaliations tear through the heavy midday silence, shaking the window panes but not waking the children. For a moment- just two prayer beads- the woman's shoulders stop moving. She puts the bottle of eye drops in her pocket. Murmurs *Al-Qahhar*. Repeats *Al-Qahhar*. Repeats it each time the man takes a breath. And with each repetition, slips one of the prayer beads through her fingers. (Rahimi 5)

What makes the whole scene a little eerie and eerie is the fact that the woman counts the man's breathing by her prayer beads. Time for her is governed by her prayer- bead cycles. "I no longer count my days in hours or my hours in minutes, or my minutes in seconds... a day for me is ninety-nine prayer bead cycles" (Rahimi 8).

## **Abandoned by the Family**

Aside from a handful of neighbours cowering beside the woman in the bomb shelter during each attack, she is palpably alone – the once proud family of her rebel-fighter husband have fled the city and abandoned her.

Where is your mother, who always used to say she would sacrifice herself for a single hair on your head? She couldn't deal with the fact that her son, the hero, who fought on every front, against every foe, had managed to get shot in a pathetic quarrel because some

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guy-from his own side, would you believe-had said, I spit in your mother's pussy! Shot over an insult! (Rahimi 15)

### **Getting Bolder Every Minute Despite Suffering, Agony and Bombshells**

She grows bolder and bolder by the minute and reveals how she has resented him all along. She speaks about her disappointments in him. She reveals candidly her apprehensions and fear of the repercussions that could come her way if she failed to bleed on her "bridal night".

Can you imagine-being engaged for almost a year and then married for three years to an absent man; not so easy. I lived with your name. I had never seen or heard or touched you before that day. I was afraid, afraid of everything, of you, of going to bed, of the blood...Although I was a virgin I was really scared. I kept wondering what would happen if by any chance I didn't bleed that night...It would have been a catastrophe. I'd heard so many stories about that. (Rahimi 29)

### **First Night of Marriage – Bleeding Impure Blood**

She reveals her deeply guarded secret of how she had deceived him that night. "Passing off impure blood as virginal blood, bit of brainwave, don't you think?"(29). She speaks about her desires and hopes, the pains and sorrows she has suffered at his hands. All these confessions are not compressed to a single day. They are slowly revealed over the days with a mounting vengeance.

### **Monologues of Old Stories before the "Patience Stone": Sexual Dissatisfaction**

As her husband lies before like a stone – indeed like the legendary patience stone, which absorbs the anguish of all who confess to it – the woman finds herself free from all restraint and her monologues reach a fevered pitch. What pours out of her is not only a brave and shocking confession, but a savage indictment of war, the brutality of men, and the religious, marital and cultural norms that continually assault Afghan women, leaving them with no recourse but to absorb without complaint, like a patience stone. The broken sentences uttered by the nameless woman, is a direct attempt on the part of Rahimi to rip away the veil over Afghan women's lives.

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She speaks of sexual desire, of obedience, rebellion and the terrible dehumanizing that occurs when the sexes cannot speak freely to one another.

The last of these old stories, delivered in tandem with the most shocking of her revelations, is that of the sang-e-sabur or the patience stone: a magical object that "all the world's unfortunates" can tell their sorrows to. In Persian mythology, the sang-e-sabur is a magical black stone that receives the problems of those who confide in it. According to myth, when the stone has absorbed all the pain and suffering of the person, it will explode, setting its supplicants free from their torments. This ambiguous scrap of myth is squeezed for every last drop of irony. Here the paradox of the patience stone lies in the fact that now it is the husband who plays the role. Till he had been laid up she had been the one silently absorbing all the pain. Now the roles get reversed.

“...Yes, you are my sang-e-sabur...I am going to tell you everything, my sang-e-sabur. Everything. Until I set myself free from my pain, and my suffering, and until you, you...”  
She leaves the rest unsaid. Letting the man imagine it. (Rahimi 74)

To her sang-e- sabur the woman speaks bitterly about the years she had spent with him, sexually unsatisfied. She fiercely tells him about the times she had derived sexual satisfaction from masturbation. She speaks about how starved she had been for affection and how he had spurned her and her needs. With the new found courage she tells the man about how she pretends to be a prostitute when two soldiers of the warring factions barge into their house. She candidly speaks about how she had given in to one of them. And the brazen narration reaches its climax when she reveals her deeply guarded secret. She tells him that their two daughters are not his. He was incapable of fathering children. He was infertile. In Afghan culture the woman always faces the ire of society if she is unable to bear children. The fault may not lie with her but she bears the brunt. In order to escape the stigma her paternal aunt takes her to a man pretending to be a hakim and he fathers her children. She reaches the heights of her revelation with this. Though many times she feels terrible at revealing so much of her brokenness, she gets a grip on herself. As she says “...I am not insane, or possessed. I am not under the spell of a demon. What I’m saying,

what I'm doing, is dictated by the voice from on high, is guided by that voice. And the voice coming out of my throat is a voice buried for thousands of years.”(Rahimi 81)

### **Oppressed Afghan Wife Affirming Her Resilience**

The nameless woman who has been rendered powerless for many years, who has silently suffered as an oppressed Afghan wife affirms her resilience at last. She talks about her unexplored sexual desires and then acts on them. She recalls being raped by her husband and treated like vermin by him when she was menstruating. Now in his paralyzed state, she fondles his genitals and shocks herself by treating him like an object after years of serving his needs and not her own. Her relationship with the stuttering young soldier, tutoring him in the art of making love is an act of defiance. When he responds to her with tenderness and brings gifts for her, she experiences warmth which she has never known before. Her transformations can be seen as the pathway to a more liberated and fulfilled life. Once living in silence and self-sacrificing abnegation, she now emerges as a human being, a woman.

### **Eventual Delivery through Death**

Eventually, her Patience Stone, full of her pains, sorrows, frustrations, and of her most shameful and unspeakable secrets, explodes: her devastating, magic words have had their desired effect. As the man wakes up and reaches for her throat, she stabs him with a knife in the stomach. But the man, in a supreme effort, strangles her, liberating her from the marital, social and religious oppressions she has been enduring the whole of her life.

### **Women in Afghanistan**

The mysterious and misunderstood ideas about gender dichotomy in Afghanistan and the historical exclusion of women from the public sphere have shrouded Afghan women's lives in mystery for ages. In mainstream media, the images that depict women in Afghanistan are often bleak, miserable and sad. The stories that circulate outside of Afghanistan are about Afghan women who speak about the dangerous, war-torn, tumultuous conditions that they face. (Benard 65)

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The media related to Afghan women can be exploitative at times; it victimizes the women, represents them for outside consumption and hardly sheds light on the actual, diverse realities of women in the country. She is even denied a subject position. Being at perilous crossroads, interlaced by multiple forces of coercion, she always finds herself at the bottom-most rung of the social ladder. Her presence is not even attested; if at all it is done, it is only to reinforce the supremacy of the man. She is the aberrant, the divergent, signifying all the handicaps. “In Afghan culture you brew up a revolution if you try to push against the system and break open your cage.” (Kargar 256)

Though women in Afghanistan were subjected to a number of monstrosities during the years that war ravaged their beautiful countryside, though they had to witness inhumane and barbaric acts, they never lost hope. Just like a pupa metamorphoses into a radiant butterfly, most of them emerged victors leaving their distorted pupa shells behind. They never looked back but surged ahead. They learned to exploit their own potential and resourcefulness and found ways to survive. “Networking and group solidarity enabled these women to survive... they relied on women’s support networks to meet their bare necessities” (Rostami-Povey 32).

### **Portrayal of a Gendered Subaltern**

The woman in *The Patience Stone* can be classified as a gendered subaltern who has been pushed to the margins in a world dominated by powerful men. But there is a capacity for resistance within her... it comes from her inner strength. She might be physically weak but there is a power within her which can be unleashed by a suitable agency. In the novel the silence that her husband is forced into acts as her agency to resist. Her resistance is endorsed in his silence.

Rahimi has not depicted the woman as a glorified soul languishing ethereally in the chador. As the woman’s monologue with her comatose husband goes on, the layers are excoriated, expositions come forth and what emerges is the vignette of an intricate and nuanced human being. She is represented as daring, resolute, an adoring mother, but she is also imperfect in essential human ways, a woman capable of dissimulating, deluding, of being vindictive, a creature if, pushed hard enough bares her teeth...and her body. Rahimi has mooted a great

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Afghan anathema: the concept of a woman as a sexual being. He has been totally outspoken while delineating her sexual cravings and hunger. She is not the paradigm of the angelic, asexual, motherly figure which most Afghan men expect their women to be.

Atiq Rahimi portrays the journey of the woman towards a well-defined self-hood. Her existence which had been mired in the labyrinthine mazes of societal pressures, suppressive and egoistic male chauvinism undergoes a decisive change. She who was nameless, faceless and devoiced evolves out of the spiral of silence that once she, and her man is now subjected to. Silence which was once her destiny now becomes the agency for her resistance. She breaks the pre- defined spaces of confinement and silence and exercises autonomy and agency. She is a conduit, a living vessel for the grievances of millions of women like her who have been objectified, marginalized, scorned, beaten, ridiculed and silenced. But they have their say at last.

In Rahimi's own words, "Afghani women have a lot of strength, but they are also very shy and guarded. It is almost impossible to break that. But they will be very strong inside their homes. With *The Patience Stone* I wanted to show their bodies, their dreams, their strengths, their desires. They are all very courageous."

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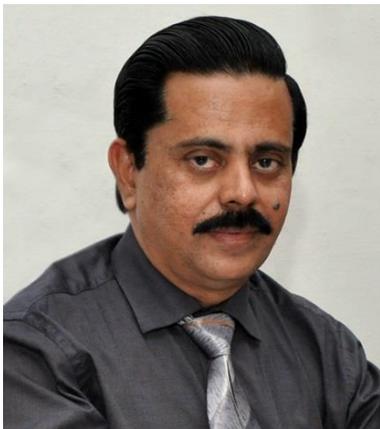
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## **A Stylistic Study of Theme of Ultra-Earthliness in Wordsworth's Selected Poetry**

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### **Abstract**

Linguistic manipulation in the service of theme of ultra-earthliness in Wordsworth's selected poetry is the ultimate end of the study. The motivation behind this study is the spiritual stance of the poetry clothed in the stylistic craftsmanship of the poet that reminds postmodern individuals: *ishrat-e- qatrah hai darya mai'n fana ho jana* i.e. One's ultimate pleasure lies in merging and unifying with Allah (Ghalib, 2010). Mainly, the paradigm of qualitative research has been employed along with quantitative approach. Sampling has been collected through the selected poems with hand picking technique (Non-probability sampling technique) using textual analysis as a tool. Computational and descriptive statistics techniques have been used to present analyze and interpret the data. The study concludes that Wordsworth's poetry revolves around manipulation of humanizing metaphor, nature imagery, oxymoron and symbolism leading to theme of ultra-earthliness and is an antidote for fever and fret of the day as the frustration and depression of the postmodern individuals can be alleviated through his/her reconciliation with nature. His poetry is a spiritual healing as reading Daffodils; an Eastern reader starts 'Dhamal' (dancing in ecstasy) with the rhythmic movements of the flowers. Humanizing metaphor and nature imagery are key stylistic features that foregrounds ultra-earthliness in the poetry which have been exploited more than oxymoron and symbolism. The postmodern who is far away from religion and moral values can find betterment by developing spiritual understanding of life is the implication of the study.

**Keywords:** Linguistic Manipulation, Humanizing Metaphor, Ultra-Earthliness, Wordsworth, Stylistics

## **1. Introduction**

We can neither explain literature in depth without the close study of language, nor explain language in depth without the close study of literature (Leech (2000)). In countries, like Pakistan, it has been observed that students feel difficulty in recognizing linguistic features relevant to aesthetic quality and thematic value of a literary text. If the learners, in such countries, manage to name the manipulated feature, they cannot express its literary significance. While, stylistic analysis is helpful in developing interpretive skills and stimulating reading between the lines through linguistic orientation (Carter, 1996).

### **1.1 Purpose of the Study**

The stimulating problem arising researchers' curiosity to conduct this study is to identify the linguistic determinants of theme of ultra-earthliness in Wordsworth's poetry as various studies have been conducted stylistically on various themes on different writers in different genres yet the corner of Wordsworth's poetry was yet unexplored in this perspective. Moreover, the linguistic oriented study of the mystic poetry has special appeal unravelling the poet's ultra-earthly, transcendental and pantheistic ideology to conduct the study. So, this study is an attempt to explore the subjective and spiritual realm of the poetry on rather objective and systemic grounds via symbolism, nature imagery, oxymoron and humanizing metaphor.

#### **1.1.1 Objectives of the Study**

The study has been conducted under the following objectives:

- i. To know the natural objects mostly used and mystified by the poet
- ii. To study the theme of ultra-earthliness in terms of the poet's philosophy of pantheism-cum-mysticism
- iii. To identify the tropes/ linguistic manipulation contributing to the theme under study

#### **1.1.2 Research Questions**

This study attempts to answer the following questions:

- i. Which particular objects and symbols does Wordsworth employ in his poetry for the theme under study?
- ii. What type of metaphor has been exploited by the poet for the theme of ultra-earthliness?
- iii. Why does the poet manipulate humanizing metaphor, nature imagery, symbolism and oxymoron in his poetry?

## 1.2 Operational Definitions

### 1.2.1 Ultra-Earthliness

Earthliness means relating to earth or its characteristics (Farlix, 2003). It means earthly as possible or imaginable as well (Merriam-Webster, 1828). So, ultra-earthliness means to be pertaining to the unimaginable and intangible that is mystification and idealization of nature in the service of spiritualism. It is to hear the unheard and listen to the silent voice of nature as *sakoot-e- lala o gul se kalam peda kr* (Iqbal, 2002).

So, discussions about mysticism regarding pre-existence, eternity, innocence, solitude and wonders of nature will fall under the umbrella of ultra-earthliness in this study.

### 1.2.2 Humanizing Metaphor

Humanizing metaphor is termed as the allocation of human characteristics to objects (Leech, 1969). Here, in the study, humanizing metaphor will be used in the sense of fusing soul into natural object and to the dead in terms of its mystification. Human soul keeps waiting for union with Supreme Soul before death (Barry 1999).

So, the same could be concluded as the undercurrent of the study and Wordsworth's poetry if we study it closely through its linguistic manipulation. The dead, shown living will also fall into this category of metaphor in the study.

### 1.2.3 Animism

Animism (technique) is the animate representation of non-human beings. (Leech, 1969). In the study, it is termed as the existence of God in objects of nature. To epitomize, through the technique of humanizing metaphor, nature imagery, oxymoron and symbolism, this study has been engineered to unmask the theme of ultra-earthliness through stylistics paradigm.

## 2. Literature Review

Stylistics can be categorized as attributional and literary one. The focus of literary stylistics lies on aesthetic appreciation while attributional one's on linguistic description such as frequency of certain linguistic items to explore the writer's linguistic use that becomes his/her linguistic 'thumbprint' (Leech, 2000).

Literary stylistics links linguistics with literary criticism. Further in the study, it is pointed out that literary stylistics investigates thematic as well as aesthetic values which are produced through linguistic exploitation, which in response, show the writer's attitude. This study covers foregrounding, deviation and repetition to highlight the theme of cat in the rain (Zhang, 2010).

On the other hand, semantic as well as graphological deviations have been discussed on stylistic basis. The authors, further, have explored that T.S Eliot's works are rich in foregrounding by pointing out the writer's art of omitting punctuation marks, use of parallel structures, unconventional expression. They have discussed foregrounding by using an agenda of literary stylistics. To summarize, their major focus is on linguistic deviations and foregrounding. They put special focus on semantic and graphological deviations in the poem in their study (Baseer, Alvi & Zafran, 2011).

Stylistic features of the story incorporated by the pen of Pritchett have been examined. The authors, after giving analysis of stylistic features, disclosed the agenda behind this stylistic study of the story. The role of linguistic patterns has been explored as how these patterns affect the target audience to derive literary meanings of the text. They concluded that the story writer conveys feelings of the fictional characters convincingly through the use of adjectives, metaphors and personification majorly (Bilal, Laraib, Mustafa, Iqbal & Kundi 2012).

While a collective study, has analyzed the role of metaphor in a literary text. The authors considered metaphor to be the major feature of semantic deviation. Further they declared the semantic deviation to be a key feature of a literary work. In their study, they showed the importance of teaching literature through linguistic lenses as it required a reader's active involvement along with the teacher's one. They also suggested that teaching/reading a literary prose required more than just memorization of major themes; a task of stylistician, i.e. to be materialized through stylistics. They have argued that the study of metaphor helps the readers to unveil different layers of meaning and it develops critical thinking in literature students. To summarize, it is concluded that their major stress in this study is on metaphor and literary prose. It is in the perspective of teaching writing literary prose through metaphor (Murtza & Baseer, 2012).

Different stylistic features that contribute to the idea of darkness which means mystery along with obscurity and murkiness have been explored. The main stylistic features, discussed in the novel are: short passive, fronting, parenthesis, complex noun and sentences to imply concept and theme of 'darkness' in the target literary work. The present stylistic analysis has also revealed that the novel is symbolic as well as ambiguous, the language of the fiction is deviant and the ambiguous syntactic structures of the novel imply darkness. The study is helpful knowing how stylistic analysis is helpful to study literary meanings of a literary work (Nofal, 2013).

A corpus-based study on humanizing metaphor supports metaphoricity and activity of the metaphor. Their study was grounded in Lakoff's Theory of Metaphor along with relational networks of Langacker. Results of the study confirm productivity as well as systematicity of humanizing metaphor (Cuadrado & Duran (2013).

The stylistic analysis of Blake's Night has explored stylistic devices under graphological, phonological, syntactic and semantic patterns. It helps understanding the propounded concept i.e. the contrast between this world and New World where there will be no distinction between prey and predator (Khan, Batool, Sandhu, Ahmed & Batoo, 2014).

Similarly, a study has noticed corruption, materialism and exploitation prevailing in Victorian era conducting stylistic study on The Happy Prince under lexical, grammatical along with stylistic aspects such as irony, symbolism and allegory (Saadia, Bano & Tabassum, 2015).

Graphological, morphological, phonological and semantic aspects of Daffodils glorifying past and nature have been elucidated as well. The results of the study reveal that figurative language tends to enhance impact and beauty of poetry affecting the reader's mind (Batool, Kiran & Azhar, 2016).

To recapitulate, lots of studies have been conducted on stylistics but Murtza & Baseer (2012) and Batool, Kiran & Azhar (2016) have explored linguistic manipulation in terms of semantic deviation in the perspective of transference of meaning which are rather helpful while Cuadrado & Duran (2013) have investigated humanizing metaphor discovering animism (rocks are human beings) which enhanced the researchers' knowledge. The present study intends to be conducted beyond the results of the study (animism) conducted by Cuadrado & Duran (2013) in terms of ultra-earthliness relying heavily on attributional and literary stylistics (Leech, 2000).

### **3. Research Methodology**

The present research is a mix method study as it is mainly qualitative but quantitative method such as corpus methodology has also been used in addition. The researchers have selected qualitative research method to answer the 'how, which & what' questions in the present project rather than focusing only on quantitative answers. Poems: *Tintern Abbey*, *To the Cuckoo*, *Lucy Gray*, *We are Seven*, *The Tables Turned* and *The World is Too Much with Us* are the universe of the study. A random sampling technique (judgmental one) has been used for the research for sampling. The soft copy of the poems has been adapted from

Hartman's (1987) book on Wordsworth's poetry as the poet's romantic poetry has been collected in hard and soft formats for compilation of corpus of the poems under study.

Data has been analyzed and interpreted qualitatively as well as quantitatively using AntConc 3.2.4w. Content analysis is one of the tools used for the data analysis and interpretations as latent coding has been heavily relied upon for the present study. Computational and descriptive statistics techniques have also been used to present and analyze the data. The analysis has been conducted at two levels. First, the researchers classify data in terms of stylistic features and interpret it through mystic, spiritual and transcendental approach to discuss theme of ultra-earthliness in the romantic poetry under study step by step that is the formative analysis. Secondly, summative analysis is employed to summarize the whole data for the set objectives that determines the patterns of stylistic devices under the theme of ultra-earthliness. It shows the most striking stylistic feature used by the poet rendering the theme under study as well.

#### **4. Discussion and Results**

Wordsworth has great love for all objects of Nature but he is not concerned only with the sensuous manifestation that charms so many poets rather he treats nature as God. The divinization which started in the modern age at the Renaissance and developed during the 18<sup>th</sup> century reached its culmination in Wordsworth poetry. He seeks beauty in meadows, woodland and mountain tops and interprets this beauty in spiritual terms. Wordsworth conceived, as poet, that Nature was alive. He imagined into flower, stream or mountain, gave them each a soul of their own. Nature is holy, kind and teaches a lesson sound of love (Charles, 2008).

This is staunch belief of Wordsworth, discussed below stylistically.

##### **4.1 *Tintern Abbey***

*Tintern Abbey* is the most philosophic poem of Wordsworth. In this poem, his idea of ultra-earthliness and ecological views find full expression. Wordsworth suggests that ultimate truth is attained through mystical insight that gives us extra ordinary sense of experience. The poet is of the opinion that mystical states may be due to the beautiful forms of Nature. More or less, he trusts on them. The poet manipulates visual imagery and humanizing metaphor (animism) to present theme of ultra-earthliness in the poem *Tintern Abbey* as the table given below shows:

**Table-01:**

**Visual Imagery, Humanizing Metaphor and Ultra-Earthliness**

Stylistic Feature	Instance	Frequency
Visual image	Body	1
Visual image	Eye	4
Humanizing metaphor	Living soul	1
Humanizing metaphor	Power of harmony	1
Humanizing metaphor	Power of joy	1
Humanizing metaphor	Life of things	1

Here is an idea with Platonism and neo Platonism that insight through natural beauty tends towards the beauty which is beyond the reach of ordinary senses (ultra-earthliness). While composing this poem, Wordsworth was a pantheist or at least had a pantheistic prone as manipulation of humanizing metaphor reveals. In deeper sense, Nature had spiritual meanings for him. In this poem, we do not test the language of sense but of spirit appearing within and outside man. The inner quality of nature can be perceived through ecstasy. Though its other qualities can be known through sense yet the soul of all mortal beings, gives its expression in the whole life of nature:

“...-oh! With far deeper zeal  
Of holier love. Nor wilt thou then forget  
That after many wandering, many years  
Of absence, these steep *woods* and high *cliffs*,  
And this green pastoral *landscape*, were to me  
More dear, both for themselves! and for thy sake!” (Tintern Abbey, line, 154-159)

In the above given discourse, the poet manipulates nature imagery to present theme of ultra-earthliness in the poem Tintern Abbey as the table given bellow shows:

**Table-02:**

**Visual Imagery and Ultra-Earthliness**

Stylistic Feature	Instance	Frequency
Nature Image	Woods	4
Nature Image	Cliffs	2
Nature Image	Landscape	3

The table shows the frequency of nature images mystified. This is a complex philosophical poem due to philosophy of ultra-earthliness weaved via nature imagery and humanizing metaphor, difficult to understand for a common reader. The deeper study of the poem discloses that Wordsworth was not giving the ultimate statement of philosophical view of life and man in this poem. He was basically concerned with the expression of complex totality of mood which included elements of knowledge and half knowledge. As a mystic, Wordsworth has strong belief in the omnipotence of the Supreme Being which he calls Nature. He believes that fate is crucial power. Fate and chance play vital role in human life. This all, he gathered from observation of boyhood and youth in the outskirts of country areas where natural objects always disclose the mysteries of Nature.

#### 4.2 To the Cuckoo

*To the Cuckoo* is a small poem by Wordsworth but clear example of his mystic ideology. Cuckoo is not only a bird in the poem but a symbol and a very important one. It is a threefold symbol of fantasy, youth and the eternity. The poet does not run after the sound of the bird anymore as he used to do during his childhood. The cuckoo also becomes the symbol of spring and spring itself is the symbol of youth. The same bird becomes the symbol of eternity as it is not bound to time and space. The poet listens to its voice as he used to hear in his boyhood. So, it is mystery as eternity is a mystery for mortal man. The poet does not know whether the cuckoo is a bird or a voice:

“O *Cuckoo!* Shall I call thee *Bird,*  
Or but a wandering *Voice?*” (To the Cuckoo, line 3-4)

The bird has been mystified via humanizing metaphor and nature imagery in the poem. The table below further strengthens the point:

**Table-03:**

#### Nature Imagery, Humanizing Metaphor and Ultra-Earthliness

Stylistic Feature	Instance	Frequency
Nature Image	bird	3
Humanizing Metaphor	thee Bird	1
Humanizing Metaphor	Wandering Voice	1

The table shows the frequency of linguistic devices to be manipulated for the theme of ultra-earthliness. He (the poet) cannot see the bird; still, it is mystery for him:

“No bird, but an *invisible thing*,  
A voice, a mystery” (To the Cuckoo, line 15-16)

In the above given discourse, the poet has mystified the bird by employing oxymoron in the poem. The table below illustrates the phenomenon:

**Table-04:**  
**Oxymoron and Ultra-Earthliness**

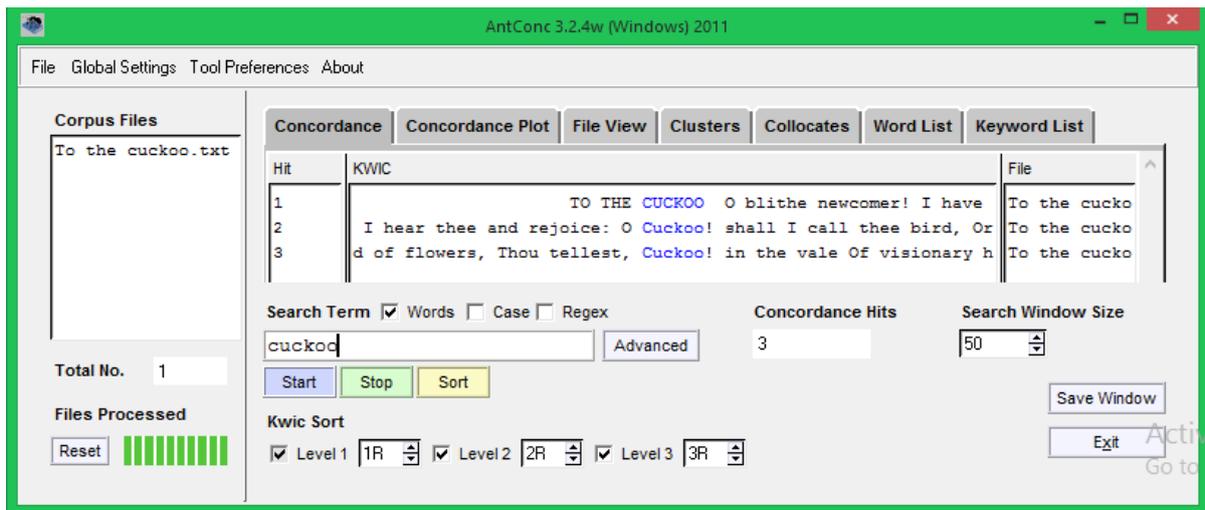
Stylistic Feature	Instance	Frequency
Oxymoron	invisible thing	1

The above given discourse and table reveal that this poem has a philosophical touch by suggesting that we wish to see many things but cannot. In the last stanza, again by employing, O! Vocative for the bird, it has been mystified, as it lends to humanizing metaphor for the mystification of the nature object; the cuckoo:

“O blessed *Bird!* the earth we pace  
Again appears to be  
An unsubstantial, faery place;  
That is fit home for *Thee!*” (To the Cuckoo, line 29-32)

The symbol of cuckoo has been manipulated three times in the poem in terms of mysticism, for detail (See 4.2). The figure below shows the concordance hits:

**Figure-01:**  
**Symbolism and Ultra-earthliness**



The figure reveals the concordance hits of the symbol cuckoo in the poem in rendering theme of ultra-earthliness.

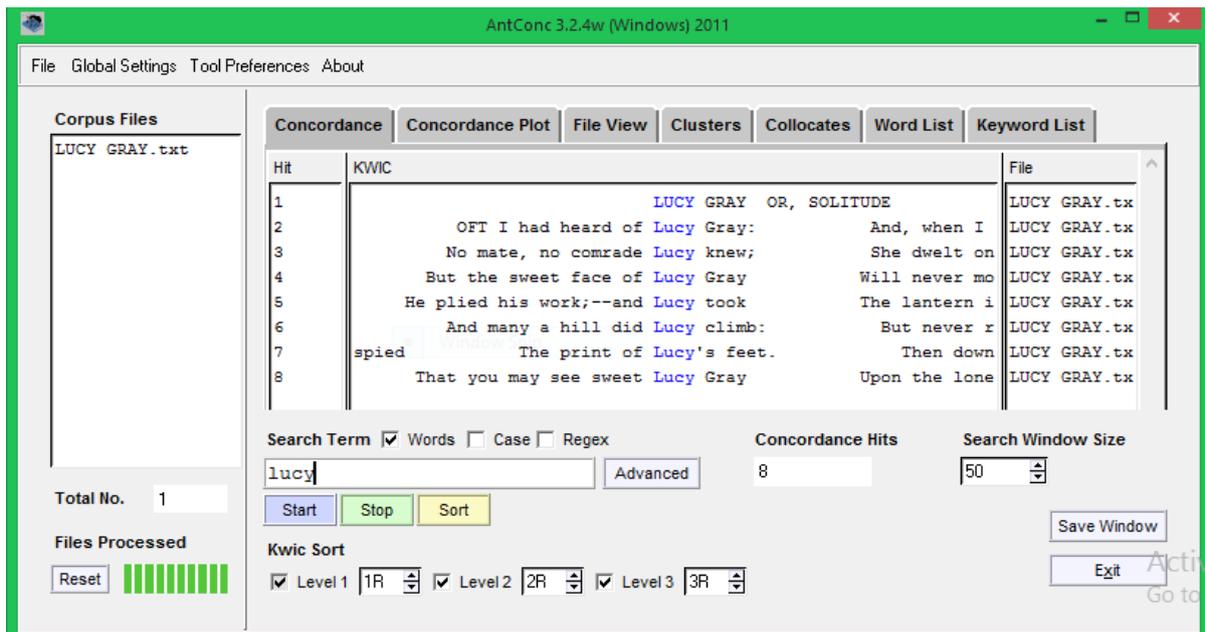
#### 4.3 Lucy Gray

Lucy is the symbol of innocence which human beings lose at early age. Innocence is loveable but short living and transitory. It fades away as man moves on the confused and crooked ways of life as Lucy is lost in a snow storm:

But the sweet face of Lucy Gray  
Will never more be seen.” (Lucy Gray, line, 9-12)

The figure given below shows the concordance of the symbol Lucy:

**Figure-02:**  
**Symbolism and Ultra-earthliness**



Concordance hits of the symbol Lucy is eight times in the figure. The symbol has been manipulated for the theme of ultra-earthliness in the poem. The poems deals with the idea of pre-existence and poet`s personal comments on his cult of Nature. The poet also regards death as the beginning of eternal life as he says that Lucy is not dead rather she has become one with Nature using humanizing metaphor:

The poet employs various images like moor, heaven, fawn, snow, moon, mountain and wind to convey his philosophy expressing that, now, she is everywhere. The poet compares the small girl to the most beautiful flower nature has ever nurtured. The below given table shows frequency of the images:

**Table-05:**  
**Nature Imagery and Ultra-Earthliness**

Stylistic Feature	Instance	Frequency
Nature Image	moor	2
Nature Image	heaven	1
Nature Image	fawn	1
Nature Image	snow	3
Nature Image	moon	1
Nature Image	mountain	1
Nature Image	wind	1

The table reveals that the particular thing that makes Lucy innocent, beautiful and loveable beside her childhood is solitude. She is alone in her cottage with her parents. She has no friend except nature as the above given images imply.

#### **4.4 *We are Seven***

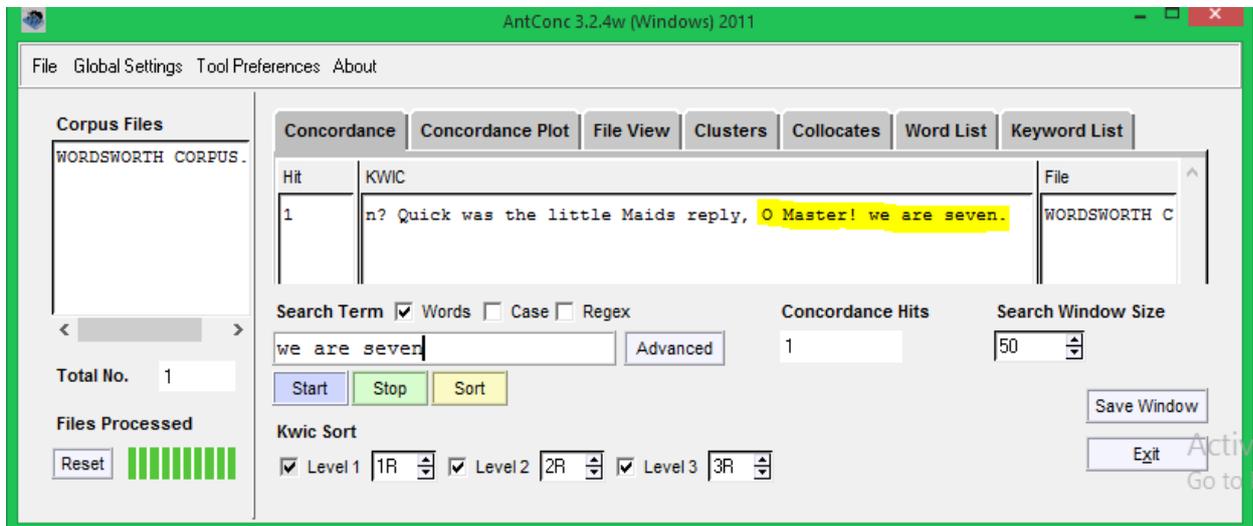
It is another simple and small poem of Wordsworth in which he gives the concept of pre-existence and eternity. He meets a little cottage girl and asks her how many brothers and sisters they are. She replies that they are seven sisters and brothers. Two of them are at Conway, two are at sea, and two of them lie in the churchyard. The poet thinks the girl has no idea of life and death but as the poem proceeds, the poet comes to know that the innocent girl has understanding of life and death more than even the mature men and the poet himself. The little girl lives alone with her mother near the churchyard. She has no playmates except the graves of her dead sister and brother. The poet seems to convey the idea that children are beyond time and space in their thinking as they are closer to nature and pre-existence. So, she refuses to cast her dead siblings out of her life. She accepts the change and continues to live among their graves and knitting and playing around them. The poet asserts by manipulating innocence of the girl through humanizing metaphor that the little girl never yields to the idea of death living close to nature:

“But they are dead; those two are dead!  
Their spirits are in heaven!”  
'Twas throwing words away; for still  
The little Maid would have her will,  
And said, “Nay, we are seven!” (We Are Seven, line 65-69)

Further, the figure, given below supports the idea to be conveyed:

**Figure-03:**

**Humanizing Metaphor and Ultra-Earthliness**



The figure reveals that the dead have been included among the living employing humanizing metaphor to foreground innocence to contribute to ultra-earthliness.

**4.5 The Table Turned**

In the poem (*The Tables Turned*), the poet contrasts the barren light of reason available in the books with the sweet and freshening light of nature. The light prevents dullness and makes us see and experience. His poem *The Tables Turned* is a sound proof of humanizing metaphor and hold up of Wordsworth to be advocate of the magical influence of Nature that educates human mind. In this poem, in fact, the speaker rejects all human being’s knowledge attained through understanding or reading books:

**Figure-04:**

**Humanizing Metaphor) and Ultra-Earthliness**



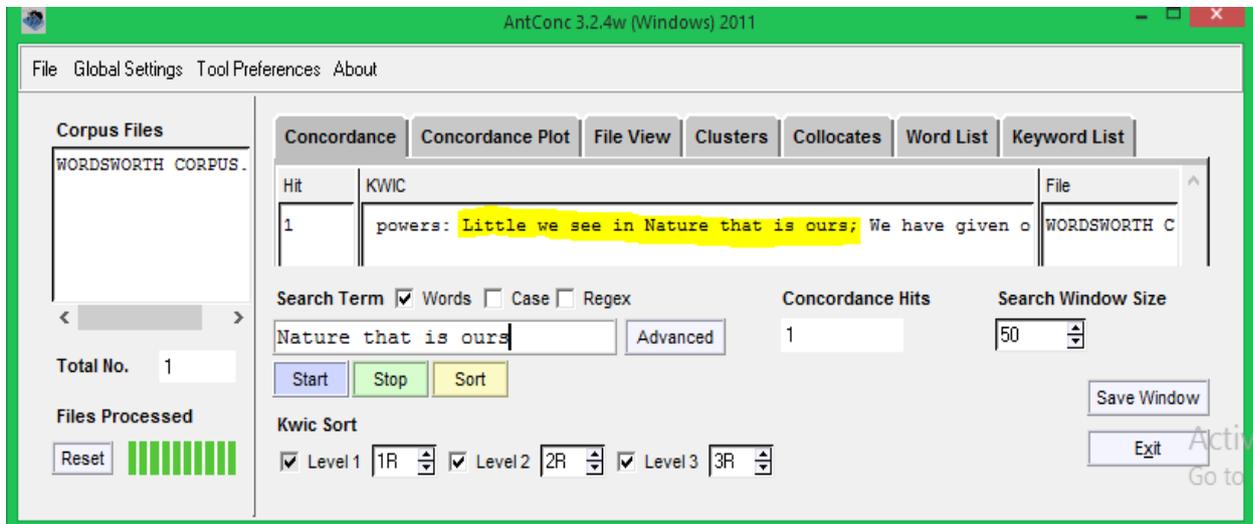
The given figure reveals that by using humanizing metaphor, the poet presents Nature as a living being, that is, mystification of nature contributing to ultra-earthliness.

#### 4.6 *The World is Too Much with Us*

In, *The World is Too Much with Us*, Wordsworth is not happy with postmodern people's neglecting attitude towards. The poet compares the sea with man lying under the moon, the calm winds with sleeping flowers using humanizing metaphor in the poem. Further the poem exhibits Wordsworth's idea of pantheism. He views that soul in nature and the soul in man coexists having origin in God through the use of humanizing metaphor as the figure given below foregrounds:

**Figure- 05:**

#### **Humanizing Metaphor and Ultra-earthliness**



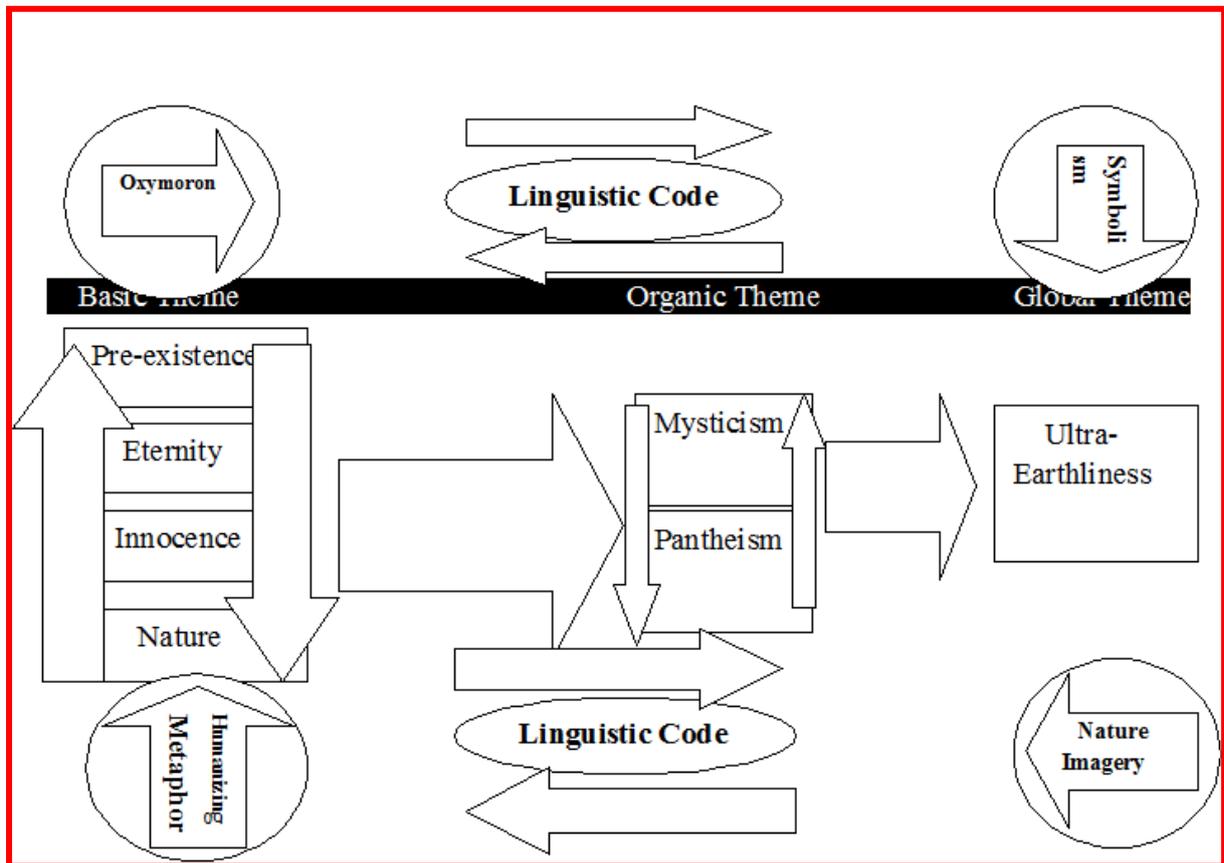
The figure reveals that the poet complains that we are earthly entangled (involving in socio-economic gains) and have nothing to do with Mother Nature. Using humanizing metaphor, nature has been presented as a living one (Nature). The love for solitude and contemplative attitude makes critics regard Wordsworth as mystic poet. Wordsworth is introvert. In his exalted trance, he feels sense of unity with the Supreme Being. In other words, pantheism is oneness that unites subject and object, Fusion of the individual into the whole. The poet feels that his particular life is being merged into the unified. Wordsworth is not only the poet who can be titled as mystic but there are so many other names in English literature that are captured by this mystic trance of ultra-earthliness. William Blake, Coleridge, W.B. Yeasts and John Donne are prominent figures in metaphysical poetry (Durrant, 1970).

In short, Wordsworth weaves a tapestry of art which gives shades of spiritual aspects

of human life. He seems to convey the idea of co-existence. The pantheistic philosophy can be detected if one makes strife to the interpretation of manifold semantic tools rendered in his poetry. Further, findings are given below graphically:

**Figure- 06:**

**Graphical Representation of the Discussion and Results**



The figure reveals that by using linguistic codes such as oxymoron, symbolism, nature imagery and humanizing metaphor, the poet has weaved certain basic themes such as pre-existence, eternity, innocence and nature intermingled with one another contributing to the organic themes such as mysticism and pantheism that finally leads to the global theme of ultra-earthliness.

### 5. Concluding Remarks

Wordsworth's poetry is replete with natural images of beauty liberty and infinity creating the impression of joy, pathos, love and faith. He often portrays flowers, clouds, stars, moon and the sun to symbolize truth, beauty, love and faith in nature. He weaves a tapestry of art which gives shades of spiritual aspects of human life. Animism and humanizing metaphor are closely related in his poetry. Humanizing metaphor has been used in Wordsworth's poetry to contrive animism; a technique employed to position soul in natural objects for

mystification of nature phenomena along with symbolism, nature imagery and oxymoron. He studies nature as the mystic did the scriptures making no interpretation and passes through it towards spiritual interpretation (Simpson, 1987).

Invitation to have intimacy with nature has been prescribed as an antidote for the fever and fret of the day that can heal us spiritually. Wordsworth is a great poet of ultra-earthliness as his poetry has little concern with socio-political development rather uplifts us spiritually. His mystic philosophy through linguistic manipulation is half illusive. Supernatural presentation of natural objects seems to be mission, vision and policy of the poet suggesting kissing (love of nature) that is missing is the sole solution of the Earth issues.

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## Consumer Perception of Branded Jewelry in India

Namita Cherubia Sanjula

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### Abstract

This research paper focuses on consumer perception towards branded jewelry. The research explores different dimension of factors which affect consumer preference for branded jewelry. It highlights consumer's perceptions, expectations and evaluations which determine the awareness of branded jewelry among. It proves that in future, branded jewelry will corner a significant portion of the market.

**Keywords:** Jewelry in India, consumer perception, branded jewelry, awareness, promising future.

## **Introduction**

The Indian gems & jewelry industry is one of the fastest growing sector in Indian economy (Ketan 2009). The gems and jewelry industry plays an important role in the Indian economy. The share of organized sector is increased very frequently in the past few years. This may be due to the increasing level of awareness of branded jewelry. Branded jewelry is leading on the list of investments and value. In the maximum parts of the world, it holds an imperative value in several cultures since it is a symbol of achievement, power and wealth.

The research explores different dimensions of factors which affect consumer preference for branded jewelry. The focus is also on the consumer behaviour displayed while buying the branded jewelry. They spend their available resources such as time, money and effort. There are cultural, social, personal and psychological factors which affect their buying behaviour.

Gems and jewelry market in India possess tremendous potential for future growth since it has an added advantage of low production cost and highly skilled labor that separate it from its competitors. India possesses world's most competitive gems and jewelry market due to its low cost of production and availability of skilled labor. The market also plays a vital role in the Indian economy as it is a leading foreign exchange earner and accounts for more than 12% of India's total exports. Currently though the Indian market remains highly fragmented, it is rapidly transforming into an organized sector.

According to Neeru Jain, the name and reputation of a brand builds confidence in the consumer. It is a certified lifetime guarantee for the consumer. Branded jewelry has more contemporary, stylish and classical outlook, which easily segments itself among the traditional ones. They are easily available at multiple outlets in many cities (2013).

There are many different reasons for people opting for branded jewelry. People who desire to enjoy high quality life, with good taste, those who are flashy and waste money, those

who want to represent social status and wealth, and those who desire to be to be fashionable and people who like to pamper themselves buy branded jewelry.

Nowadays there are larger brands witnessing an upward activity mainly due to factors such as increasing consumer false belief, decreasing investment compulsive purchases, fascinating retail channels and competition from other expensiveness products. The benefits of buying branded jewelry are many in number.

India has become world's largest gold consumer and this status is expected to grow further. Due to various government efforts and incentives combined with private sector initiatives, the Indian gems and jewelry sector is expected to grow. At present, the Indian gems and jewelry market is dominated by the unorganized sector. However, the trend is set to change in near future with the branded jewelry market growing.

Given the fact that the majority of the market share is managed by family-owned jewelers, the domination of unorganized segment still continues on the Indian gems and jewelry market. However, this scenario is gradually changing with the entrance of organized players who primarily focus on customer satisfaction by giving better and finer quality products. Consumers are now moving towards branded jewelry which is more reliable in terms of quality and design.

Gems and Jewelry sales and marketing has received a facelift with the advent of the supermarket culture.. The gems and jewelry market in India is estimated to be about Rs.80, 000 crore and the topmost agenda is to adopt the right strategy to accelerate its growth keeping in mind current global dynamics. For now the industry faces keen competition from other luxury goods such as electronic innovations and other personal accessories (Venkateswara Raju 2013).

The growth in the industry indicates rapid changes in the way goods are produced and marketed. The new formats for sale, the improved technology and the infrastructural developments reveal a prospect of growth.

### **Justification and Relevance of the Study**

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The present study on consumer perception towards branded jewelry would help to get a clear idea about consumer's perceptions, expectations, evaluations and management perceptions about consumer's expectations and develop right strategy to enhance branded jewelry retailing (Ketan 2009).

Behaviour of the Indian women are affected by a number of factors as age, income, gender, education, culture, religion, attitude, goals, need for uniqueness, conspicuous consumption, generational cohorts. Today they are much conscious about the quality of the product, in the competitive market the importance of branding is on the increase. Branded jewelry has gained more popularity among Indian women who expect transparency apart from variety of designs from which they can choose. To meet the needs of the Indian women according to the changing trends, it is important to focus on all the aspects such as quality, pricing, designs, branding strategy and more importantly knowing consumers. The study would be beneficial to both jewelers and the consumers (Aarti 2014).

In the modern world, industries face a lot of competition for selling their product. In the hand of the companies branding is an important tool for increasing the awareness and sale of their products and services. Branded Jewelry confirms the quality, purity, durability and several social, environmental standard of the Jewelry. Branding creates awareness and loyalty among the consumer toward the product and the company. It also increases the life time value of the company by converting the consumer into permanent consumer.

Thus the need has arisen to make a study of the consumers with reference to branded jewelry to assess the future of to find the future direction and to make change to be adopted by the existing manufacturers and traders taking the growth of branded jewelry into consideration.

### **Objectives of the Study**

This study to identify the consumer perception of branded jewelry is undertaken to understand the consumer's level of awareness about branded jewelry:

To determine the factors influencing the consumer towards branded jewelry.

To compare the branded with the non-branded jewelry, in terms of quality, price and reliability.

To identify the brand awareness of different brands in the jewelry industry.

The objectives of the study are to determine the degree of awareness of branded jewelry among customers.

To compare the consumer preference towards the characteristics of branded with the unbranded jewelry.

To know the Consumer's buying decision whether it is based on convenience or brand preference.

To identify the buying motivation and concerned factors while consuming branded jewelry.

To understand the level of customer satisfaction regarding various factors provided by last but one branded jewelers.

To explore the various marketing strategies used by different jewelry brands.

To provide recommendations for increasing the level of awareness of branded jewelry among the customers.

## **Hypothesis**

### **Central Hypothesis**

The consumers are not informed enough about the branded jewelry.

### **Sub Hypotheses**

The consumer prefers buying jewelry through branded store.

The consumers are more informed about the traditional jewelry. Rather than the branded jewelry.

The consumers are influenced by the marketing strategies adopted by branded jewelry.

The branded jewelry is more reliable rather than the non-branded jewelry.

The consumers influence the pricing policies adopted by the non-branded.

## **Review of Literature**

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Baranwa Shashank (2009) remarks “that the industry of jewelry has boomed in the past few years due to the increased demand of fashionable jewelry.”

Paul Noronha (2005) in her study mentions that branded jewelry has carved a niche for itself in the tough Indian market and its increasing growth rates show that before long it will corner a significant share of the jewelry market.

**Impact Factor (JCC):** 1.8207 - The director of Osjag, a wholesaler of Gold jewelry, mentions that “Branding gives customers more confidence in their purchasing decision as they can identify with the brand and therefore feel they’ve made a good purchase which they can show their friends and family. “This brand recognition gets retailers half the way through making a sale before a customer even walks into their store.” Therefore, perhaps not surprisingly, the jewelry industry has finally seen the branding light and begun to harness its power to sell jewelry.

Osjag (2009) concludes that branding is “an irreversible trend”. It gives clients a certain degree of confidence that they’re buying a genuine product. Branded jewelry has arrived and earned its place on world jewelry retail shelves. Indeed the consumer must pay more attention, which brand they should buy, instead of thinking “branded or non-branded”.

Brands that command a large share of the market are more capable in gaining more market share at the expense of competing brands when there is a reduction in price (Walters 1991). Brand loyal customers are less likely to switch over brands during discount offers and sales promos, but it is not consistent across all the brands (Grover and Srinivasan, 1992). In some cases consumers buy only during price promotions (Krishna et al, 1991).

Anderson Katherine and Sharp Byron (2011) in their study explore that people of different age groups have different perception about the choice of brand. Even males and females have different views about the choice of a brand.

Bian Qin and Forsythe Sandra (2011) in their study “Purchase intention for luxury brand: a cross cultural comparison”, explores the effect of individual characters, environment factor, cultural and cross cultural factors and finally the brand associated variables on consumers purchase intention and their behaviour.

Geiger-Oneto, Gelb, Walker and Hess (2013) examine the choice that the consumers make between the luxury brand and non-luxury brands and the counterfeits. The study also investigates how the choice is structured in the consumer’s mind. Mukherjee, Satija, Goyal, and Mantrala Zou in their study (2012) state the consumers purchase behaviour, brand knowledge and perception of foreign brands.

Mckinsey (2005) is of the opinion that branded jewelry industry is still in its infancy, but increasing growth rates show that in a short time it will corner a significant chunk of the market. The best compliment to the branded segment is that traditional jewellers have also begun to design jewelry lines under a brand name.

Shah, Ashwin (2008) elucidates his point, “The young generation often resorts to some impulse buying.” He stresses that serious buyers who are looking for high value purchases for occasions such as weddings prefer to plan their jewelry shopping and eventually purchase from known reputed jewellers.

Iftikhar, Hussian, Khan and Liyas (2013) explore the significance of social class on consumer buying behaviour. The study examined the relationship between status, income, education and occupation which in turn cause effect on social class and show consumer buying behaviour. Jain (2012) reiterates that designing of the Jewelry must be according to the customer’s specification.

Indu Rao (2009) opines that the Indian diamond industry thrives in the atmosphere of secrecy and informality that envelops the diamond trade and has for long been labeled as an unorganized sector of the economy. An in-depth study of the industry reveals that the so called unorganized sector is in fact highly organized and has great potential to offer so useful insights to

the field of management in terms of new forms of organizing, networking, business processing and for doing international business (2009).

The articles have specified a number of strategies for designing the Jewelry. Moideen, Khan and Sreeranganadhan (2012) explain the effect of marketing strategies on consumers in the gold ornament market in India. Jain (2012) analyses the performance and growth rate of Gems& Jewelry industry in India for the year 2006- 2011.

### **Description of the Research Work**

Many research reports have been taken into consideration to make a study of consumer perception towards branded jewelry. The survey focuses on questions such as what is the occasion of purchase, how often, reasons for buying, criteria for buying branded jewelry, factors helping them to select the particular brand whether it is purity, display, design, variety, service, promotion and offer, brand image, price, family and friends influence and the cause for selecting that a particular branded jewelry store either for shopping experience, wide range of products under one roof or trendy and fashionable jewelry.

To draw a conclusion from the above literature review one can observe that there is immense scope for the growth of branded jewelry. The review brings light to the fact that the Indian consumers are price sensitive hence the branded jewellers cannot charge exuberant prices.

Consumer buying behavior in jewelry industry can be studied on the internal parameters such as popularity of the brand, trust in the brand, impact of any occasions such as festivals, birthday, anniversary, marriage, engagement celebrity endorsement, promotion, brand name, exhibitions, and launch of new collections (Neeru 2011). Their buying behavior is based on demand, consumer preference is based on customer service and economic status of the consumer influences, brand preferences influence the consumer buying (Kaveri 2015).

Research proves that surveys conducted have determined the awareness of branded Jewelry among Indian women. The result shows that 85% of the Indian women are aware about the branded Jewelry and 15% are not aware of the branded Jewelry (Aarti 2014). It highlights the

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influence of various factors on the buying behaviour of Indian women towards Jewelry (Aarti 2014).

The Indian jewelry market has witnessed a shift in consumer perceptions of jewelry. Instead of being regarded as the only investment option, it is being valued for its aesthetic appeal. In other words, the focus seemed to have shifted from content to design. Trendy, affordable and lightweight jewelry have gained familiarity. Branded jewelry also gained acceptance forcing traditional jewellers to go in for branding.

The review helps to understand the growth of the retail industry which has leased branded jewelry stores.

**Analysis and Interpretation**

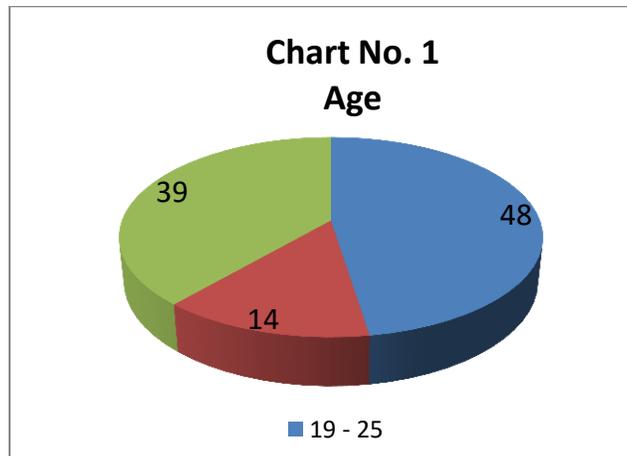
**Table No. 1**

**Age**

Age in Years	No. of Respondents	Percentage
19 to 25	21	48
26 to 35	6	13
More than 35	17	39
Total	44	100

**Description**

In the above table 48 percent of the respondents are between the age of 19 to 25. 13 percent of them are between the age of 26 to 35. 39 percent of them are more than 35.



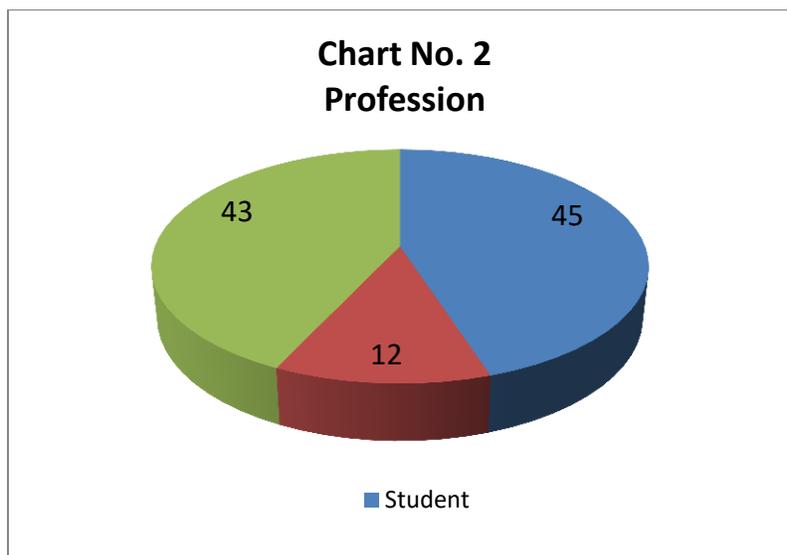
**Table No. 2**

**Profession**

Profession	No. of Respondents	Percentage
Student	20	45
Housewife	5	12
Others	19	43
Total	44	100

**Description**

As represented in the above table 45 percent of the respondents are students. 12 percent are housewives while 43 percent of the people are of different professions.



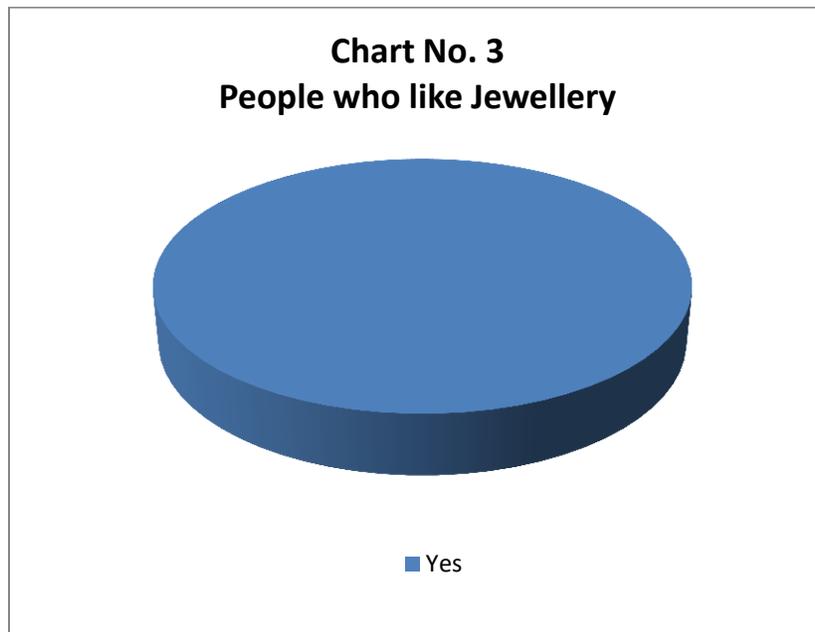
**Table No. 3**

**People who like Jewelry**

	No. of Respondents	Percentage
Yes	44	100
No	0	0
Total	44	100

**Description**

As evidenced by the above table all the respondents are interested in buying jewelry.

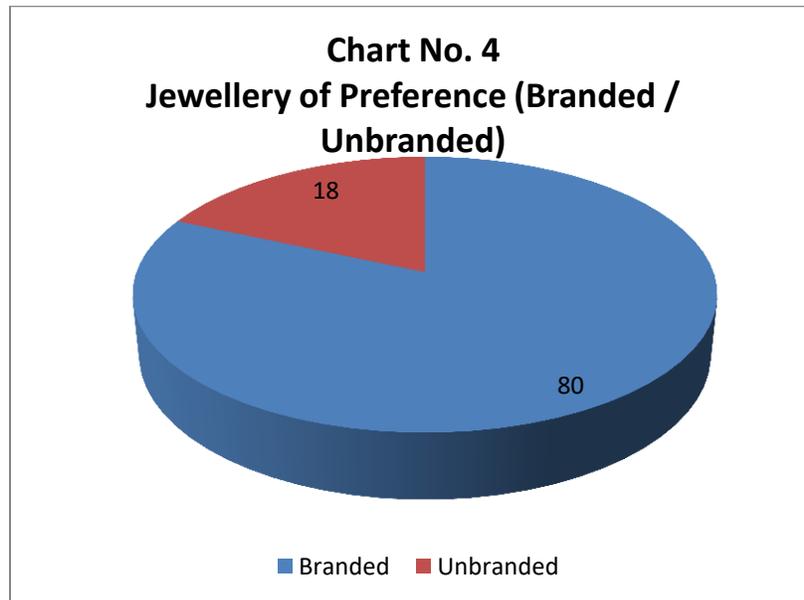


**Table No. 4**  
**Jewelry of Preference**

	No. of Respondents	Percentage
Branded	35	80
Unbranded	8	18

**Description**

In the above table 80 percent of the respondents prefer branded jewelry while 18 percent of them are interested in unbranded.

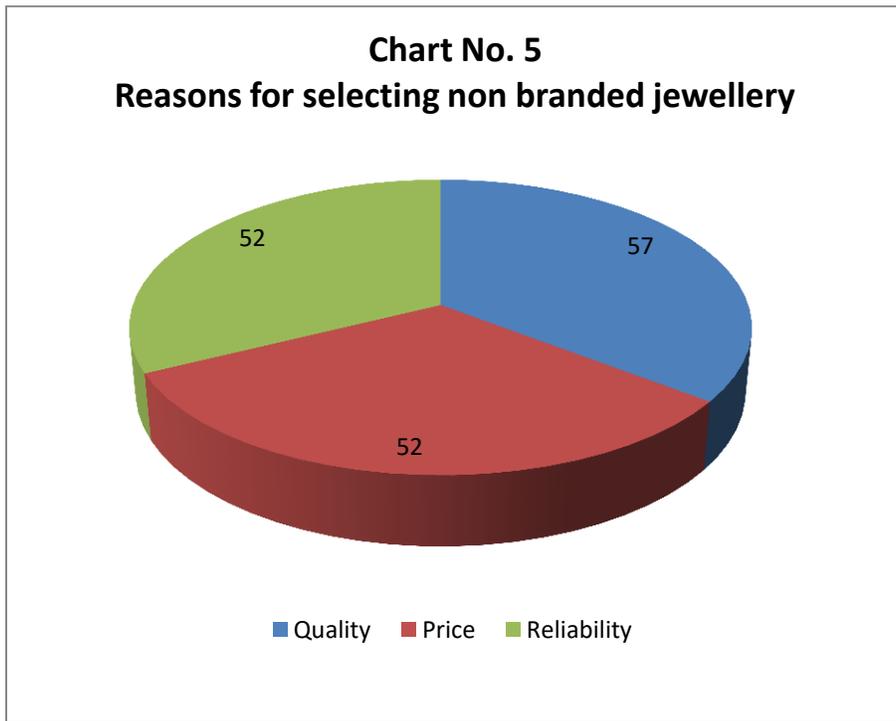


**Table No. 5**  
**Reasons for selecting non branded**

	No. of Respondents	Percentage
Quality	25	57
Price	23	52
Reliability	23	52

**Description**

As seen in the above table 57 percent of the respondents opt for non-branded jewelry for quality, 52 percent of them for price, and 52 percent of them for reliability.



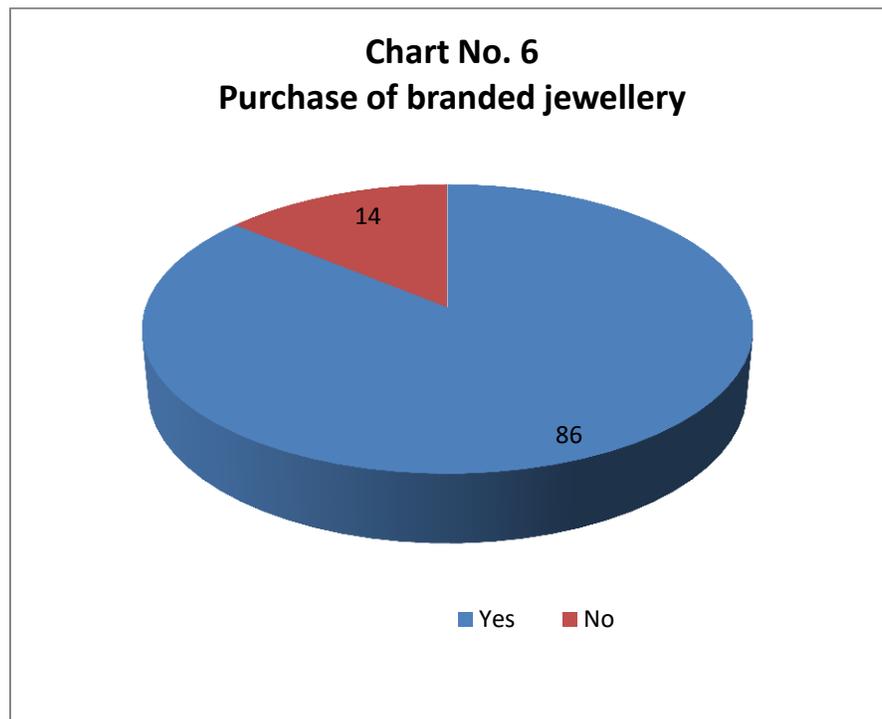
**Table No. 6**

**Purchase of branded jewelry**

	No. of Respondents	Percentage
Yes	37	86
No	7	14
Total	44	100

**Description**

The above table highlights 86 percent of the respondents purchase branded jewelry while 14 percent of them opt for non-branded.

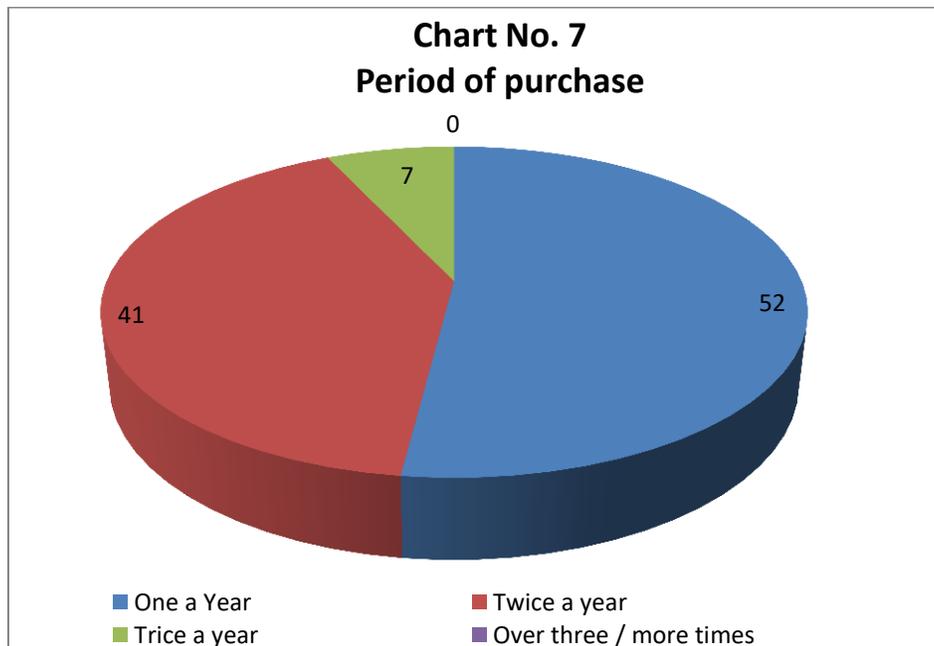


**Table No. 7**  
**Period of Purchase**

	No. of Respondents	Percentage
Once a year	23	52
Twice a year	18	41
Thrice a year	3	7
Over three / more times	0	0

**Description**

The above table reflects the 52 percent of the respondents buy once a year, 41 percent of them twice a year and 7 percent of them thrice a year. There is no one who buys over three or more times.



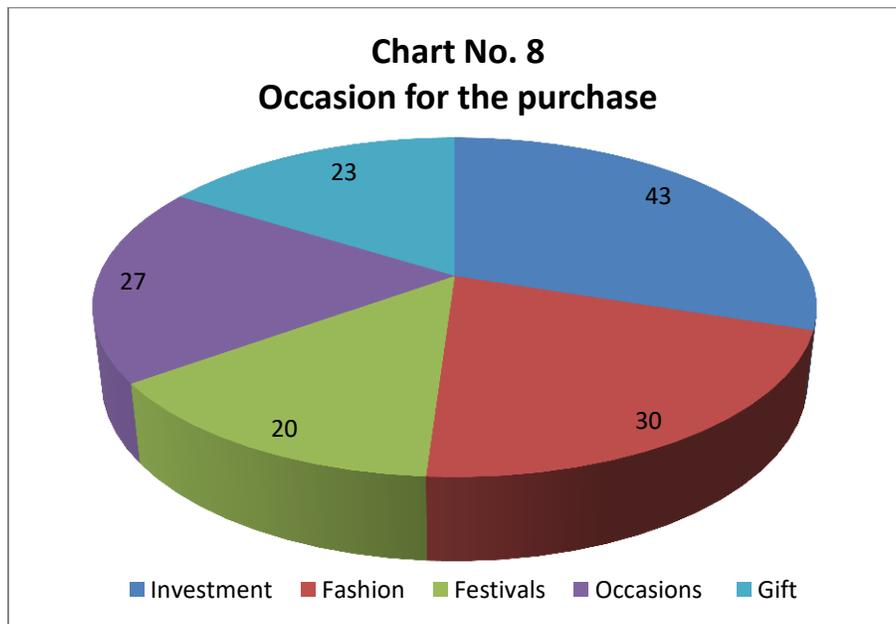
**Table No. 8**

**Occasion for the purchase**

	No. of Respondents	Percentage
Investment	19	43
Fashion	13	30
Festival	9	20
Occasions	12	27
Gift	10	23

**Description**

The above table throws light on the occasion for which the purchase of branded jewelry. 43 percent of the respondents buy for the sake of investment, 30 percent because it is fashionable, 20 percent on the occasion of festivals, 27 percent buy on occasions like wedding anniversary, birthday, baby birth, housewarming, New Year and bonus and 23 percent of them buy as gifts.



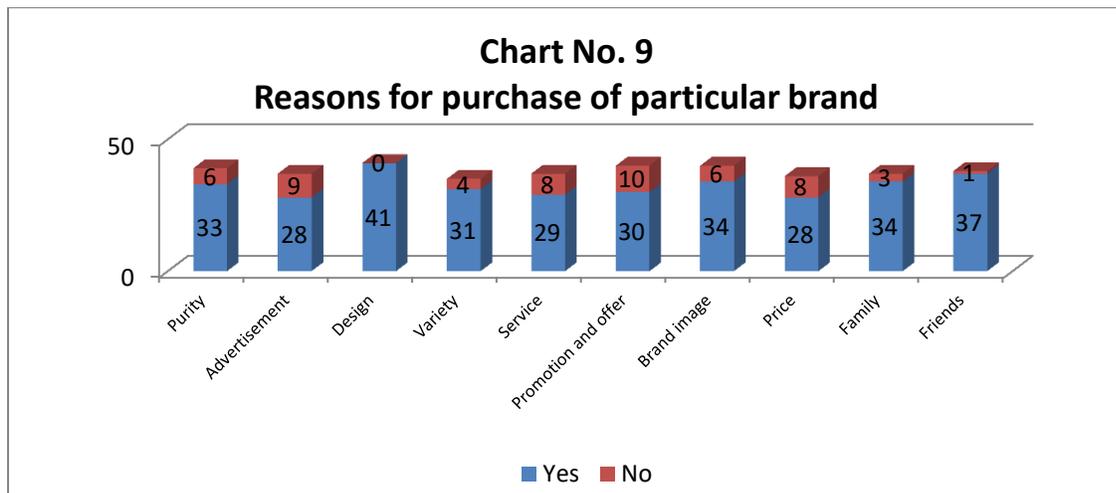
**Table No. 9**

**Reasons for the purchase of the particular brand**

	Yes	No
Purity	33	6
Advertisement	28	9
Design	41	0
Variety	31	4
Service	29	8
Promotion and offer	30	10
Brand image	34	6
Price	28	8
Family	34	3
Friends	37	1

**Description**

The reasons for the purchase of the particular brand are many as showing above 45 percent of the respondents buy for design, 37 percent because of friends, 33 percent of them because for purity, 34 percent of them buy for the sake of family and brand image. The promotion and offer have attracted 30 percent of them. The variety has been the motivation for 31 percent of the respondents. 29 percent are captivated by the service. 28 percent of them are captured by advertisement and price.



**Table No. 10**

**Reasons for the choice of particular branded store**

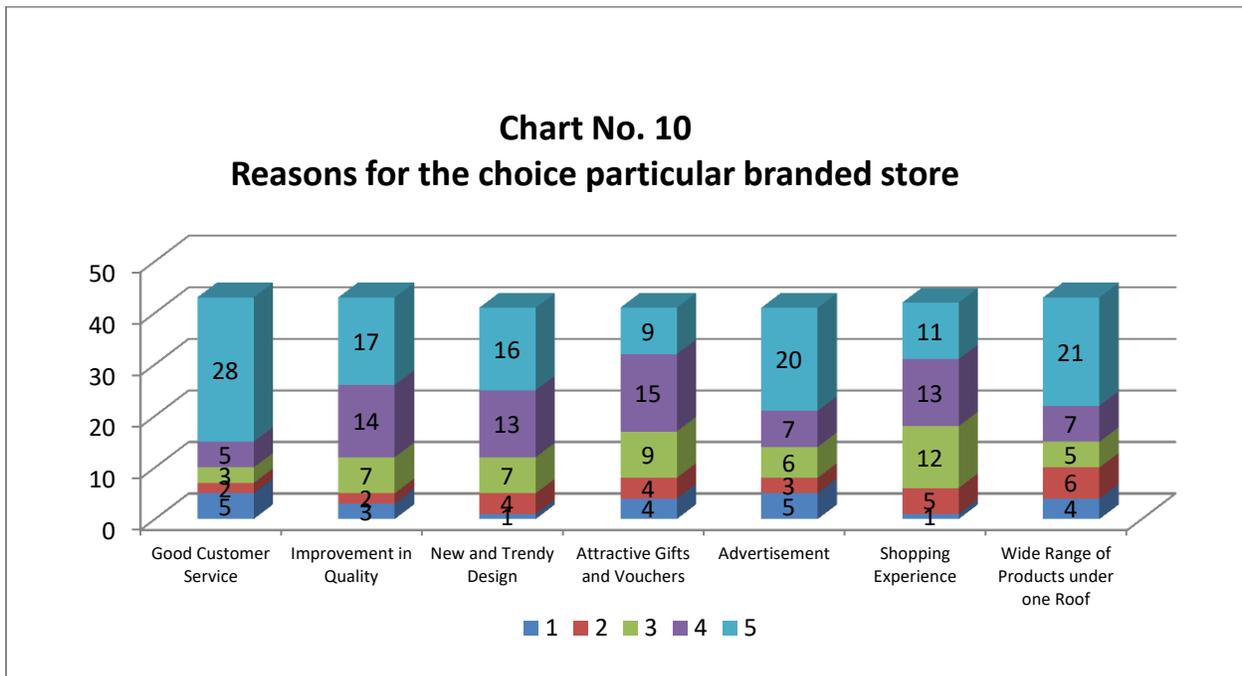
	1	2	3	4	5
Good customer service	5	2	3	5	28
Improvement in quality	3	2	7	14	17
New and trendy design	1	4	7	13	16
Attractive gifts and vouchers	4	4	9	15	9
Advertisement	5	3	6	7	20
Shopping experience	1	5	12	13	11
Wide range of products under one roof	4	6	5	7	21

**Description**

The above table proves that good customer service, advertisement, wide range of products under one roof, improvement in quality. Get the highest ratings for the selected branded store. New and trendy design, attractive gifts and vouchers and the shopping experience come second in the rating while analyzing the reasons for the choice of particular branded store.

**Chart No. 10**

**Reasons for the choice particular branded store**



**Table No. 11**

**Attributes of branded jewelry store**

	1	2	3	4	5
Price	1	5	7	8	18
Quality	3	0	7	14	18
Convenience	0	2	8	19	13
Design	0	2	4	16	20
Good investment	1	1	2	16	19
Satisfaction Level	1	2	3	13	24

**Description**

As reflected in the above table the attributes such as price, quality, design, good investment and satisfaction level get the highest rating for the branded jewelry store. Convenience comes next.



## **Findings and Conclusion**

In the pilot study conducted on branded jewelry 48 percent of the respondents are between the ages of 19 to 25. 13 percent of them are between the ages of 26 to 35. 39 percent of them are more than 35. 45 percent of the respondents are students. 12 percent are housewives while 43 percent of the people are of different professions. All the respondents are interested in buying jewelry. 80 percent of the respondents prefer branded jewelry while 18 percent of them are interested in unbranded. 57 percent of the respondents opt for non-branded jewelry for quality, 52 percent of them for price and 52 percent of them for reliability.

86 percent of the respondents purchase branded jewelry while 14 percent of them opt for non-branded jewelry.

52 percent of the respondents buy one's a year 41 percent of them twice year and 7 percent of them thrice a year. There is no one who buys over three or more times. 43 percent of the respondents buy for the sake of investment, 30 percent because it is fashionable, 20 percent on the occasion of festivals, 27 percent buy on occasions like wedding anniversary, birthday, baby birth, housewarming, New Year and bonus and 23 percent of them buy as gifts.

The reasons for the purchase of the particular brand are many as shown above 45 percent of the respondents buy for design, 37 percent because of friends, 33 percent of them because for purity, 34 percent of them buy for the sake of family and brand image. The promotion and offer have attracted 30 percent of them. The variety has been the motivation for 31 percent of the respondents. 29 percent are captivated by the service. 28 percent of them are captured by advertisement and price.

The study proves that good customer service, advertisement, wide range of products under one roof, improvement in quality get the highest ratings for the selected branded store. New and trendy design, attractive gifts and vouchers and the shopping experience come second in the rating while analyzing the reasons for the choice of particular branded store.

The attributes such as price, quality, design, good investment and satisfaction level get the highest rating for the branded jewelry store. Convenience comes next.

An in-depth analysis was done for determining the perception of women towards branded jewelry. In the light of the above discussion we conclude that the emergence of branded Jewelry is a new concept in shopping. The Indian Jewelry market has positioned itself on the quality and reliability factors. The branded Jewelry segment occupies only a small share of the total Jewelry market because of the mindset of the average Indian consumer who still regards Jewelry as an investment. Consequently, the branded Jewelry players try to change the mindset of the consumer and persuade customers with attractive designs at affordable prices. Today the players of branded Jewelry are spread throughout the country, meeting the demands of the consumers from all parts of the country.

Branded Jewelry gives the guarantee of purity and quality and can succeed in reducing consumer anxiety as they feel the need to deal with someone that they trust. Branded Jewelry protects the interest of the consumer from adulteration and irregular metal quality by the hallmarking scheme. More and more women are becoming aware of the branded Jewelry and are giving preference to branded Jewelry when compared to unbranded Jewelry. They prefer to buy various kinds of Jewelry as gold, diamond and silver.

Indian women's behaviour are affected by a number of factors as quality, durability, design, variety, purity, reliability, comfort ability to wear, uniqueness, price, discounts, credit facility, advertising special gifts and special offers, warranty period, resale value, after sales services, popularity of retail outlets, ambience and services provided in the store, occasions, friends and relatives' influence, trust in jewellers, brand name popularity and fashion. They buy jewelry for many purposes as investment, festivals, fashion, status, and gift. Women purchase jewelry at various occasions as wedding, anniversary, birthday, baby birth, New Year, festivals, house warming, and bonus or sudden financial gain.

Branded players have opened outlets in various parts of the country. Traditional jewellers also began to bring out lightweight jewelry, and some of them have even launched their in-house

brands. However, the share of branded jewelry in the total jewelry market is still small, about Rs. 10 billion of the Rs. 400 billion per annum jewelry market in 2002, though growing at a pace of 20 to 30 percent annually.

The branded jewelry players have tried to change the mindset of the consumers and entice them with attractive designs at affordable prices. The branded jewelry market is witnessing an accelerated shift from viewing jewelry as an investment to regarding it as aesthetically appealing ornaments. The focus had shifted from gold and silver to design. A few research reports also help us gauge the changing trends in the jewelry market and the popularity of diamonds. The Indian Jewelers' focus had shifted from content to design. The consumers want a wider selection at a single convenient location and expect an international shopping experience. The Indian consumers are willing to experiment with unique designs so they favour branded jewelry.

Consumers have their expectations, perceptions and attitudes towards buying branded jewelry. Research reflects that women wear jewelry for the following reasons such as sentimental value, to feel good about self, express individuality, be modern and up-to-date, be cool and trendy, make a good first impression, look professional at work, make a good impression on the opposite sex, be admired and respected, display wealth and status (Neeru 2011).

The research reveals that the customers are moderately aware about the branded jewelry. The study suggests different measures for jewellers for increasing the level of awareness of branded jewelry. The customer service in the shop is influenced by the shopping preference of the respondent. Money spent on the jewelry purchase is influenced by the annual income of the respondent. The shop preferred by the respondent is not influenced by the product of that shop.

Some of the suggestions put forth by Asha are offers and discounts, reduction in wastage and making charges, good customer service, improvement in purity and quality of branded jewelry, new and trendy designs, hallmarking jewelry, techniques of marketing and branded shops (2014).

Jewellers should maintain the database of their customers, make personal contact with them which help in maintaining good relationship with them, start a customer complaint centre for encouraging dissatisfied customers, start social responsibility programme for better image and reputation of the firms. They should take the timely feedback from all the customers. Customers should be sent cards on occasions and should be kept informed about the new scheme, variety designs and things on a regular basis. Attractive gifts and vouchers should be given to customers on a regular basis.

Hallmarking of the product should be done to ensure the quality and purity of the Jewelry, focus should be on advertising and astute salesmanship to compete with traditional jewelers. Changing of the branding strategies to customers which should be oriented not only to acquire new women consumers but also to satisfy, create loyalty and retain existing women consumers. They should also check the purity, quality and various social and environmental standards in purchasing the jewelry.

Every jewelry company should seek to strengthen and differentiate its brands through unique, distinctive designs. Small artisans who lack the privileges and facilities of marketing of the large jewelry groups will have challenges facing the trend toward branded jewelry. One option for smaller players would be to seek distribution through ventures like Cadenzza, Swarovski's chain of curated multi-brand jewelry stores featuring well-known luxury brands as well as up-and-coming designers. (Linda Dauriz 2014)

Consumer expresses a strong attitude on gold jewelry buying because the value they pay on the purchase is comparatively higher than the products they buy on a regular basis. The study proves that the price, purity and design which scores the maximum from the analysis as a whole. The consumers views are highly influenced by the retailer's schemes and the services offered by them. Further the study helps the future researchers to identify the different perceptions towards purchasing of gold jewelry.

It is most befitting to conclude with words of Neeru (2011) who remarks that the branded jewelry industry is still in its infancy, but increasing growth rates show that in a short time it will corner a significant portion of the market.

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## Using Songs as a Prompt for Writing an Academic Response Paper: A Comparative Analysis with the Traditional Reading Based Prompt

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### Abstract

The paper investigates whether the use of songs as a prompt for writing an academic response paper can bring a noticeable change in the performance of the students' in-class writing activities. The study is conducted by collecting data from 50 students of the Composition and Communication English Course of East West University of Bangladesh where all the students have almost the same level of linguistic competency. Among these 50 students, 25 students are given the lyric of a motivational song and are asked to write a response paper on a given prompt whereas, the other 25 students are also asked to write a response paper on the same prompt after listening the audio version of the same motivational song along with its lyrics. The data analyses of the scores of response papers show that even though the two groups are similar in terms of executing pre, while and post activities in the classroom and also in using same prompt, there has been a remarkable positive difference in the performance of the group which has been exposed to the audio version of the song. This paper also tries to find out the students' perception regarding inclusion of songs in an academic scenario.

**Keywords:** Inclusion of song, enjoyable learning process, response paper.

### Introduction

In Bangladesh, over the years, ELT experts have recommended many ways of improving the quality of students' academic write up. Out of these many suggested ways, two techniques of teaching writing are popular among the ELT practitioners of Bangladesh. The ELT practitioners usually try to elevate students' academic writing quality either by teaching them the structure of

composing a particular genre of academic composition, or by providing them the sample materials that exemplify the ideal version of that specific type of academic write-up. Following these ways, generally, students can improve the structure of their academic write up. However, in case of upgrading the “content” of an academic write-up, the students’ performance, in general, is not satisfactory. This paper attempts to deliver a technique of upgrading the content of students’ response paper write-up through the inclusion of songs as prompt. Songs, that combine music and lyrics in a string, exhibit the nature of target culture, provide relaxation and recreation to human mind and an authentic material (lyric) to teach the target language, have always been negligible in its application in the ELT classroom despite its multifaceted characteristics ( Shen, 2009). Though occasionally the evidence of incorporating songs in teaching speaking and listening have been found, very few attempts of using songs in teaching writing have been made so far.

### **Rationale behind the research**

Before discussing the issue further, I need to share some background incidents to justify the rationale behind my research. One of the important objectives of the “Composition and Communication Course” of East West University is to teach the techniques of writing an academic response paper. Here, the students are expected to respond to different social, cultural, moral and interpersonal issues. To cover this topic, I had allocated two classes (each class’s duration was 90 minutes) for two different sections (sec-A and sec-B). In the orientation class of response paper, the structure of response paper was being discussed through the spontaneous elicitation from the students. The following task was writing a response paper on a homegrown reading text named “The impact of reality shows in our society”. The same teaching techniques and material had been used in both sections. While checking the students’ write-up after the first class, I found that students of both sections’ understood the structure of response paper, but the content was in general very poor although the topic was quite familiar and popular among the young generation. When I asked the reason for insufficient detail in the content part, most of my students said, “They can’t feel the way the author feels about the matter”. This point struck my mind and I started reading their personal history in their student profile form where most of them mentioned listening to contemporary songs as their hobby. So, I decided to integrate their hobby

with their classroom activities. For this reason, I chose a contemporary motivational song and incorporated that as prompt in the following class. In order to see the outcome, I decided to analyze the significance and impact through quantitative analysis.

## **Research Questions**

Precisely, this paper focuses on the issue whether the use of songs as a prompt for writing an academic paper can bring a positive change in students' write-up. It also tries to shed light on another important aspect, i.e. the students' perception regarding the success of songs' inclusion in the academic write-up. This paper addresses two research questions:

1. Does the inclusion of songs as prompt bring any positive change in students' write-up?
2. What is the students' perception about inclusion of songs in their classroom activities?

The paper tries to find out the answer of the first research question by collecting data from 50 students studying in two different sections (each has 25 students) of "Composition and Communication Course" of East West University in Bangladesh. In order to measure the impact of songs' inclusion in the response paper write-up, two sections students' written test scores of have been compared, whereas, one section got the chance to read the lyrics of a motivational song and another got the chance to listen to song along with the lyric of the same motivational song. To get the answer of the second research question, a set of questionnaire has been distributed to each student.

## **Literature Review**

Songs should be used in the ESL and EFL classrooms more often for their versatile characteristics. "Being a combination of music and language, songs have innumerable virtues that draw our attention" (Shen,88). Identifying this virtue, at first GeorgiLozanov incorporates music into his teaching method-*Suggestopedia* and later on, many statistical and empirical studies have shown that "Adults are more engaged in listening to music, than in reading" (Bellver, Catherine G., 887). It has been observed that young people are often influenced by the lyric of a song as they submit themselves completely to this aural stimulation. According to

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Abbott (2002 ), “When song lyrics are presented in both visual and auditory formats, carefully designed music activities have the ability to tap into the four modalities: visual, auditory, emotive and kinesthetic”. On this note, Bolitho et al. mentions “Acquisition of automatic language skills depend on rich, meaningful, repeated exposure to comprehensible input without awareness” (253). In this regard, “songs are an authentic resource in language teaching” ( Maley, 93) for their cultural and thematic richness, idiomatic and poetic expression and harmonious rhythm through which learning take place spontaneously and automatically. In Shen’s(2009)words “although most students regard listening to as well as learning English songs as entertainment, they are also learning implicitly and unconsciously, which is a much more pleasant and efficient way to promote language awareness than mechanically memorizing tedious course-books of vocabulary and grammar”( 91).

Another important virtue of song is, it decreases the anxiety level of human mind by guiding it to a particular direction. Larsen-Freeman says, “Anxiety, associated with negative feelings, such as upset, tension, frustration, self-doubt and fear, would impede language learning” (189). Through incorporating English songs in the EFL classroom, teacher can provide less anxious ambiance to the learners, which can facilitate meaningful acquisition of language. According to Krashen’s (1985) Affective Filter Hypothesis, affective learning which is effective learning will occur when the affective filter will be lowered. At this state, the learners become highly motivated and thus the learning process become effortless and effective. Songs, in brief, help to lower the affective filter, create a bridge between the learners and their desired goal, and hence make the whole learning process pleasant and enjoyable.

The justification of using songs in the ELT/ESL classrooms will be more validated if we consider the Multiple Intelligence (MI) theory proposed and elaborated by Gardner (1993). According to MI theory, each individual possesses “distinct types of intelligence in varying degrees”. Different types of intelligence are not isolated and irrelevant, but “inter-reliant on” and “complementary with each other”. So it can be assumed that the linguistic intelligence of a learner is inter-dependent with his musical intelligence to some extent. Therefore, it is inappropriate to explore only one type of intelligence in EFL/ESL learning.

## Method

The study was conducted at East West University, which is one of the top ranked English medium private universities in Bangladesh. The data were collected from two English language classes of two different sections (sec-A and sec-B) who are enrolled in the same course “Composition and Communication Skill”. English classes of these two sections held consecutively on November 8(sec-A) and November 9, 2016. In order to find out the answer of first research question, two sections’ test scores have been collected as data, and to analyze the second research question a set of questionnaire has been distributed.

## Participants

The majority (38 out of 50) of the 50 young urban adults (aged 19-21) who participated in the study are the freshmen of BBA (Bachelor in Business & Administration) department. Rests of the student are from Department of English. All of them studied English as a second language for 12 years in their pre-university schools (Primary, Secondary, and Higher Secondary) but their medium of instruction for other subjects was Bengali; they only had English First Paper and Second Paper as English course. After getting admitted at the university, they had to complete two pre-requisite English courses (English 101-Basic English and English 100- Improving Oral Skill) before enrolling in this course. All of them can be considered as good students as they have enrolled in the university through a very competitive admission test. It is also important to mention that these students got at least 80% marks in English in their Higher Secondary Exam which substantiates that they have good command over English.

## Materials

As material of this study, I have used the contemporary motivational song “Am I Wrong” (Nico & Vinz, 2014) in two different sections (sec-A and sec-B). However, the difference is, sec-A (controlled group) responded by reading the lyric of the song and sec-B (treatment group) got the advantage to listen to the song as well.

## Classroom Activities

The classroom activities of the two sections were almost identical except one difference that sec-B got the chance to listen to the song. The allocated time for a single class was 90 minutes.

Phase	Classroom activities
Phase 1	Greeting-5”
Phase 2	Discussion based on Ss’ day 1 write up-15”
Phase 3	Review structure of response paper through elicitation-10”
Phase 4	Sec-A (handout distribution and reading)-7” Sec-B (handout distribution and listening to the song)-7”
Phase 5	T’s instruction ( shows rubric of the response paper)-5”
Phase 6	Test-response paper writing on the same topic-25”
Phase7	Peer feedback ( following checklist)-7”
Phase 8	Revising-8”
Phase 9	Submission-3”
Phase 10	Wrap up-5”

**Table 1: Classroom activities**

Note ”=minutes

### Test

In both sections, the students had to appear in a 25 minutes test where they had to write an answer (within 150 words) to the same question after having a review and elicitation session for 25 minutes in the beginning part of the class. After the test, they were asked to exchange their scripts in order to do peer checking following the grammar side of the given rubric (see- table: 2). After receiving peer feedback, students got the chance to revise their scripts following their peer feedback. Their answer was marked on 5, out of which 2 marks were allocated for the content and 3 marks were given for language. The used rubric(table -2) is given here.

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Content- 2marks	Language-3 marks
<ul style="list-style-type: none"> <li>• Proper Addressing to the prompt</li> <li>• Clear, meaningful, relevant ideas</li> <li>• Followed by adequate examples, evidence, and reference.</li> </ul>	<p><b>Organization - 1 Mark</b></p> <ul style="list-style-type: none"> <li>• Stance in Introductory sentence</li> <li>• Body covers proper sequence of ideas</li> <li>• Concluding sentence</li> <li>• Use of transitional words</li> </ul> <p><b>Grammar &amp; Spelling - 1 Mark</b></p> <ul style="list-style-type: none"> <li>• Subject Verb Agreement</li> <li>• Proper use of tense</li> <li>• Proper use of articles</li> <li>• Proper use of Punctuation</li> </ul> <p><b>Variety of sentence - 0.5 Mark</b></p> <ul style="list-style-type: none"> <li>• Variation of simple/complex/compound sentences</li> <li>• Active/Passive</li> <li>• Starting with clause/gerund/infinitive</li> </ul> <p><b>Vocabulary - 0.5 Mark</b></p> <ul style="list-style-type: none"> <li>• Use of appropriate word</li> <li>• Use of non-frequent word</li> <li>• Did not repeat the same word</li> </ul>

**Table 2: Rubric**

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## Data Analysis

**Marking the papers:** Two independent raters marked the papers in terms of their content (two marks) and linguistic features (three marks). The two sets of marks for the same sections (Sec-B) were analyzed through Pearson Correlation Coefficient Test and a high correlation coefficient was found between them,  $r = .89$

**Statistical analysis:** SPSS was used to analyze the participants' posttest scores and a post-hoc LSD (least significant difference) test was employed to find out the difference between the attained scores of the sec A (controlled group) and sec B (treatment group) students. Cohen's  $d$  was used to calculate the effect size.

## Results

The descriptive analyses are presented in Table 3. It illustrates Mean scores in terms student and section and Table 4 shows the results of the post-hoc LSD test.

Note “=minutes

Section	N	M	SD
Section A	25	1.1660	.22301
Section B	25	1.368	.2982

**Table 3: Mean scores in terms student and section**

Conditions	Mean Difference	P	Cohen's d
Section A vs. Section B	0.202	*.002	.7671

**Table 4: Results of the post-hoc LSD test**

Note. \*  $p < .05$

It is evident from Table 3 that, Section B i.e. the treatment group did better than Section A, which is the controlled group as section B's mean score is 1.37 whereas, section A's mean score is 1.16. When section A and section B's test scores (allocated marks on content is 2) have been compared (see table 4), the mean difference shows 0.202, p value is 0.002 which indicates that the difference is statistically significant. Here, the effect size or Cohen's *d* is 0.77. With a Cohen's *d* of 0.77, 79 % of the treatment group will be above the mean of the control group, 69 % of the two groups will overlap, and there is a 71 % chance that a person picked at random from the treatment group will have a higher score than a person picked at random from the control group.

## **Discussion**

In the beginning of the discussion, it is necessary to mention that while conducting the classroom activities in these two sections, all other variables like same level students, teacher, time, question pattern, rubric, classroom procedure are being controlled. Now, If we draw attention to the difference between the attained scores of sec A and sec B, it is quite evident that sec-B, who got the chance to listen to the song, received better marks than the students of sec A who wrote the answer by reading the lyrics of the song. Logically, the result should be opposite, i.e. sec-B should score less than sec-A, since these students, from their primary level of education, are being accustomed to the "reading comprehension culture". It was not at all convenient for them to write an answer with enriched content after listening to the song along with reading the lyrics. There was huge probability that majority of the students might get distracted by the music of the song. Nevertheless, the students of sec-B stayed focused in their answer and enriched their answer with meaningful, relevant ideas. Hence, in answer to the question no. 1- "Does the inclusion of songs bring any positive change in the students' write up?"- from the data analysis it can be said that the inclusion of song has enriched the content area of the sec-B students' response paper write up, which, in fact has a visible impact on students' overall score. We can draw Abbott's reference here to understand the reason behind Sec-B's better performance.

Because music activities are motivating, enjoyable, and relaxing, and provide a meaningful context for practicing and automatizing language skills, ESOL teachers may find that music facilitates language learning by increasing learning retention and effectiveness in a wide variety of teaching context. (p. 17, 2002)

### **Data Collection for Research Question 2**

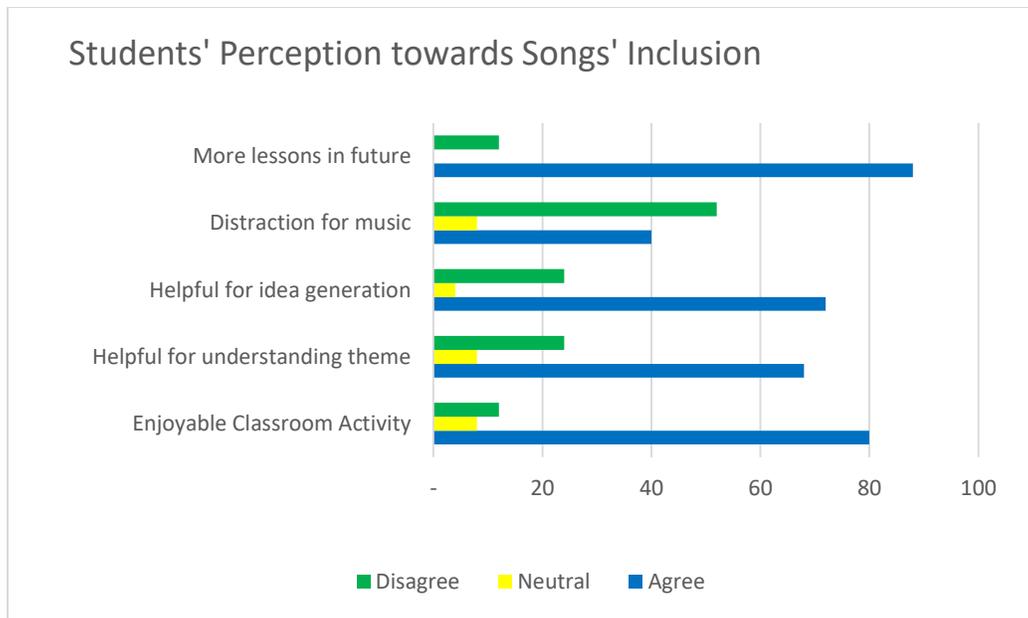
Through the above-mentioned discussion, we have got the answer of our first research question, but in order to find out the answer of question no.2-“What is the students’ perception regarding songs’ inclusion in their classroom activities?”, one set of questionnaire ( see Appendix: A ) consists of 5 close ended questions were distributed among the students of the treatment group ( sec-B). The questions were prepared to understand students’ perception regarding the inclusion of song in their response paper lesson. The questions address the following themes:

- a. Students’ level of enjoyment.
- b. Helpful for understanding theme
- c. Helpful for idea generation
- d. Distraction from content due to music
- e. Integrating songs in future lessons.

After the data collection, the raw data were presented through the bar diagram of Microsoft Excel.

### **Result and Analysis for Research Question 2**

To understand students’ perception regarding the inclusion of songs, we need to take a closer look at Figure -1.



**Figure 1:** Students' Perception towards Songs' Inclusion

The given Figure-1 demonstrates that most of the students (of sec-B) have responded positively regarding songs' inclusion in their classroom activities. Here, a good percentage (80%) of students has enjoyed classroom activities as they have agreed on the point that the songs' inclusion in their response paper lesson helped them to understand the theme and to generate ideas. Nevertheless, some of the students (40%) said that music, at certain point of this activity, has distracted them from concentrating on the songs' message. But the brighter side of this study is that the majority (88%) of the students want more lessons like this in future.

### Conclusion

However, this study is not without limitation. The statistical findings would be more generalizable if the study was conducted with more participants. Moreover, if the same technique could be applied using different songs with different level students, the result would be more comprehensible.

From this research, we can draw a conclusion that the inclusion of songs as a prompt can bring a positive outcome in students' academic write up as the students enjoy the whole learning process. Song, which is a combination of music and lyrics, can be used in various ways in teaching writing since the intrinsic features of song make the learning process effective and

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enjoyable. But, before applying this technique in a classroom we need to consider learners' aptitude, level and interest and exposure towards music. Only then, they will be able to engage themselves in the classroom activities and the outcome will be positive.

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## Appendix A

### Students' Questionnaire

**Course Code:**

**Date:**

**Institution:**

The purpose of this questionnaire is to understand students' perception regarding songs' inclusion in their classroom activities. I would like to ask you to help me in my research by choosing correct option for the given statement. Please answer honestly.

Respond from 1-5

1. **The classroom activities were enjoyable :**  
a. Agree b. Neutral c. Disagree
  2. **The classroom activities were helpful to understand the theme**  
a. Agree b. Neutral c. Disagree
  3. **The inclusion of songs was helpful to generate ideas.**  
a. Agree b. Neutral c. Disagree
  4. **The music of the song distracted us from songs' message.**  
a. Agree b. Neutral c. Disagree
  5. **I want more lessons like this in future.**  
a. Agree b. Neutral c. Disagree
-

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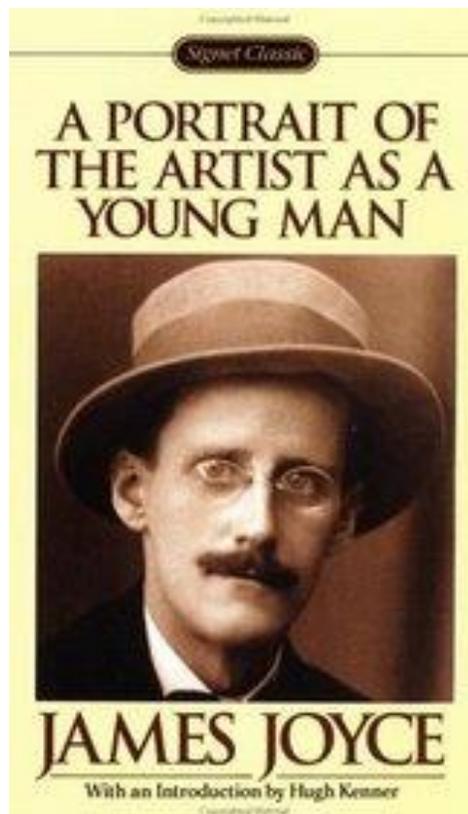
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**Out of the Labyrinth:  
Optimism in *A Portrait Of The Artist As A Young Man***

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**Abstract**

Optimism is a mental attitude or world view that interprets situation and events as being best optimized. The concept is typically extended to include the attitude of hope for future conditions unfolding optimum as well. Philosophers often link the concept of optimism with the name of Wilhelm Leibniz who held that we live in the best of all possible worlds or that God created a physical universe that applies the laws of Physics. This paper analyses the concept of Optimism in James Joyce's *A Portrait of the Artist as a Young Man*. The novel with its protagonist Stephen Dedalus striving to get out of the limitations of Labyrinths is an example of optimistic attitude to life and its progress. James Joyce's artist, Stephen is not a symbol of

Everyman representative, but of man apart, defined by his differences from the generality of humankind, at odds with his society.

**Key words:** Optimism, Labyrinth, Freedom

### **Optimism for Survival**

Optimism can be defined as a tendency to expect the best possible outcome or an interest to dwell on the most hopeful aspects of a situation. The broader concept of optimism is the understanding of nature, past, present and future which operates by laws of optimization. This understanding although criticized by counterviews such as pessimism, idealism and realism, leads to a state of mind that believes everything as it should be and that future will be as well.

The word optimism is originally derived from the Latin ‘optimum’ meaning ‘best’. Being optimistic, in the typical sense of word, ultimately means one expects the best possible from any given situation. In the philosophical sense optimism is the doctrine asserted by Wilhelm Leibniz, the German philosopher that this world is the best of all possible worlds. It is a belief that the universe is improving and that good will ultimately triumph over evil. Ethically optimism is best represented by Philosophers like Rousseau, who believed that man is inherently good by nature.

Optimism is a belief system with three major components: first, the belief in our own power to make our life and future better; second, the belief that negative events in life are not permanent, personal or pervasive ; and third, the belief that positive events in life are permanent personal or pervasive. Personal refers to our interpretation of who is responsible for the event and why it happened. Pervasive pertains to one’s belief about how other parts of life will be affected by the event. Permanent refers to the lasting effects of an event. In the popular sense of the word optimism means “the belief that there is a soul of goodness in things evil, and that whatever exists is right in some inscrutable fashion, or can be made the means of good (“Optimism,” *Everyman’s Encyclopedia*).

### **The Structure of This Novel Resembles the Structure of a Poem**

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The structure of this novel with its interweaving of themes, symbols and motifs more closely resembles the structure of a poem than of a traditional novel. 'Plot' is internalized, not Dublin or Ireland, but Stephen's consciousness is 'the stage on which the dramatic action unfolds'. The novel opens amid elaborate counterpoint. The first two pages enact the entire action in microcosm. They are a prelude. And if they do not enact the entire action, at least in them one finds hints of the significant problems that preoccupy Stephen Dedalus as he reaches toward maturity, sin and retribution, paternity and maternity, the tyranny of the social order, the artist's relation to the material. With each the young artist must come to terms before the *Portrait* is concluded. Joyce uses a variety of methods to suggest that optimism undoubtedly prevails in the character of Stephen Dedalus and these ultimately control the reader's reaction to his material. Hugh Kenner states: "Each chapter in the *Portrait* gathers up the thematic material of the preceding ones and entwines them with a dominant theme of its own" ("The Portrait in Perspective" 31).

The concept of optimism has captured the attention of many writers other than Joyce because it answered a profound philosophical question, if God is omnipotent and benevolent, then why is there so much evil in the world? Optimism provides an easy way out of this philosophical dilemma, God has made everything for the best, and even though one might experience personal misfortune, God through that misfortune is still promoting the higher good. Optimism thus assures freedom, courage and happiness to the individual to face the mundane realities of existence. It releases the life-force of perseverance and hope, and stands as the best among the varied philosophies that solidify human faith in the truthfulness of realities of existence with definite spiritual overtones.

### **Stephen's Labyrinth**

*A Portrait of the Artist as a Young Man*, essentially the story of Joyce's own break with the Catholic Church and discovery of his true vocation, was published in 1916, at the end of a process of gestation covering many years. In *Portrait* we are locked up firmly inside Stephen's world of ideas. As he is aware of other people only as the ones who affect his own inner realities, there is often something rather abstract about the remaining personages in the text. But the picture is always clear and hard in its depiction of Stephen's successive predicaments. The

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imaginative and unathletic small boy, hard-pressed by the narrow orthodoxies and hovering brutalities of a Jesuit-boarding school: and the pride and arrogance which he progressively summons to his aid: the overwhelming sense of sin into which the severity of Catholic doctrine precipitates him upon the occasion of his untimely sexual imitations; the breaking of his nerve and his phase of anxious and elaborate religious observance; the crisis of his break with Church and family, and the exalting moment of revelation and dedication on the strand: all these are vividly realized and rendered experiences. Bolt states, “Seeing himself always in a heroic role, Stephen in the *Portrait* is by way of figuring as a mock-heroic, comic figure, comparable with Don Quixote or Parson Adams” (*Preface to James Joyce* 57).

### **A Mature Artist Looks Back – Use of Stream of Consciousness**

In the novel a mature artist looks back over his own youth, from a particular viewpoint, perceiving what was significant to his development as artist, estimating what was vital in that development, and viewing his early self with a purposeful irony. Joyce’s innovative use of ‘Stream of Consciousness’ technique makes the *Portrait* a story of the development of Stephen’s mind. By the end of the novel, Joyce renders a portrait of a mind that has achieved emotional intellectual and artistic adulthood. In this novel, Stephen’s freedom of thought is manifest from the start. He is inwardly determined to follow his own course, and has to hide away from authorities, (mother, Dante, the Church). Joyce uses his own life as a framework for the novel but feels perfectly free to revise his autobiography for the purposes of art. As Schutte states in his introduction to *Twentieth Century Interpretations of A Portrait of the Artist as a Young Man*: “The flawed, impure young Joyce is the raw material from which Stephen Dedalus is created; his experience is the raw material for Stephen Dedalus’ life”(9).

### **Artist’s Struggle**

Regarded as process the five chapters of the *Portrait* depict the embryo artist’s struggle, first to master his environment and then to free himself from. At the end of each chapter he attains the completion of one stage in his growth; he finds a new world and a point of rest, though in every case a temporary one which collapses under the strain of internal pressure. Joyce employs myth in this novel with the story of Stephen Daedalus the Artificer and his son Icarus. This myth appears to be the guiding thread throughout the novel. Like Daedalus the artist,

Stephen removes himself expertly from the labyrinths (Church, the family and the nation) he is confronted with. In the end of the novel, Stephen, like his name sake, creates the instrument of his escape, his aesthetic theory. Stephen's aesthetic theory is his creation, and the tool that he hopes will remove once and for all from the labyrinths that pursue him.

When we take this work, one can note that it ends on a rather optimistic note. Joyce is not presenting Stephen simply as wayward, unstable, and inconsistent. Stephen is giving his own path to choose, either that of Stephen, the martyr or that of Daedalus, the rebel intellectual. He chooses to be Daedalus and pursue his own course.

An optimist beyond everything, Stephen decides to tackle his labyrinth and ultimately triumph over the inner and outer dilemmas. It could bring the best in himself and the present, then, cannot subdue his soaring spirit. It is this optimistic sense of freedom that equips Stephen with the facing reality. Stephen Dedalus' stepping into the world of full optimism actually offers a beginning of progressive march of life in the bleak modern world that will not ever become a labyrinth for the modern Daedalus.

### **Beyond Icarus**

In Stephen, Joyce portrays the zenith of optimism that the present world is the best suitable one for a man to achieve his means despite the harsh realities of life. In one way or the other, the 'labyrinths' act as his force of survival. Life is dynamic, not static. In a universe of the survival of the fittest, each one of us must struggle against the odds of life in one way or the other. Only a person with liberal optimistic sense and firm tenacity could shatter the evil forces and thus withstand as the very epitome of success and victory. Both Stephen, representing the two age extremities of life tackles all the webs of nature and society only from the belief in the ultimate triumph of good. Dedalus fights hopefully out of his Octopussian self. He fights to harden himself on the way to maturity and has to wade through the ocean of his inner reality of doubts, anxieties, limitations, imperfections in order to reach the optimistic land of the survival of the fittest. He opts to become an artist and the struggles have been those of the artist in the brewing. He is determined to become the artist not with the wax and wings, but with natural wings of achieved optimism. Thus Joyce share with the reader the opinion that Stephen will

survive at all costs by flying away into optimism out of his labyrinths and maintain the balance the world essentially needs. Optimism viewed in this manner is goodness and survival itself for the world essentially needs.

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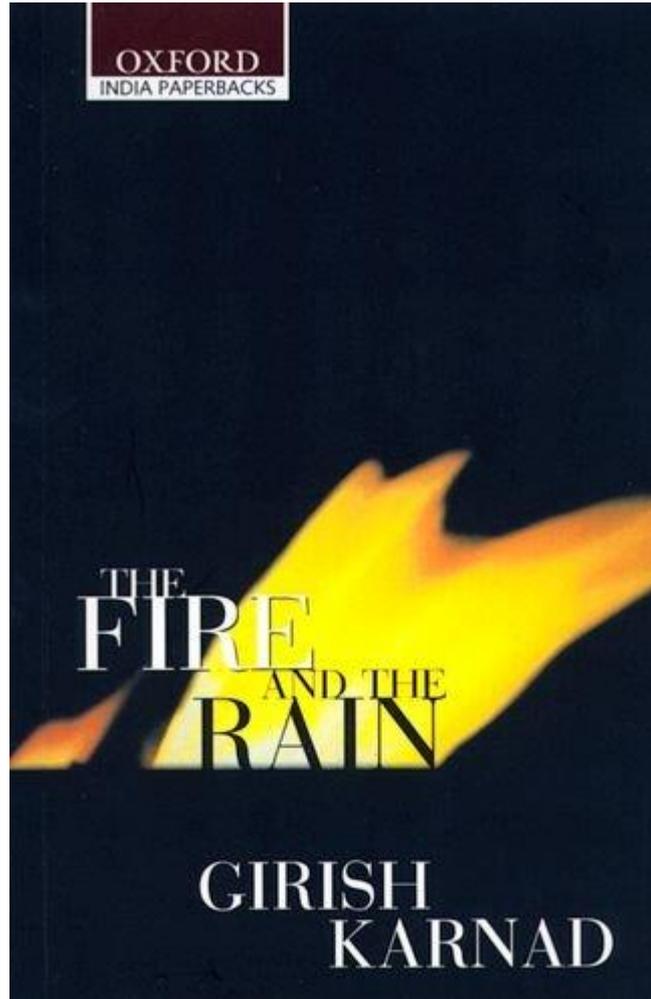
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**Patriarchal Elements in Girish Karnad's Play  
*The Fire and The Rain***

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**Abstract**

This work is constructed on the frame of the famous Indo -Anglian writer Girish Karnad's translated Kannada play *The Fire and the Rain* which heavily borrows from the myth of Yavakri from VanaParva of the Mahabharatha. This paper attempts to reveal the male hegemony that surface in Girish Karnad's play. This story revolves around a seven year long sacrifice which is to be conducted by Paravasu who is the Chief Priest of the village. The paper highlights the pathetic condition undergone by the women characters in the play, Vishakha and

Nittilai. Their oppression at the hands of the men forms the crux of this study. We can also visualise how the patriarchal order undergoes subversion by these tormented women.

**Keywords:** Girish Karnad, *Fire and Rain*, Patriarchal order, *ekdosis*, honour killing, social recognition, sexual slavery, subversion, vengeance, liberation.

## **Introduction**

It has been noted that women can acquire dignified positions today but they still cannot adorn religious positions like the post of priests performing religious ceremonies in the temples, churches or mosques. There are many cases where they are denied entry into holy places. They are pushed away from roles that claim social recognition and they are always treated as inferior objects whose sole purpose is to enhance men's lives. Women are used as ladders by menfolk to reach the pinnacle of their selfish motives or goals.

All through the play, we come across instances of the superior position enjoyed by men folk. The scene of the priests offering oblations to the fire may not hinder the smooth reading of common readers but a deeper thinking urges one to wonder why only men are found suitable to sing hymns or carry out sermons. The sacred thread is worn only by men. Reciting or chanting prayers and conducting fire sermons become their sole right. Doesn't it convey a message? Doesn't it try to indicate the desire of man to be himself treated as the closest to God and woman to be considered as a mere slave created only to assist him in his serious venture?

## **The King Holds All Authority**

In the play, Paravasu is the Chief Priest who is appointed to conduct the fire sermon and the King presides over the ritual while the Queen has no role at all in these religious practices.

“King (Explodes): No impossible! It's not possible.”[pg.1Prologue, *The Fire and the Rain*']

The King shows his authority by exploding. The play further exhibits a scene where the boys are at play and not a single girl is visible. This scene also intends to drive home a message regarding the partiality shown towards the male gender which allows these boys to play and relax while girls are relegated to the confines of the kitchen. Further, we also come across the mention of Lord Brahma who is believed by Hindus to be the lord of all creation and he too is of the masculine gender. There is also the belief that Lord Brahma had handed over the Art of

Drama to his son, Lord Indra who is the God of the skies and that he had in turn handed over the art of Drama [the Fifth Veda] to Bharatha, a human being. It at once strikes the mind of the reader that responsible and serious tasks are entrusted only to those of the male sex.

### **Woman as a Source of Entertainment**

During the play conducted by the acting troupe, a couple of women provide music which conveys the message that women are harbingers of entertainment. Karnad's satire of the male hegemony of society is revealed. The first woman character is the hunter girl Nittilai, the lover of Aravasu. He is about to go to Nittilai's village in order to speak with her elders about their marriage. He tries to pull her near to him and she stops him lovingly telling that he has no right to do so till they were married. Here, Nittilai voices the rule imposed by men over women from time immemorial that reminds us of the traditional Indian custom which restrains a girl from touching her would be before marriage. But Aravasu has no such inhibition, him being a man.

We also learn of the other woman character in the play, Vishakha who is Paravasu's wife. Her meaningless life uncovers itself before the readers from her brother in law's description about her.

“My sister in law lives wrapped up in a world of her own.”[Act 1 .Pg.8  
'The Fire and the Rain']

The play further unfolds how the women characters are treated as objects of entertainment and also as means to satiate men's vengeance.

### **Injustices Meted Out to Women**

From time immemorial, many communities have witnessed women as objects of exchange. They are considered as objects that enable to maintain a friendly relation between two families or clans. According to Sue Ellen Case, women were often pledged for loan purposes and the process was termed as 'Ekdosis'.

Vishakha's father in law, Raibhya treats her with cruelty. He is very interrogative and possessive about her. He inquires as to where she was and with who she was. Doubting her to be going around with someone, he beats her brutally. He grabs her hair, and kicks her. He does not

behave as a man behaves to his daughter in law. Instead of protecting her in her husband's absence, he subjects her to his sexual lust. The abusive language that he uses to belittle Vishakha may have successfully given vent to his wrath but it makes the readers totally ashamed of the father figure. He insults her by calling her a whore. She is ill-treated not only by her husband and father in law but also by her former lover, Yavakri. Vishakha is seduced by Yavakri as part of his revenge towards her husband's family. He exploited her ten years of solitude from her husband and that invokes her anger. Yavakri is brutal and unjust in his treatment towards Vishakha. When she understands his foul play, she retorts making the following comment:

“Vishakha: “Enough, Yavakri. Don't say anything more. I don't want to know. It's my fault. I shouldn't have yielded to you. I.....”

(Pg.23,Act 1)

Yavakri: It was fortunate that you yielded .If you hadn't I would have had to take you by force.”(Pg. 23, Act 1)”

### **Belief That He Can Have His Ways with a Woman as He Pleases**

The man's belief that he can have his ways with a woman as he pleases is reflected in his words. This invokes not only Vishakha's anger but also the reader's indignation. The audacity that he shows in treating a woman as a doormat is exhibited here. Nittilai's brother and the elders of the village wait for Aravasu's arrival, but when he doesn't turn up, they get wild. Her father feels humiliated and gets offended. This unpunctuality on the side of Aravasu gives Nittilai's father the feeling of being the laughing stock in the eyes of the villagers. In a fit of rage, he fixes her marriage with another young man of their tribe. This event illustrates that decisions made in a patriarchal set up are not bound to change. Men folk pretend as if both they and their decisions are as rigid and immovable as the age old mountains.No amount of apology can appease the Elders or the Council. Nittilai's father comments:

“This daughter of mine has made me a laughing stock in the eyes of the world', I'm willing to marry her off to anyone who'll take her.”(Pg.27,Act2)

## **Patriarchy Is Not Just Confined To Gender**

After a thorough perusal of the play, we realise that patriarchy is not just confined to gender; it is also related to caste and class. Here, Nittilai belongs to a lower caste and an inferior social class which explains the reason for her father's humiliation. He has failed to understand Aravasu's nobility and sincerity in love.

Aravasu treats his sister in law with due respect. It is he alone who does not possess a selfish or biased mind in this play. The modern mind of an educated and equality loving civilised man is seen here. On the contrary, Raibhya abuses his daughter in law. On knowing that Vishakha was with Yavakri, the old man curses the latter to be killed by the Brahma Rakshasa, the product of his own wrath. Vishakha still loves Yavakri and is loyal to him. She tries to save his life- the life of her lover. Yavakri's over confidence does not allow him to run away from the Brahma Rakshasa in order to save his life.

In spite of Vishakha's warning; he is unmoved because he has the pot of magical water with him. Vishakha's hatred for Raibhya reflects in her words to Yavakri:

“You only have to be in your father's hermitage- the Brahma Raksahasa can't touch you there! Once you are safe, I'll happily watch that living corpse burn” (Pg.22, Act 1)

## **Subversion of Patriarchy**

Yavakri yearned for knowledge from Indra so that he could be vicious and destructive. He uses Vishakha as an instrument to work out his revenge towards his more privileged uncle, Raibhya. He seduces her and asserts himself on her. When she realises that he had trapped her for his selfish motive; she turns violent and says: “It's my fault; I shouldn't have yielded to you.”

She is totally offended since she has been belittled by the very person whom she had loved before marriage. Vishakha avenges her insult by draining out the magic water from the *kamandalu*. It was the magic water alone that could save Yavakri from death. Yavakri's over confidence that he has triumphed over Indira, the Lord of gods, symbolises man's greed for patriarchal domination.

Yavakri's desperate nature towards the end makes him dig for water, but with no avail. Yavakri meets his death just because he humiliated a woman. The patriarchy has been subverted in this context. Vishakha also challenges her husband Paravasu by admitting of her fornication. Seeing him after a long period of ten years, she pours out her pain of forced separation by uttering the following sarcastic words: 'How are you, Husband?'

A subversion of the patriarchal structures is brought about by this act of hers. She inverts the scenario by having her way out. Both Paravasu and Yavakri were selfish men who approached her for sexual gratification and went away when they felt like doing it. They came back without any explanation. She fought both of them in her own way. She taught Paravasu a fitting lesson by being infidel to him and Yavakri by depriving his source of pride and overconfidence. Raibhya's wretched life also comes to an end when he is shot down by his own son Paravasu by mistaking him for an animal. We also come across the bold step taken by the idealistic Nittilai. In spite of getting married to the boy of her clan, she is haunted by Aravasu's memories. She elopes and unites with her lover. She spends her time loving and caring for him. Within a short period, her husband and brother find her out and she is slaughtered by her husband. Honour killing is a common phenomenon followed in any patriarchal community.

Though she is killed, she died a happy death because she could spend at least a small time with the person of her choice. Here, Nittilai's death may be an end of her physical life but it is truly just the beginning of her spiritual life. She is free from the harsh and prejudiced patriarchal society.

## **Conclusion**

The various aspects of patriarchy are visualised in this work. The patriarchal structures stand up as an eminent power when a matter of dispute or decision making emerges. They cannot tolerate even the slightest of prudence from others. Decisions are almost every time in favour of the male gender.

Karnad's women in *The Fire and the Rain* are forced to tolerate social relations which subordinate their interests. The family is identified as the key instrument in the oppression of both Nittilai and Vishakha. Nittilai was subjected to death by her husband and the latter was

forced into sexual slavery by her father-in-law. Delving deep into this topic, one may come to the same conclusion as Tharu in “Women in Girish Karnad’s plays: A Critical Perspective”. “Women are responsible for their pathetic condition as they have directly or indirectly submitted to a culture of silence and helped to the perpetuation of patriarchy.”

The solution to patriarchy lies in freeing oneself from men and their rules. Living life to one’s own desire by keeping oneself within the limits of decency and righteousness and by equipping oneself with sufficient education and a regular vocation can liberate women to the paradise of happiness. Liberation from this male hegemony may be achieved either by death or living life boldly.

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Patriarchal Elements In Girish Karnad’s Play *The Fire And The Rain*

## **The Structure of Spatial Relators in Malayalam**

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### **Abstract**

This paper is an enquiry into the syntax and semantics of the putative spatial post-position/relator nouns in Malayalam. Following the work of Svenonius (2004, 2006b), Amirtavalli (2007), I would like to argue that the spatial P in Malayalam has a layered functional structure above the DP. I would also demonstrate using the principle of head to head movement and fusion analysis by Siddiqui (2009) that the putative post-positions in Malayalam like *munn-il* ‘front’, *thaazhe* ‘down’, *veLiyil* ‘out’ etc., are derived in the syntactic structure via the incorporation of the locative case *-il* into category- neutral roots like *-mun*, *-pin* etc., that denote axial parts. I would also like to explain the ambiguity between the part and projective sense of these axial “post-positions” is caused by the homonymy of locative case *-il* that can head the functional projection PLACE<sub>loc</sub> P or PlaceP, which can only be differentiated via secondary exponent. That is, on the basis of what case the complement DP is assigned.

**Key words: Malayalam, Post-position, Spatial Relators, Axial-Parts, Functional Structure, Distributed Morphology, Cartography**

### **Overview**

In Malayalam, the basic locative construction is of the format ‘X Y-(loc) Copula’- X being the ‘figure’<sup>1</sup> or the entity whose location is in question; Y being the stable ‘ground’ that anchors the existence of the figure and ‘loc’ being the locative marker relating the figure X to the ground Y.

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\*The abbreviations used throughout the paper are as follows: PRES = present tense, PERF= perfective, acc = accusative, nom = nominative, gen = genitive, loc = locative, Pl = Plural, REL-relativizer cop=copula

<sup>1</sup>Talmy (1978:627): “The Figure is a moving or conceptually movable entity whose path, site, or orientation is conceived as a variable, the particular value of which is the relevant issue. “The Ground is a reference entity, one that has a stationary setting relative to a reference frame, with respect to which the Figure’s path, site, or orientation is characterized.”

The relationship between the figure and the ground can either be

A. Topologically specified- when there is a spatial coincidence or near-coincidence between the figure and ground. It includes sub-relations such as proximity, contact and containment etc. See examples 1a and 1b.

Or B. Angularly specified- where the axial geometry of the ground is accessed and the figure is located along that axis. In Malayalam the secondary tier of axial information is conveyed via functional class that have been called relator/auxiliary nouns or post-positions. See example 1c. Let us call them Spatial Relators. (Henceforth SR.)

### Example

1.a Kuppi meshe-mel uNDə (contact)  
Bottle table-top cop  
'The bottle is on the table'

b. Kuppi fRiDj-il unDə (containment)  
Bottle Fridge-loc cop  
'The bottle is in the fridge.'

c. Kuppi fRiDj-inthe mugaLil/kiizhil/munpil/pinnil unDə  
Bottle fridge-gen top/bottom/front/back copula  
'The bottle is on top/under/in front/behind the fridge'

The following is the complete list of Malayalam axial relator nouns/ postpositions<sup>2</sup>.  
See Table-1.

Superior	Inferior	Anterior	Posterior	Interior	Exterior	Lateral
MugaLil	ATiyil	Munnil	Pinnil	Akathə	VeLiyil	Vaśathə
Meele	Kiizhil			uLLil	PuRathə	eDathə
Meel	ChoTil					valathə

<sup>2</sup>There are also other kinds of SR like Bounded Ps eg. *iDayil* 'in between', *naDuvil* (*middle*) and DistPs like *aDuthə* 'near', *akale* 'far' etc. But in this paper we are only dealing with the axialP.

Miithe	Kiizhe					
Uchiil	Thaazhe					

Table- 1

The grammatical category of these spatial relators is quite confusing as they seem to exhibit noun- like and post-position like properties.

The operative question is whether to analyse the spatial relators such as *mugaLil*, *munpil*, *aDiyil* as single locative words or whether they can be further analysed as *mugaL+il*, *munpə+il*, *aDi+il* etc., and if so what the morphemes ‘-mun’ , ‘-mugaL’ , ‘aDi’etc are<sup>3</sup>. The presence of the locative morpheme would indicate that ‘-mun’ , ‘-mugaL’etcare nominals that refer to specific regions of the ground object and relate to the ground much like how standard parts of an object relate to the whole object, that is by giving a genitive case. See examples:

2.a kaaka pLeen-inte ciRag-il irikkunnu.  
Crow plane-gen wing-loc sit-PRES  
‘The crow is sitting on the wing of the plane’

b. Kaaka pLeeninte munn-il irikkunnu  
Crow plane-gen front sit-PRES  
‘The crow is sitting on the front of the plane’

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<sup>3</sup> We can see that 4 of these spatial PPs *-meele*, *miithe*, *kiizhe*, *thaazhe* do not take the inflection marker *-il*. I assume that there is a null locative case in all these spatial relators. The *-e* according to Lehmann (1989) is merely a euphonic extension. The *-thə* marker in certain SR. Like *akathə*, *vaśathə* is an oblique stem attached to roots ending in *-am* to which case markers are added (see examples below).The locative marker here is also null inflection.

Eg. koLam: Pond  
KoLa-th-ine = Pond+ acc  
KoLa+th+inu= Pond+dat  
kola+th+il= Pond + loc

In 2.a ‘ciRagə’, ‘wing’ is the standard part of the ground object ‘plane’. It inflects for the locative and assigns genitive case to its ground DP. Similarly, in 2.b, *-mun* also seemingly inflects for a locative case and assigns a genitive case to the ground DP. The relationship between an object and its axial region is modelled in the same possessor/possessee or a part/whole kind of affiliation that is used to code the relationship between an object and its standard part.

However, unlike nouns, *mugaL*, *mun*, *thaazhetc* do not generally occur as free forms In contemporary Tamil and Malayalam, only *aDi* (depth, inferior part), *uLLə/akam* (inside) *puRam* can occur sans a locative marker, albeit restrictively. See examples in 3 below.

3.a    *avan-tepuRam veLuthi-ttəaaNə,*      *paksheuLLə/ akamkaruthiTtəaanu*  
          He-gen outside      white-PST      PCPL is, but inside black-PST PCPL is  
          ‘He is fair on the outside but dark on the inside’

b      *Paathrath-inte aDi*                      *vriththiaayi*  
          Vessel-gen    bottom                      clean                      be-PERF  
          ‘The bottom of the vessel is clean’

c.      \**Paathrath-inte*                      *munna/pinna/mugaLə/ki:zhə vriththiaayi*  
          Vessel-gen                      front/back/top/bottom                      clean                      be-PERF  
          ‘The front/back/top/bottom of the vessel is clean’

The early Dravidian Grammarians recognize them as of type nominal albeit defective. Gundert (1851) refers to them as auxiliary nouns, Caldwell (1875) calls them “auxiliary nouns”, Krishnamurti (2003) calls them nominal adverbs etc. Later grammar books like Asher and Kumari (1994) refer to them as post-positions taking into account their adpositional syntax. It could well be that at a point in diachronic history, the *mun*, *pin* etc., were proper nominals denoting abstract spatial property. However they cannot occur in a free form anymore. To occur as nominal forms, they need to be compounded with a noun like ‘bhaagam’ Eg. *Mun+ bhaagam= munbhaagam-* ‘front-part’; *Mun+ panthi= Munpanthi-* ‘front row’. They can also be incorporated into verbs Eg: *Mun+ eRuka = MunneRuka-* ‘move forward’; *pin+ vaanguka= pinvaanguka* ‘retreat’. Some can even occur as verbs

themselves. Eg. *aDiyuka* (settle in the bottom of liquid or under the earth), *kizhiyuka* (slither in a downward motion).

Few other tests further reveal the problems with analysing *-mun*, *pin* as nominals.

I. They only seem to inflect for locative case.

4.a. \*Avan Mesha-yude mugal-ine sheri aakki  
 He Table-gen top- acc right make-PERF  
 ‘He fixed the top of the table.’

b. \*Mesha-yude mugal-inte niRam paáa aaNə  
 Table-gen top- gen colour green is  
 ‘The colour of the top of the table is green.’

II. They cannot be modified with adjectives or demonstratives.

5. a \*NjanpathramMesha-udechalung-iyamugalilvechu  
 I paper Table-Gen bent-REL top-LOC keep-PERF  
 ‘I kept the paper on the bent top-part of the table.’

III. And they do not pluralize

6.a \*Mesha-gal-udemugal-ugal-ilull-a fan-u-gal  
 Table-Pl-gen top-Pl-loc cop-REL fan-Pl  
 ‘The fans on the tops of the tables.’

IV. Another reason that discourages the nominal analysis of the spatial relators is that, they also assign dative case to their DP complements.

7. a Pusthakam meshayude mugalil undu  
 Book table-gen top-loc cop  
 ‘The book is on top of the table.’

b. Pusthakam meshakkyu mugalil undu  
 Book table-dat top-loc cop  
 ‘The book is on top of the table.’

In the examples 2.a and 2.b, we saw how the relation between an object and its axial part was modelled exactly like the relation between an object and its standard part, (i.e. using a genitive). But while the relation between an object and its axial part can also be coded using a dative case, the relation between an object and its standard part cannot be coded thus. See 8.a.

8.a \*Price tag kuppi-kkyu adapp-il undu.

Price tag bottle-dat cap-locis

‘The price tag is on the cap of the bottle.’

Hence it is clear that though the particles *mugal- mun- pin-* etc., exhibit marginal noun like properties, they are now grammaticalizing into post-positions.

### **Fine Structure of Spatial Relators**

Svenonius (2003, 2006a, 2006b, 2007) taking a cartographic approach to syntax makes a convincing case for analysing these spatial relators as AxParts, a separate functional class on the ranks of aspect and mood etc., that occurs in the extended functional projection of the P.<sup>4</sup>

*“The ‘axial parts’ of an object—its top, bottom, front, back, sides, and ends—behave grammatically like parts of the object, but, unlike standard parts such as a handle or a leg, they have no distinctive shape. Rather, they are regions of the object (or its boundary) determined by their relation to the object’s 3-D axes.*

*A. The up-down axis determines top and bottom,*

*B. The front-back axis determines front and back,*

*C. And a complex set of criteria distinguishing horizontal axes determines sides and ends.”*

(Jackendoff 1996:14)

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<sup>4</sup> See Grimshaw (1991), Emonds (1985) for arguments of why P is a functional head that lies in the extended projection of nouns. Its role in the nominal projection is likened to that of complementizers in verbal extended projection.

The axial geometry of an object can be used not only to locate the figure on the physicality of the ground object but in the space projecting from it. These spaces can be viewed as projected axial-parts of the object.

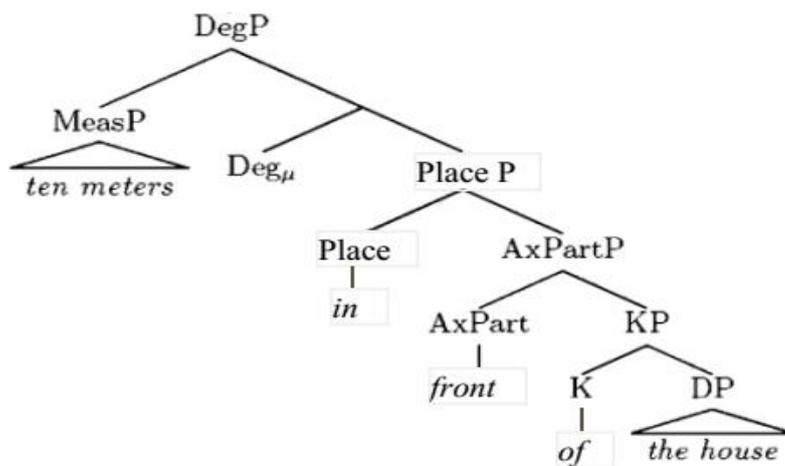
**Example**

9.a The dog is sitting in the front of the house.

b The dog is sitting 10 metres in-front of the house.

In 9.a, *the front* is a region on the horizontal axis of the ground object *house* where the dog sits, while *in-front* in 9.b is the location in space projected from what is computed as the front part of ‘the house’.

According to Svenonius (2006b), an AxPart is a category that is distinct from both a noun and an ad position. It is the head of a functional projection AxP that is a constitutive part of the fine structure of PP<sup>5</sup>. See the structure below for the example 9.b.



**Fig.1**

Let us now discuss the semantic role played by each of these functional structures in relating the figure and the ground.

**The DP**

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<sup>5</sup>Also see the functional hierarchy structures proposed by Den Dikken (2006), van Riemsdijk and Huybregts (2002)

The DP is the ground or the reference object conceived of as a 3-D object with orthogonally defined regions, sides and end. In the example 9.b, *house* is the ground entity.

### **KP**

Semantically, K(ase) in a spatial expression, is a function from the ground DP to a region<sup>6</sup>. K returns what Wunderlich (1991) calls an *eigen place*, i.e. the abstract space occupied by the ground.

### **AxP**

Axparts is a function from *eigenplace* occupied by the ground DP to a specific subpart of it, based on the axial geometry of the ground.

### **Place P**

Place P is headed by a class of syntactic entities which can express locational relations. It is the complement of stative verbs or copula that express location. Place P is the quintessential function that projects vectors<sup>7</sup> of different direction and length from the axial-region of the ground- which is identified by the axpart- to the corresponding space.

### **DegP**

Svenonius (2006b) further divides the PlaceP into at least 2 parts (not including AxPartand K): one part that projects the vectors as we discussed, and another part that identifies the subset of vectors of the specified length/ direction and picks out the exact set of points or region where the figure is located. This is done by DegP, which can be considered the extension of PlaceP. DegP is headed by directionals like *straight, diagona*etc, and can take a MeasP specifier that takes a distance measurement like km, cm etc. See example below.

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<sup>6</sup>Regions are contiguous set of points in space (Nam 1995). They are unstructured in nature, unlike vector space. See below.

<sup>7</sup>Vectors are one-dimensional objects with length and direction projected from the *eigenspace*. A vector space is a set of vectors, normally a set projected from a single region. Place is thus the region or rather the set of points which are at the ends of the vectors in a vector space. (Svenonius 2007: 3-4)

10.a The dog stands fifty feet diagonally in front of the car.

### Fine Structure of Malayalam Spatial Relators

The structure works very well for Malayalam. Fig.2 below is the fine structure of projective spatial expression in Malayalam which we will explain with the example in 11.a.

11.a. paTTi veeD-inə 10 metre munnilundu  
 Dog house-DAT 10 metre front is  
 ‘Dog is 10 metres in front of the house.’

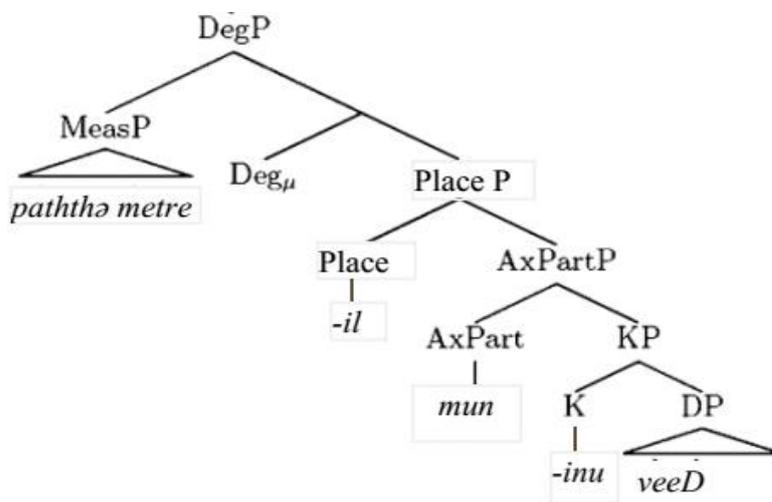


Fig.2.

In the example 11.a, the DP introduces the ground, which is *car*, The K is a function from the object to its eigenspace. Axial part *mun-* is a function from the eigenspace to a sub-part. The function of projecting vectors of differing lengths and direction is attributed to Place *-il*. The extension of Place, which is the projection Deg converges the vectors to a particular region in space where the figure is introduced. The Deg head is either headed by a directional element like *nerē* (straight) or by a null element. The Deg P can also have a measure-phrase in its Specifier position. In the example, the DegP is headed by a null element and it has a measureP, *10 metres* in its specifier.

### Morphology of the Spatial Relators

The question of the categorial status of spatial relators like *munnil*, *pinnil*, etc., still needs to be clarified. I would like to use the framework of distributed morphology by

Marantz 1997 and Siddiqui (2009) to this end. Following Amritavalli (2000), Mythili Menon (2013), I argue towards the position that Malayalam, like other Dravidian languages, does not have the category P or A in the lexicon. The only primitive categories that may exist are Ns and Vs. Adjectives and Post-positions are always derived between the spell out and the PF.

One can even argue from the distributive morphology point-of-view that all lexicon contains is category roots, that basically express ‘property concepts’ and refer to kinds  $\langle e^k \rangle$ . The lexicon does not store its contents labelled as a noun or a verb. Rather lexical categories like noun, verb, adjective etc., are epi-phenomenal. That is, a root “becomes” a verb by being immediately c-commanded a verbalizing functional head  $v$  and a root “becomes” a noun if it is c-commanded by nominalising functional head  $n$ . Being a syntactic-centric approach to morphology, word formation- just like phrase formation, is considered to be the output of syntactic component.

The morphemes like  $\sqrt{\text{meeth-}}$   $\sqrt{\text{thaazh-}}$   $\sqrt{\text{pin-}}$   $\sqrt{\text{mun-}}$  etc., can then be considered roots that denote axial property concepts. In the morphological component between the spell-out and PF, they undergo complex derivational processes that enable them to function as post-position.

I am adopting a head to head merger analysis and a subsequent fusion for spatial relators like *munnil*, *thaazhe* etc., as discussed by Siddiqui (2009). Merger is a process whereby morphemes like affixes get attached/ linearized with the stem. And both the morphemes form one compositional unit. First the axial-part undergoes head movement to adjoin to the functional head Place /Place<sub>Loc</sub> above it. The result is a complex head. See the structure below in Fig.3.

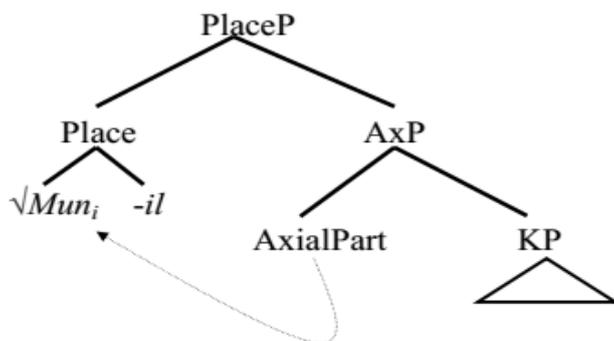
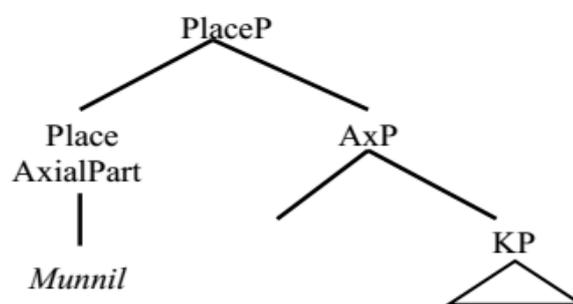


Fig. 3

I also argue that later, a process of fusion is applied to the complex heads and thus all the features of the complex head are incorporated into one head. Two zero level morphemes thus come to occupy the same syntactic node. The resulting head is simplex and contains all the features previously present in the complex head. Thus a single node Place now contains the formal feature of the sub-structure: Axialpart+Place and is lexicalised into a single Vocabulary item *munnil*, *thaazhe* and can at the time of lexical insertion directly target the node the simplex node Place because the features it is specified for are a subset of those appearing in the node. See the structure in Fig.4.



**Fig.4**

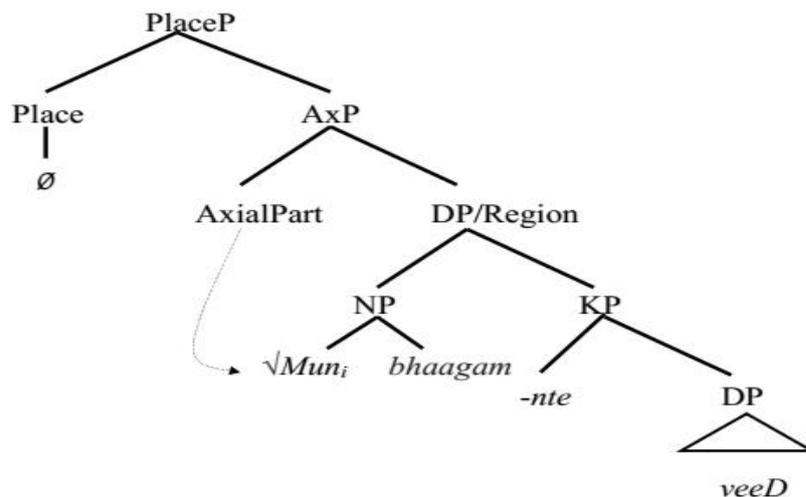
The answer to why a fusion analysis is better than a simple merger analysis is the following. As we discussed earlier axparts like  $\sqrt{\text{Munetc}}$  are roots that can never be the complement of a null nominalizer *n* anymore and consequently cannot occur as free morphemes in the language.

All the more, spatial relators like *munnil* (mun+il), *thaazhe* (taazh+ $\emptyset$ ), *puRathə* (purath+  $\emptyset$ )etc are fossilized forms. A fusion analysis of Axpart with Place will help us explain why axial parts do not take other case roles like accusative  $\rightarrow$  \**munn-ine* or dative  $\rightarrow$  \**munn-inu*. The reason is that axial parts unless incorporated into a verb or noun will always merge and fuse with Place.

In English, we see that the axial parts/ regions of the object *top*, *bottom*, *front*, *back*etc are nouns, while the projected axial parts are denoted by prepositions like *above*, *below/under*, *front*, *behind* etc. Amritavalli (2007) notes that in Kannada, while projective axial parts are expressed via putative post-positions like *munde* (front), *keLage* (below) etc., the

axial regions of the object are expressed via NP compounds like *mum-bhaaga* etc. Malayalam also adopts the same strategy. See examples in 12. Axpart being a volatile category can be incorporated into a nominal complement via merger under adjacency in the sense of (Bobiljac 1994). See fig. 5. It is evident that *bhaagam* is a DP that represents a region on the surface of the ground object. It can occur in the nominative as in example 12.b. It can also occur in other cases like accusative- *munbhaagath-ine*, or dative- *munbhaagath-inā*.

- 12.a Sticker bag-inte mun-bhaagathə oTicci-TTə uNDə  
 Sticker bag-gen front-part stick-PERF cop  
 ‘The sticker is stuck on the front of the bag’
- 12.b Mesha-yuDe aDi-bhaagam thurumbi-chu  
 Table-gen bottom-part rust-PERF  
 ‘The bottom of the table has rusted’



**Fig.5**

However, a problem with Malayalam axial post-positions like *munnil* ‘front’, *keezhe* ‘bottom/under’, etc., can also denote the axial regions of the object, just like the NP forms *munbhaagam*, *keezhbhaagam*, etc, and is in fact more common in usage. Thus it is evident that these axial post-positions are ambiguous between an object-Axpart reading and a projective-Axpart reading. I.e. *munnil*, *pinnil*, *thaaazhe* etc can be used not only when the figure is in the projected axial space of the ground, but also when the figure is still in the axial region of the ground. See the English gloss in example 13.

**Example**

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P. Sreedevi, Ph.D. Scholar

- 13.a Sticker bag-inte munnil aaNə  
 Sticker bag-GEN front-LOC is  
 ‘The sticker is in front /in the front of the bag’

To explain this, I would like to first argue that there are two types of Place heads- Place and Place<sub>loc</sub> with differing semantics. As discussed earlier, the semantics of Place is to project vectors of different direction and length from a particular region of the ground- which is identified by the A<sub>x</sub>part- to the corresponding space.

I want to argue that this ambiguity is due to the polysemy of the locative case *-il* and the allomorphic  $\emptyset$ . The difference between a projective reading and a part-of-object reading is due to the different heads that can occupy the Place node. When spatial relators have part reading, the Place is headed by Place<sub>Loc</sub>, lexicalised by a homophonous morpheme *-il*. The Place<sub>Loc</sub>-*il* is different from Place *-il* in that its semantic function is pure location and expression of features like contact, containment etc. Thus while Placehead can be the complement of a degP, Place<sub>loc</sub> head cannot.

- 14.a. \*Pena mesha-yude nere/10 cm mugaLil unDə;  
 Pen table-gen straight top-loc cop  
 ‘The table is straight/10cm on the top of the table.’

- b Bulbə mesha-yude nere/10 cm mugaLil unDə  
 Bulb table-GEN 10 cm top-LOC is  
 ‘The table is 10 cm on the top of the table.’

Thus in a simple locative sentence like 15, the *-il* is a Place<sub>loc</sub> head that expresses topological location. When Place<sub>loc</sub> head fuses with an A<sub>x</sub>P head, it gives a part reading and when Placehead fuses with an A<sub>x</sub>P head it gives a projected reading.

15. kuTi skuuL-il aaNə  
 Child school-loc is  
 ‘The child is in school.’

In certain dialects of Tamil, a sister language to Malayalam, the difference between an axial-part of the object and a projective axial part is evident in the case the ground DP is assigned. An axP head fused with Place<sub>loc</sub> assigns a genitive/oblique case. Eg, while an AxP head fused with a Place<sub>proj</sub> head assigns a dative case.

### Example

16.a kangaroo kaaRooDe meeLeiru-nt-atə  
 kangaroo car-GEN above be-PST-3SG.N  
 ‘Kangaroo was on top of the car.’ (Part)

b. kangaroo kaaR-ukkəmeeLeiru-nt-atə  
 kangaroo car-DAT above be-PST-3SG.N  
 ‘Kangaroo was above the car.’ (AxPart)

It is evident why in 16.a, the PP gives a genitive case to the ground DP, while the axP with a projective head licenses a dative head.

When dative-of-possession alternates with genitive in certain possessive sentences we notice that they express a difference in the 'closeness' between the possessor and the possessee. This is evident in English. For example ‘She is my sister’ vs. ‘She is a sister to me’. The same difference is reflected in the Malayalam/Tamil counterparts of the sentence.

17.aAvaL ente aniyathiaaNə  
 She 1SG-gen sister is  
 ‘She is my sister

b.AvaLeni-kkyə (oru) aniyathiaanu  
 ‘She I-DAT (a) sister is  
 ‘She is a sister to me’

So it could well be that this difference in the degree of ‘closeness’ between the possessor and the possessed signalled by the genitive and the dative translates to locative sentences too. It is possible that the genitive case shows a more cohesive relation between the

figure and the ground such as in example 17.a, and that dative shows a sort of distant, yet related association to the ground as in example 17.b.

Since both the head Place and Place<sub>Loc</sub> are lexicalised by the same morpheme ‘il’ (and its allomorphic variants- null and ‘-thu’), the case they license on the ground DP (genitive and dative respectively) was the only disambiguating factor. However in Malayalam this difference is also muted, although it is possible that it existed at some point in its diachronic history. Thus the dative case and genitive case are found to be in alternation. Both the sentences in 18.a and 18.b are equally ambiguous in Malayalam as to whether the dog sits on the back-side of the scooter or behind the scooter. This ambiguity is negotiated in the language through a mix of pragmatics, contextual cues and world knowledge.

18.a PaTTi SkuuTer-inte piRag-il irikky-unnu  
 Dog ScooTer-gen back-loc sit-PRES  
 ‘The dog sits at the back of/ behind the scooter.’

.b PaTTi SkuuTer-inə piRag-il irikkyunnu  
 Dog ScooTer- dat back-loc sit-PRES  
 ‘The dog sits at the back of/ behind the scooter.’

### Concluding Remarks

Not all languages need have all lexical categories. Malayalam forms a category P by incorporating the locative case into axial part. Axial parts are roots that denote regions based on the 3 dimensions of objects and the basis of object perception and space negotiation. We also discussed how in Malayalam ambiguity exists whether the axialP denotes the axial region of the ground or the projected vector space and explained this as the result of the polysemy of the two heads that can occupy the node Place.

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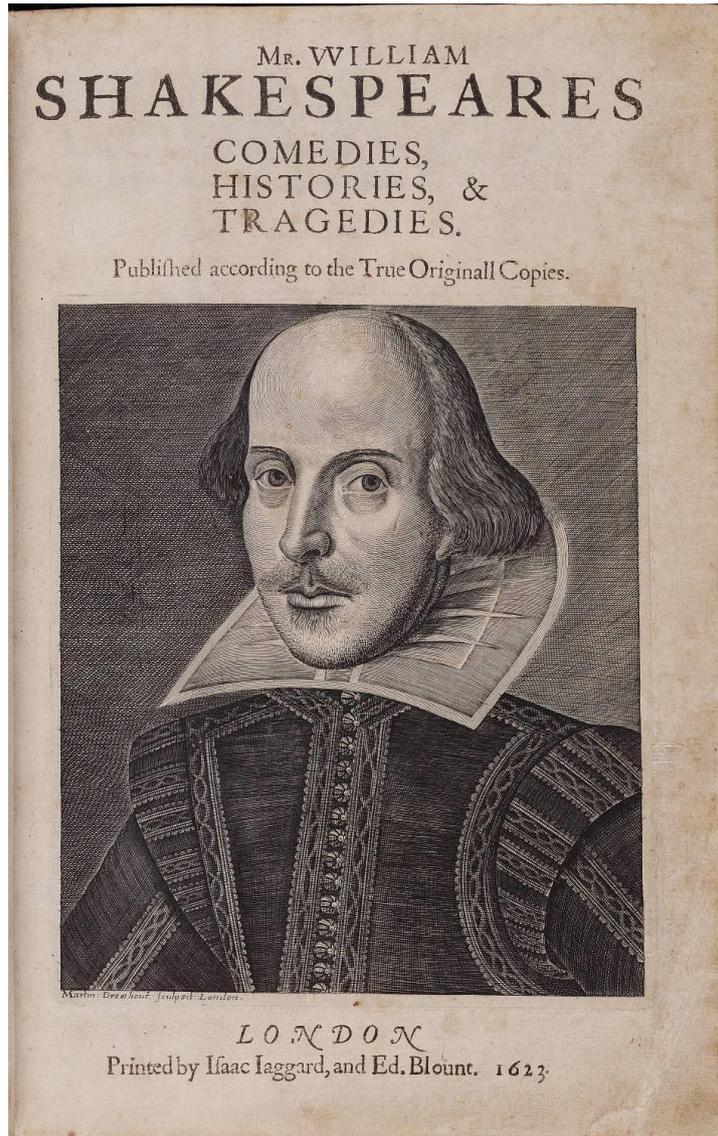
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## Shakespeare's Plays Reflect the Cultural and Social Conditions of the Elizabethan Age

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Courtesy: [https://en.wikipedia.org/wiki/William\\_Shakespeare](https://en.wikipedia.org/wiki/William_Shakespeare)

### Acute Power of Observation

To understand the personality of Shakespeare you have to go to his place. From an attentive study of his place we find that Shakespeare was endowed with an acute power of

observation of all phenomena of life. Nothing escaped his burning gaze. The features of every phenomenon were registered in his mind. Habits, characters, countenance, costume, landscape, emotions, seasons, state affairs, events witnessed, reports heard and chronicle read, and traffic in the streets and stars in the heaven, misery and pomp, wise and honour, health and sickness, vigour, frailty, stenches and sweet smells, cunning and pity, birds and animals and games- Every shape and condition and element became an image in his mind for use of his art. He was a handsome poet with ready wit and a well-shaped man. The most admirable quality of Shakespeare- the man is his broad humanity. This paper attempts to highlight Shakespeare's culture and society.

### **Bright Women Characters**

Shakespeare reflected the culture and society of his day especially in his comedies. He has given intelligent and sometimes powerful female characters. Women are shown as the root and heart of matter. He has pictured characters from Cleopatra to Miranda covering a full span and a wide range of characters with virtues and brightened grace of women. No one can ever forget glittering heroines like Rosalines, Violas and Portias. They are supporters to put man in their place - charming and rebellious.

### **Love and Marriage**

A recurring theme, especially in his comedies, was love and marriage. Shakespeare reflected the culture and society of his day (and how it was changing) through his examination of the ways in which his characters decided or gained permission to marry and the ways in which love affected this choice. In Shakespeare's day, love was still pretty inconsequential a factor when it came to marriage. For the most part, marriages were still arranged by families as a sort of business deal or, if the families were important enough, a political alliance.

Love was not, generally speaking, the motivating force for marriage in the world around Shakespeare, yet in many of his plays (and most all of his comedies) lovers are attempting to defy parental or societal conventions and make their own decisions about whom they will marry based upon love and not social or political connection. This was a very new idea at the end of the 16th and beginning of the 17th century, and, as such, was a fascinating subject for Shakespeare to examine in his plays.

## Examples

Some of the examples of this in the plays that jump out are Romeo and Juliet in the play of the same title, Lysander and Hermia in *A Midsummer Night's Dream*, Helena and Bertram in *All's Well That Ends Well* (in this case, Helena tries to manipulate political connections in order to marry for love), Valentine and Silvia in *The Two Gentlemen of Verona*, Othello and Desdemona in *Othello*, and Bianca and Lucentio in *The Taming of the Shrew*. The list could go on, but this gives us an idea of how pervasive the theme of marrying for love versus social convention was in Shakespeare's plays.

## Revealing Social Flaws

Shakespeare wrote in detail about the way that society functioned, in fact, he revealed the flaws in the way that society functioned by developing characters who acted outside the expectations of society. He is famous for creating strong female characters who stood up to social expectations to express themselves and attain their needs (Kate from the *Taming of the Shrew*). He laughed at the absurdity of love and relationships (*Midsummer Night's Dream*), exposed lust and greed (*Hamlet*) and highlighted the dominance of the human spirit (*Twelfth Night*). Most importantly, he showed that often, a character's greatest strength is also his or her greatest weakness (*Hamlet*, or any character, for that matter).

## Influenced by the World around Him

Shakespeare was also influenced by the world around him. He describes the sights and sounds of London in his plays. His works include observations about current political struggles, the fear of diseases, and the popular language of the city's tradesmen and other professionals. Shakespeare's knowledge of the English countryside is also clear. His works include descriptions of deep forests, local flowers, and the ancient popular traditions of rural people.

## Some Examples How Shakespeare Impacted World around Him

It would be impossible to list all of the ways in which Shakespeare's works have influenced world culture. But we can give a few important examples. The first example would have to include his great effect on the English language. During his time, the English language was changing. Many new words from other languages were being added.

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Shakespeare used his sharp mind and poetic inventiveness to create hundreds of new words and rework old ones. For example, he created the verb "to torture" and the noun forms of "critic," "mountaineer" and "eyeball." Many common expressions in English come from his plays. These include "pomp and circumstance" from "Othello," "full circle" from "King Lear" and "one fell swoop" from "Macbeth."

With the words of praise by Ben Jonson, a playwright who lived during Shakespeare's time we could say that he could hold us by magic through the ages.

"Triumph, my Britain, thou hast one to show  
To whom all scenes of Europe homage owe.  
He was not of an age, but for all time!"

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