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Listening Comprehension Problems -

Voices from the Classroom

Arafat Hamouda, Ph.D.

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Abstract

Listening ability is one of the important skills in foreign language learning. In spite of its importance, listening has long been the neglected skill in foreign language acquisition, research, teaching, and assessment. There has been little research on the listening problems that L2/Fl learners experience in learning to listen to spoken English in the classrooms. The present study attempts to investigate the listening problems encountered by a group of first year English major students of Qassim University. 60 students who took the listening course in 20011/12 were selected for the study. Data was gathered by means of questionnaires and interviews. The results of the study showed that Accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major

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listening comprehension problems encountered by EFL Saudi learners. Understanding students' learning difficulties may enable EFL teachers to help students develop effective learning strategies and ultimately improve their English listening abilities. Suggestions are made for addressing problems regarding how teachers can help their students overcome listening comprehension problems. The results of this study may also be useful for those who are interested in this field.

Key Terms: listening, listening comprehension, listening problems

Introduction

No one can deny the importance of listening skills in foreign language learning because the key to acquire a language is to receive language input. Krashen, Terrell, Ehrman, & Herzog (1984) claim that acquisition takes place only when students absorb enough comprehensible input. The same claim was supported by Rost (1994) who confirmed that listening is vital in language classrooms because it provides input for learners. As an input skill, listening plays a crucial role in students' language development. Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. Thus language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. Without understanding inputs at the right level, any kind of learning simply cannot occur. Thus listening is a fundamental language skill, and as such it merits a critical priority among the four skill areas for language students. As Hasan (2000) pointed out, "listening comprehension provides the right conditions for language acquisition and development of other language skills" (p.138). Listening, therefore, is essential not only as a receptive skill but also to the development of spoken language proficiency.

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-

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16%; and writing, about 9% (Gilakjani and Ahmadi, 2011). According to Goh (2000), listening is the primary means by which incoming ideas and information are taken in. Gilbert (1988), on the other hand, noted that students from kindergarten through high school were expected to listen 65-90 percent of the time. Wolvin and Coakley (1988) concluded that, both in and out of the classroom, listening consumes more of daily communication time than other forms of verbal communication. Listening is central to the lives of students throughout all levels of educational development (Coakley & Wolvin, 1997). Listening is the most frequently used language skill in the classroom (Ferris, 1998; Vogely, 1998). Both instructors (Ferris & Tagg, 1996) and students (Ferris, 1998) acknowledge the importance of listening comprehension for success in academic settings. Numerous studies indicated that efficient listening skills were more important than reading skills as a factor contributing to academic success (Coakley & Wolvin, 1997). Nevertheless, it is evident that listening is more important for the lives of students since listening is used as a primary medium of learning at all stages of education.

In spite of its importance in foreign language learning, the teaching of listening comprehension has long been ―somewhat neglected and poorly taught aspect of English in many EFL programs (Mendelsohn, 1994, p. 9). EFL learners have serious problems in English listening comprehension due to the fact that universities pay more attention to English grammar, reading and vocabulary. Listening and speaking skills are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons. Most teachers take it for granted and believe that it will develop naturally within the process of language learning. Persulessy (1988:50) states that one of the reasons for the opinion that listening is a skill that tends to be neglected is the feeling among language teachers that this skill is automatically acquired by the learner as he learns to speak the language. Most teachers also assume listening is synonymous to breathing— automatic (Ina Thomas and Brian Dyer, 2007). Another reason why this skill is not given serious attention is the fact that incompetence in it is easy to hide through nodding and shaking of the head, which may give the impression of understanding even there is none. Still another reason is that

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audio-lingual courses give the impression that they are teaching listening when in fact they are teaching other skills. In addition to this, Nobuko Osada, 2004 reported that listening has not drawn much attention of both teachers and learners, they are generally less aware of its importance. In classrooms, teachers seem to test, not to teach listening. Meanwhile, students seem to learn listening, not listening comprehension. As a result, it remains the most neglected and the least understood aspect of language teaching (Glisan, 1985). In fact, listening is a complex mental process that involves perception, attention, cognition, and memory. Comprehending speech in a foreign language is a quite difficult task for language learners. When listening to a foreign language, many language learners face difficulties. In order to help students improve their listening ability, language teachers have to understand students' listening difficulties in comprehending spoken texts, and instruct effective listening strategies to help students solve their listening difficulties.

From his observation and experience of teaching the EFL listening skills for more than 15 years, however, the researcher has noticed that most of the students who enroll in the English Department of Qassim University have serious deficiencies in listening comprehension. This is especially observable when the students take the listening course entitled "Listening Skills" (ENG 121) at first year level. The researcher observed that many students performed poorly in this course. They are unable to comprehend natural spoken English delivered at normal speed because they do not understand the spoken content of the lessons. Frequently such students lose all confidence as foreign language practitioners. They have difficulty in concentration and maintaining concentration for a long time. This problem was noticed even by other instructors who were offering the same course to different groups. The same problem has also been observed in many countries (Buck, 2001 and Hayati, 2010). The results of these studies have proved that difficulties in listening in a foreign language are typical to listeners from different language background. For example, Underwood (1989) and Flowerdew and Miller (1992) stated that inability to concentrate "is a major problem because even the shortest break in attention can seriously impair comprehension." Goh (2000) reported learners'

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difficulty in perception: students faced problems on recognition of familiar words. They stated that although they were familiar with some words, they were unable to remember their meaning immediately. They also expressed difficulty in understanding the intended message though they were familiar with literal meaning of words.

As is evident from the literature review, efforts have been made by a number of researchers to identify the difficulties experienced by second and foreign language listeners and how they deal with the difficulties. More empirical study, however, is needed to explore learners' own perceptions of their listening experience since listening cannot be observed directly and defined precisely. Learners' perceptions may offer clues to the sources of difficulties—how or why comprehension breaks down—and the strategies learners use to overcome the challenges.

This is what the present research tries to demonstrate. Taking into consideration the importance of the listening ability to language students and its dimensions of difficulty, the study reported here is an attempt to identify the LC problems as perceived by the Saudi students when listening to oral texts, and explore the strategies they use in response to the problems. It is also intended to raise teachers' awareness of these problematic areas in LC so that appropriate treatment measures can be taken. It is hoped that findings from this research will provide insights for the teaching and learning of LC skills

Research questions

The present seeks to answer the following research questions:

1. How can Saudi students perceive the importance of studying listening comprehension?
2. what listening problems do EFL students face when they listen to spoken English?
3. How can the teacher help your students overcome these listening comprehension problems?

Participants

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This study was carried out with the participation of 60 first-year students majoring in English language and translation at Qassim University. Their ages range from 20 to 22 years old. The study took place during the second semester of the 2011/10 school year. The courses offered to the students include a listening component; they sometimes listened to audio cassettes and watched VCD's in English. Before starting their university education, all of the students had to take the placement Exam, which consists of multiple choice test items mainly focusing on reading, grammar and translation. The aural-oral skills are not the focus of attention in the placement Exam, that is, speaking is tested indirectly and listening is not included at all.

METHOD OF THE STUDY

To fulfill the above aims, the study was carried out with quantitative and qualitative methods of data collection. The instruments used in this study were: (1) a questionnaire, (2) a semistructured interview with the subjects. These instruments are described in detail below.

The first instrument which was employed in this study was questionnaire. The questionnaire was used to get information about the difficulties the students faced in EFL listening while taking the listening course at Qassim University. The questionnaire was designed after a review of the literature (Boyle, 1984; Yagang, 1994; Hasan, 2010;; Underwood, 1989; Rubin, 1994; Yagang, 1994; Dunkel, 1991; see also references of this research) about factors that influence listening comprehension.

The questionnaire consisted of two sections. Section one contained 7 questions to collect subjects' English learning experience, the importance of listening skill and their self-rated English listening proficiency level. Section two included 35 items grouped into five categories: listening material, linguistic aspects, lack of concentration, speaker, listener, and physical setting. The answers were recorded on 4-point likert scale (never, sometimes, often, and always).

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The initial draft of the English Listening Comprehension Problems questionnaire consisted of 45 questions. To ensure the validity of the questionnaire, it was given to four experienced teachers, (Dr. Zidan Jassim, Dr. Fahad Al Jumah, Dr. Abdlay, and Dr. Nour AlDin, all of whom have taught English listening for years in the same university where the present study was conducted, to examine the structure, logical flow of the questionnaire, the wording, clarity, length, and the order of the questions. The researcher then made some modifications based on the comments of the experts. For instance, items with semantic ambiguity were clarified or deleted, and items recommended by the experts were added.

2. Follow-up Interview

The second data gathering instrument which was employed in this study was interview. The purpose of the interview was to triangulate the information that was obtained through the questionnaire; to obtain data on how the listening difficulties which had been identified through the questionnaire affected the learners' listening comprehension; to obtain information about the reasons behind the learners' difficulties of listening comprehension; and to find out if there are any other listening difficulties that affect the learners' listening comprehension. Moreover, by providing opportunities for learners to report in their own words, we might gain some insights into their understanding of and attitude towards some of these difficulties. The learner's voice can be very valuable to our understanding of their comprehension difficulties.

Techniques of Data Analysis

The data obtained through the questionnaire and the interview were organized and analyzed. While the data obtained from the questionnaire were analyzed quantitatively and qualitatively, the data obtained from the interview were analyzed qualitatively. And

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the results of the instruments identified the listening problems that affected the EFL learners of Qassim University.

Results and Discussion

This section aims to present the statistical results and the data analyses in order to answer the research questions addressed in the present study respectively. Firstly, the results of the Saudi students' perception to the importance of studying listening comprehension are presented and analyzed quantitatively. The second section provides the results and analysis of listening comprehension problems encountered by the subjects. The third section deals with how the teacher can help his students overcome these listening comprehension problems. At last, recommendations for both teachers and students are given.

First, Discussion of questionnaire results

The first section of the questionnaire is to answer the first enquiry:

1. Research question. How can Saudi students perceive the importance of studying listening comprehension?

In the first item of the questionnaire, the students were asked to evaluate their proficiency levels in listening skills. More than three quarters of the students rated themselves as "average, poor" in listening. Only 13.3% of the students think that their listening skills are 'good' whereas the other students (86.7%) think their listening performances are 'average' or 'poor'.

Table 1 Students' general self-rating to listening proficiency

Statements	excellent %	Good %	average %	Poor %

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1. How do you rate your English listening ability when compared to others in class?		13.3	20	66.7

This might be a reflection of their frustration caused by their previous failures or unhappy experiences in dealing with English because they had not received sufficient training in the first place.

Students' perception to the importance of the English listening skill

As illustrated in Table 2, descriptive statistics are presented for the students' perceived importance of English listening skill.

Table 2. Students' perception to the importance of listening skill

Item no.	Statements	Never %	Sometimes %	Often %	Always %
2	I am more aware of the perceived importance of English listening skill.	10	6.7	25	58.3
3	I find that listening comprehension is difficult.	23.3	13.3	30.1	33.3
4	I find that listening comprehension is boring and not interesting.	75			25
5	I find that listening comprehension is exciting.	26	20	30	24
6	I receive sufficient training in English listening comprehension during your school.	83.3	10	6.7	
7	I never heard about listening strategy.	81.7	11.7	5.4	

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When students were questioned on their own perceptions of listening skills taught, they responded in a variety of ways. Table 2 shows that most of the students (58.3 % always &25% sometimes) were aware of the importance of listening comprehension. However, there were still a number (10%) of students who did not highly evaluate the role of listening skill.

When asked about the difficulty of the listening comprehension, 76.7% of the learners remark that listening comprehension is difficult. In addition to that, a small number of learners (25%) find that listening comprehension is boring and not interesting. Only 12% of learners find that listening comprehension is exciting. This is in line with a common problem that most students are unable to comprehend spoken English required at their beginning level.

As for item no. 6, we found out most of the subjects (83.3%) did not receive sufficient training in English listening comprehension during their school and tertiary stage. This may be attributed to the overemphasis on the teaching of reading and writing skills, which are assessed in the entrance exams to college. Sadly, most of the subjects did not gain proper training in English listening comprehension. Based on the collected data, 81.7% of the subjects never heard about listening strategy. The finding partly supports Bremnar's argument (1998), "Only by reaching a certain level will a student be likely to use a given strategy" (p.495).

To sum up, most of the subjects did not know much about listening strategies; accordingly, teachers had better introduce listening strategies specially defined in this study to students.

4. Research question. What are the listening comprehension problems encountered by Saudi students when listening to spoken English?

Factors causing students listening comprehension problems are categorized into different sources including problems related to the listening text, listening problems

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related to tasks and activities, listening problems related to the listener and teacher's methodology which will be discussed in detail below.

4.1. Problems related to the listening materials

The listening material may deal with almost any area of life. It might include street gossip, proverbs, everyday conversation, new products, and situations unfamiliar to the student. Also, in a spontaneous conversation speakers frequently change topics.
The material itself may be the main source of listening comprehension problems. In particular, unfamiliar words, difficult grammatical structures, and the length of the spoken text may present students with listening problems (Table 3).

Table 3: listening problems related to the content of the listening text

Item no.	Statements	Never	Sometimes	Often	Always
8	I find it difficult to understand listening texts in which there are too many unfamiliar words including jargon and idioms.	15	25	26.7	33.3
9	Complex grammatical structures interfered with my listening comprehension.	16.7	23.3	26.7	33.3
10	Long spoken text interfered with my listening comprehension.	16.7	25	23.3	35
11	I find it difficult to interpret the meaning of a long spoken text.	16.7	35	25	23.3
12	I feel fatigue and distracted when I listen to a long spoken text.	15	25	26.7	33.3
13	I find it difficult to understand listening texts when the topic is unfamiliar.	13.3	16.7	36.7	35

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14	I use my experience and background knowledge of the topic to understand the spoken text.	10	23.3	40	26.7
15	I find it difficult to understand every single word of incoming speech.	16.7	20	25	38.3
16	I find the listening passage difficult to understand.	10%	21.7%	26.6%	41.7%

4.1.1 Problems pertaining to limited English vocabulary

The first question was asked to know whether unfamiliar words, including jargon and idioms, interfered with the learners' listening comprehension. The great majority of the students 51/60 (85%) have responded that unfamiliar words, including jargon and idioms (sometimes, often, always) interfered with their listening comprehension.

This finding coincides with Muhammad Naeem Butt, 2010; and Hanoi, 2010 who reported that the major problem hindering listening comprehension was that the students' vocabulary was too limited to understand the message. The data also proves the theory realized by Underwood (1989) that lack of vocabulary is a big obstacle to most students in listening comprehension. The solution is to ask the students to practice as much as they can on these various materials. Therefore, they can get used to listening to the variety of topics without any difficulties.

4.1.2 Problems pertaining to poor grammar

The second question was asked to know whether complex grammatical structures interfered with the learners' listening comprehension. The great majority of the students 50/60 (83.3%) have responded that difficult grammatical structures (sometimes, often, always) interfered with their listening comprehension. The percentages point out difficult grammatical structures cause much trouble to students. This conforms to

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Vogely's study (1998) which shows that the difficulty in listening comprehension is partly due to the structural component of the text.

4.1.3 Problems pertaining to the length of a spoken text

In addition to the insufficiency of vocabulary and the difficulty of grammatical structures, the length of the listening text was one of the main reasons why the students can't understand most of the talk. Table (5) reveals that the majority of the students have responded that a long spoken text (35% sometimes, 25% often and 23.3% always) interfered with their listening comprehension. This result clearly shows that the length of the text can be one major factor that negatively affects the learners' listening comprehension. This confirms Ur's assertion (1984) which justifies that the difficulty in listening comprehension is partly due to the length of the listening text itself which bore listeners and distract their concentration. Therefore, it is possible to infer that long spoken texts interfere with the learners' listening comprehension.

From the result obtained above, it is possible to generalize that unfamiliar words, complex grammatical structures, and long text interfere with the listening comprehension of the great majority of the students. This might be due to completely relying on the bottom-up processing strategy in which learners make use of the analysis of words and sentence structure to enhance their understanding of the spoken text, and this might be due to the inadequacy of the top-down processing strategy in which learners make use of their previous knowledge, which is not directly encoded in words, that means, without examining words and structures.

4.1.4 Problems pertaining to fatigue that may arise as a result of listening to a long spoken text

"Fatigue" negatively influences a foreign language learner's listening to English. In academic listening especially, the listener will feel tired trying to "understand the unfamiliar sounds, lexis and syntax for long stretches of time". More than three quarters

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of the learners mentioned that they felt fatigue and distracted when they listen to a long spoken text (25% sometimes, 26.7% often and 33.3% always). Thus, memory problems or even fatigue would distract listeners' attention from grasping the meaning of the text, and learners may miss the rest of the text when there is a lapse in concentration. However, this may be attributed to the fact learners do not pay enough attention to improving memory methods. Thus, many listeners' listening level still remains at the original level.

4.1.5. Problems pertaining to understand every word in the text

So students (25% often, 38.3 5 always) find it difficult to understand the meaning of every single word in the speech. This supports the claims of Muhammad Naeem Butt et al, (2010) who think that some foreign language learners try to understand every single word of incoming speech, but actually, doing so is both unnecessary and impossible. It is not even advisable because when they are trying hard to get every individual word or phrase, listeners are not seeing "the forest for the trees."

4.1.6 Problems pertaining to unfamiliar topics

From the above result, therefore, it seems reasonable to generalize that unfamiliar topic hinders the listening comprehension of the majority of the students. Table 5 indicates that many students (16.7% sometimes, 36.7% often, and 35% always) find it difficult to understand the listening text when the topic is unfamiliar. Familiarity with the topic of the lecture augments comprehension. This finding is consistent with Nuttall's declaration (1996) which shows that a more interesting requirement to understand a text is that the learner should share certain assumptions about the subject to the fact that students construct their understanding of the subject they listen on the basis of their experiences; problems arise, therefore, when there is a mismatch between the subject and the previous experience of the learner.

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4.1.7 Problems pertaining to basic background knowledge

Background knowledge about a topic is also an important variable that can influence listening. Even if a person has mastered the skill of analyzing speech accurately and automatically, lack of basic background knowledge can cause reduced listening comprehension (Samuels, 1984). Table (5) shows that many students use their experience and background knowledge of the topic to understand the spoken text (23.3% sometimes, 40% often, and 26.7% always). This finding goes in accordance with that reached by Hasan (2000) who has suggested that associating newly heard information with prior knowledge is a powerful and very frequently used way to guess the meaning of a listening passage.

4.1.8 Problems pertaining to difficulty of the material

Table (5) also reflects that students (26.6% often, 41.7% always) find the listening material difficult to understand. These statistics show that the materials created certain difficulties for around two thirds of all students in listening.

In general, the above results indicate that the listening text itself can be the main source of listening comprehension problems. In particular, unfamiliar words, complex grammatical structures, long spoken text, a topic that cannot generate interest to listeners, complexity of sentences and unfamiliar topic pose listening difficulties to EFL learners.

4.2. Basic Linguistic Problems perceived by learners

Linguistic challenges are those that result from the English language itself. They are caused by both Saudi students' lack of English proficiency and their professors' use of English in class. Research shows that some difficulties in understanding and remembering information from speakers may be due to the lack of English language skill itself. Brown (1994) points out several linguistic sources which make listening difficult:

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1) the use of colloquial language and slang; 2) the use of reduced forms; and 3) to strange accents and pronunciation. .

Table 4. Listening problems related to Linguistic features

Item no.	Statements	Never	Sometimes	Often	Always
17	I find it surprising and difficult to deal with colloquial language and slang.	20	10	20	50
18	I find the pronunciation familiar but cannot recognize the words.	11.7	33.3	25	30
19	I find it difficult to recognize the signals which indicate that the speaker is moving from one point to another		34.3	26.7	40
20	When encountering an unknown word, I stop listening and think about the meaning of the word.	8.4	25	28.3	38.3
21	I find it difficult to infer the meaning of an unknown word while listening.	13.4	28.3	23.3	35
22	I find it difficult to follow the sequence of the spoken text when the sentences are too long and complex.	10	23.3	25	41.7

4.2.1 Problems pertaining to the use of colloquial and slang expressions

Colloquial language is a special challenge. If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as stuff for material, guy for man, etc., as well as slang. Students who have been exposed mainly to formal or bookish English may not be familiar with these expressions. The uses of colloquial and slang expressions are likely to cause problems for non-native speakers

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in understanding a lecture.

The results of this item show that 50.% of the subjects (always) agreed that the use of colloquial and slang expressions made it hard for them to comprehend a lecture, while only 20% of the subjects (never) disagreed with this statement.

The results indicate that students had problems with colloquial and slang expressions. This was probably because undergraduate students had less academic experience with colloquial or slang expressions or they lacked that type of vocabulary. This finding is in line with that reached by Brown (1992) who points out that ESL learners who have been exposed to standard written English and "textbook" language sometimes find it surprising and difficult to deal with colloquial language.

4.2.2 Problems pertaining to the use of signal words

Signal words help the listener to grasp the thread of thought in the material. The listener can predict what may come next by using signal words. If you hear a word that signals more of the same such as 'like-wise' 'moreover', you needn't worry about a new idea coming. If you hear such words as 'but' 'however' that signal a change is about to be made, you must be more careful. When you hear words like 'in a word' 'as a result' 'to sum up' that signal the main point of what has ever been said before is about to be summarized. That's the most important part that you should pay special attention to.

Unfortunately, many listeners (26.7% often, 40% always) may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point. Discourse markers used in formal situations or lectures such as "secondly," or "then" are comparatively evident to listeners. In informal situations or spontaneous conversations, signals are vaguer as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns. These signals can be missed especially by less proficient listeners (Gilakjani and Ahmadi, 2011).

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4.2.3 Problems pertaining to the use of unknown words

When encountering an unknown word, many students (38.3% always, 28.3% Often, 25 Sometimes) stop listening and think about the meaning of the word. This interrupts the flow of speech and thus the students may miss some essential information. This tendency of seizing to listen and concentrating on the language word by word to work out its structure, and then decide on its meaning impairs comprehension (Underwood, 1989). Underwood also adds that failure to recognize words can also stem out of students inability 'to segment the word out of connected speech.

4.2.4 Problems pertaining to an inferential process

Moreover, many students find it difficult to infer the meaning of an unknown word while listening. This finding is in line with that reached by Rost (1990, p. 33) claims that:

"Understanding spoken language is essentially an inferential process based on a perception of cues rather than straight forward matching of sound to meaning".

Rost (1990) suggests that the L2 listener must perform various inferential processes while listening. As our learners are word-by-word processors, this inhibits their ability to infer meaning, as links between items will be missed.

4.2.5 Problems pertaining to long and complex sentences

In addition to the natural rapidness of their speech and their unclear pronunciation, some teachers use many long and complex sentences when delivering lectures. The use of long and complex sentences can make it hard for non-native speakers to understand a lecture. Table 5 shows that about 10% of the subjects (never) thought that their teachers' use of long and complex sentences did not make it hard for them to understand a lecture. But

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90% of them agreed that the use of long and complex sentences did cause them problems in understanding a lecture. Long and complex sentences contain complicated structures and more information. They may create challenges for non-native speakers in understanding a lecture.

According to Brindley (1997), both linguistic and non-linguistic knowledge are required for one to understand a listening input. This accounted for the reason why many students could not understand their listening lessons.

4.3. Listening problems caused by the failure to concentrate

The fifth factor, which affects students listening comprehension, is concentration. During listening lessons students are required to be attentive since in a very restricted time they are required to process and understand a strand of newly introduced information. Failure to concentrate will result in the students missing some of the lecture content, which will eventually affect their understanding of the whole lecture.

Table 5 Listening problems caused by the failure to concentrate

Item no.	Statements	Never	Sometimes	Often	Always
23	I lose focus of the talk when I have got an expected answer in my mind.	30	33.3	16.7	20
24	I am unable to concentrate because I search for the answers, and I listen to the dialogue at the same time.	15	33.3	26.7	15
25	I lose my concentration when the text is too long.	10	35	21.7	33.3
26	I lose my concentration if the recording is in a poor quality.	31.7	30	25	13.3
27	I lose my concentration when I think	23.4	33.3	25	18.3

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	of another question.				

4.3. 1 Problems pertaining to focus loss which results from looking for an answer

From the table No.5, learners pointed out that there are many reasons causing them unable to concentrate during the listening task. Besides simply not listening or paying attention, many students (33.3% sometimes, 16.7% often, 20 % always) stated that once they have got an expected answer in their mind, they tend to lose focus of the talk.

4.3. 2 Problems pertaining to focus loss which results from thinking about another question

Thinking about another question is another reason for losing concentration. Many students (33.3% sometimes, 25% often, and 13.3% always) may be thinking about another question; therefore, they will not concentrate too much on the text. Others claimed that they (35% sometimes, 21.7% often, and 15 % always) are not able to concentrate because they search for the answers, at the same time, listen to the dialogue.

4.3. 3 Problems pertaining to focus loss which results from text length

Text length is one of the major problems for listeners since they tend to lose focus after concentrating too long on the listening. The students (35% sometimes, 21.7% often, 33.3% always) stated that when the text is lengthy, they have difficulty remaining focused. According to Gilakjani, A.P. and Ahmadi, M.R. (2011) if the exercise is too long it would be more suitable to break it up into shorter parts by pausing or a change of the speakers.

4.5. The Listener

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Through the survey questionnaire, the respondents reveal that their problems may arise from their inability to recognize the main words in listening comprehension and understand the spoken text from the first listening.

Table 6: Listening problems related to listener

Item No.	Statements	Never	Sometimes	Often	Always
28	I find it difficult to get a general understanding of the spoken text from the first listening.	10	23.3	30	36.7
29	At the time of listening I found it difficult to predict what would come next.	11.7	23.3	31.7	33.3
30	I found it difficult to recognize the words I know because of the way they are pronounced.	5	36.7	25	33.3
31	There were words that I would normally understand in writing, but when I heard them in a stream of speech, I found it difficult to tell where one word finishes and another begins.	13.3	16.7	33.3	36.7
32	I find it difficult when listening to English without transcripts.	6.6	25	41.7	26.7
33	I find it difficult to answer questions which require other than a short answer (e.g. why or how questions).	11.7	36.6	26.7	25

4.5. 1 Problems pertaining to inability in getting a general understanding of the spoken text and predicting what would come next

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As can be seen from Table (6), almost all of the students in the study (88.3% and 90%) have responded that they found it difficult to predict what would come next and to get a general idea from the first listening, respectively. More than half of the students (65% and 66.7%) have also responded that they often or always found it difficult to apply the aforementioned listening strategies (i.e., the predictive skills and the skills of getting the general idea, respectively).

From the above results, we can conclude that almost all of the students in the study had difficulty in applying predictive skills and skills of getting general idea of a text. This has also its own implication on listening comprehension. There are evidences which show that employing listening strategies promote listening comprehension while inability to employ listening strategies affects listening comprehension. For example, Rost (1991) studied the relationship existed between listening strategies and listening comprehension; they found a positive correlation between them. This is also in line with Harmer's opinion (2001) which shows listeners' success at understanding the content of what they hear depends to a large extent on their expertise in the listening strategies.

4.5. 2 Problems pertaining to inability in recognizing the words they knew because of the way they were pronounced

Table (6) shows that the majority of the students, i.e.,57 (95%) students out of 60 have responded that they often or always found it difficult to recognize the words they knew because of the way they were pronounced. And the majority of the students under the study have also responded that they "sometimes, often, always" encountered such problem.

From this result it is possible to generalize that most students find it difficult to recognize the words they knew because of the way they are pronounced. This result is also consistent with Ur's declaration (1984), which states that if a word is pronounced differently from the way it was said when it was learnt, the listener may not recognize it

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as the same word, or may even miss its existence completely. At this point, this problem interferes with the learners listening comprehension.

4.5. 3 Problems pertaining to inability in recognizing the words they knew in their written form when they hear them in a stream of speech.

Table 6 shows that the great majority of the students, i.e., 70% of the students have responded that they often or always found it difficult to identify the words they knew in their written form when they hear them in a stream of speech.

From this result, we can conclude that there are words that most students normally recognize the words in their written form, but they find difficulty whenever they hear them in a stream of speech. In the Saudi case, when a student learns a new word or expression, it is believed the student usually learns both its written and spoken form. His recognition of the new word is linked to his knowledge of what it looks like on paper and what it sounds like when carefully pronounced by the teacher. If the student is not aware of what the new word sounds like when it is said quickly and juxtaposed with other words, the student may not realize that this may affect its pronunciation. This is also consistent with Ur's statement (1984) which shows that difficulty in listening comprehension is partly due to listeners' confusion that appears when they encounter juxtaposition of two words in which one of the sounds at the junction point has disappeared or is assimilated with the other. In this case, therefore, the learners fail to recognize the combined word.

4.5. 4 Problems pertaining to questions

Table 6 further shows that the majority of the students (88.3%) have responded that they (sometimes, often, always) found it difficult to answer questions which required other than short answer. From this result, it is possible to infer that many students find it difficult to answer listening questions which require longer answers (which demands

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writing skills at the expense of listening). This confirms Ur's statement (1989) which justifies that the difficulty in listening performance is partly due to the provision of irrelevant tasks that demand the skills of reading, speaking and writing other than the skills of listening.

4.5. 5 Problems pertaining to lack of transcripts

The fact that learners find it difficult when listening to English without transcripts (41.7% often, and 26.7% always) but 6.6% indicates that written support in the form of transcripts provided before listening exercises never help them understand the text. It is clear that students' learning habit is the main cause to their listening problems. This may be due to the fact that transcripts allow listeners to check and make sure that they have listened to everything on the tape.

In general, the above results showed that listeners' factors can interfere with learners' listening comprehension. The learners' inability to apply listening strategies, their inability to grasp pronunciation, inability to manage challenging tasks, and frustration interfered with their listening comprehension. Moreover, the result pointed out that a listening text without visual support or the speakers' facial expressions and gestures interfere with learners' listening comprehension.

4.6. The speaker

Problems of listening comprehension related to speaking can be seen in relation to natural speech, pronunciation, varied accents, and a voice heard only on an audio-tape cassette recorder without seeing the speaker.

Table 7 Listening problems related to the speaker

Item no.	Statements	Never	Sometimes	Often	Always

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34	I find it difficult to understand the natural speech which is full of hesitation and pauses.	30	38.3	31.7	
35	I find it difficult to understand the meaning of words which are not pronounced clearly.	10	33.3	20	36.7
36	I find it difficult to understand the meaning of the spoken text without seeing the speaker's body language.	10	26.7	17.7	46.7
37	I find it difficult to understand well when speakers speak with a variety of accents.		26.7%	43.3%	30%
38	I find it difficult to understand well when speakers speak too fast.	10	30	33.3	26.7
39	I find it difficult to understand the recorded material if I am unable to get things repeated..	10	26.7	33.3	30

4.6. 1 Problems pertaining to hesitations and pauses

Natural dialogues are full of hesitations, pauses, and uneven intonation. Table 7 shows that more than two thirds of students (sometimes or often, 70%) find it difficult to understand natural speech which is full of hesitations and pauses. This is in line with the findings of previous research which indicate that hesitations and pauses in spontaneous speech cause perceptual problems and comprehension errors for non-native speakers (Hasan, 2000). When people speak, they often hesitate, repeat themselves, say things that are ungrammatical and change their minds halfway through a sentence. These things are a natural feature of speech and may be either a help or a hindrance, depending on the

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students' level. So, the teacher's tasks when teaching listening will be to train students to understand what is being said in such conversations: to get them to disregard redundancy, hesitation, ungrammaticality and to be conscious of the speakers' changing their minds. (Harmer, 2001)

4.6. 2 Problems pertaining to unclear pronunciation

Unclear pronunciation of some speakers is also considered as a source of listening problem. Many students thought that unclear pronunciation causes much difficulty for them in understanding their English listening lesson. Results show that 36.7% always find it difficult to understand the meanings of words which are not pronounced clearly meanwhile 10% are never in that situation. The numbers above indicate that students' listening problem is partly due to unclear pronunciation.

4.6. 3 Problems pertaining to variety of accents

According to table 7, variety of accents causes difficulties to students in listening comprehension since they do not have much exposure to different accents. The result from table 2 demonstrates that many students (43.3%often and 30% a always) experience this kind of problem because they have got used to the accent of their own teachers and they are usually "surprised and dismayed when they find they have difficulty understanding someone else. Yagang (1994) asserts that the listeners have tendency to get familiar with the accents which they mostly listen. If listeners are exposed to standard British or American accents, they will face problems in understanding other accents. This suggests that a variety of accents of speakers create a great deal of troubles to students. The worse the students are at discriminating accents, the more likely they encounter difficulties in listening comprehension.

4.6. 4 Problems pertaining to Speed of Delivery

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According to the students' responses, the number one problem that the students viewed as obstructing to their comprehension was undoubtedly the speed of speech. Faster speech rates, whether computer-manipulated or naturally produced, tend to have a negative impact on the comprehension of L2 listeners. Many students (90%, always, often, sometimes) point out that when the speaker speaks at a rapid speed, it is difficult for them to comprehend what is being said, even if the words spoken are the ones they are familiar with. On the other hand, a small number (10% never) of student did not consider it as a learning obstacle. As a result, the students absolutely encounter certain difficulties in listening comprehension since they lack control over the speed at which the speakers speak (Underwood, 1989). This coincides with the results of the studies done by Flowerdew and Miller (1992) and Hayati, A. (2010) who have reported that their subjects unanimously rated speed of delivery as one of the greatest obstacle to understanding. Griffiths (1992), Lin (2000) and Amber Bloomfield (2011) highlighted the same problem. They found that major difficulties encountered by the subjects include inability to keep up with the speaker's rapid delivery speed, unable to apply effective listening strategies to facilitate comprehension, and lack of concentration.

4.6. 5 Problems pertaining to lack of visual support

Another barrier of listening comprehension is lack of visual support. The majority of learners (90% always, often, sometimes) also reported that they find it difficult to understand the meaning of the spoken text without seeing the speaker's body language. This deprives them of some contextual clues which make the message easily understood as they cannot see the speakers' faces and gestures. Moreover, they have the added difficulty of remembering the setting and the individual speakers when the speakers are not seen. Visual support, whether it is in the form of pictures, a video, or writing helps students understand the text. This finding is in line with that reached by Yagang (1994) and Harmer (2001) who find that not seeing the speaker's gesture and facial expressions makes it more difficult for the listener to understand the speaker's meaning.

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4.6. 6 Problems pertaining to the inability to get things repeated

Another problem connected with listening is the fact that listeners cannot always make the speakers repeat what they have just said. Nearly two thirds of students find it difficult to understand the recorded material if they are unable to get things repeated. This is a serious problem in learning situations. In the classroom, the decision as to whether or not to replay a recording or a section of a recording is not in the hands of students. Teachers decide what and when to repeat listening passages; however, it is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard (Underwood, 1989, p. 17).

If the recordings are under the students' control they can be played over and over again but this is not possible in everyday classroom environment where the teacher decides whether they will listen to the recording again or not (Chen,2002). Ur (1984) argues that learners should be exposed to the recording more than once in order to understand the discourse.

4.7. Problems pertaining to physical settings

Not only the difficulties come from the message, the listener or the speaker but also come from the environment surrounding the students. According to Amber Bloomfield et al (2011), noise or distortion in the audio signal interferes with listening comprehension for listeners.

Table 8: listening problems related to the physical setting

Item no.	Statements	Never	Sometimes	Often	Always
40	It is difficult for me to concentrate with noises around.		3.4	33.3	63.3
41	Unclear sounds resulting from a poor-		43.3%	33.3	23.4

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			23.4	43.3	33.3
	quality CD-player interfere with my listening comprehension.				
42	Unclear sounds resulting from poor equipment interfere with my listening comprehension.		23.4	43.3	33.3

4.7. 1 Problems pertaining to noise

Noise is another environmental barrier to comprehension. Interior as well as exterior class noise is an obstacle to comprehension. Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage. With the noise coming from corridors and other classes some students experience difficulty in listening to the teachers' voices. Because of the noise in classroom and the poorly preparation of lab, a great number of students claim that they cannot be concentrated on listening to the recording material (96.6% always, often). If the listening task is carried out with noises around, it is for sure they will not have a good result in listening. First, they are distracted by the noise no matter how hard they try to focus on the task. Otherwise, the noise makes a complex of sounds instead of the solo recording being played. This interrupts the students from hearing and focusing on the task.

4.7. 2 Problems pertaining to the poor- quality tapes or disks

The majority of the students think the difficulties they encounter in listening comprehension are due to the bad recording quality / poor- quality tapes or disks. For example, the cassette may be recorded while there are noises around or the cassette is used for such a long time so the quality is worn out. Unclear sounds resulting from poor-quality equipment can also interfere with the listener's comprehension.

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It can be drawn from the above figures that there are some main problems facing students when they listen to the tapes. Among these, keeping up with the speaking speed of the speaker is the most difficult for them. This is not surprising at all because students tended to work out the meaning of every utterance they heard in the second language. They were so busy trying to work out the meaning of one part that they missed the following one; consequently, they failed to grasp the overall meaning of the listening text. Furthermore, a lot of students were not good enough to comprehend what they were listening to. They often tried to catch everything they heard, so they felt panic when they failed to recognize a word or a structure.

Discussion of the interview results
Key Analysis of listening problems encountered by the subjects

As already discussed in the methodology above, interviews were carried out with 12 volunteer students, who gave additional evidence of the listening comprehension problems. These interviews were semi-structured around the issues of the listening comprehension problems in the questionnaire. Compared to questionnaires, the interview can give more freedom to both the interviewer and the interviewee to express their opinions freely and fully. These discussions were recorded. Twelve students volunteered to be interviewed but when they were asked to respond in English, they felt shy. So they are allowed to use their native language when this is necessary. Anyway, the interviewer attempted to encourage the interviewee to express their opinions as possible as they can.
To present various views regarding different topics from interviewed students, the data were presented respectively under each question in the following section. The questions, some key comments and quotes were summarized and presented.

Q 1 How do you rate your listening skills?

In the first question of the interview, the students were asked to evaluate their proficiency levels in listening skills. For the listening skills, the students think their

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proficiency levels in listening skills are quite low. Only two of the students think that their listening skills are 'good' whereas the other students think their listening performances are 'below average' or 'poor'.

Since the students identified listening as their area of least success, they were asked to explain their answers. Almost all of them told that their high school education focused on the preparation for the University Entrance Exam (UEE), which tested reading and writing directly. Language skills like listening and speaking were never tested and therefore less attention was paid to them. Listening, which was never tested in UEE, was generally always disregarded by teachers.

"When I was in high school, we had only one purpose: preparing for the final exam. Our teachers were aware of this fact. So, our teachers preferred to read the passages aloud. I think they didn't want to spend much time on listening. Because, in the final exam, listening wasn't important at all." (interviewee 2)

Interviews also revealed that many students did not feel that listening skills in English were important for them to excel in schools as their English teachers often emphasized reading comprehension skills in the classrooms.

"In my school, teachers always stressed on reading - not so much listening. They just did drilling in class . . . until we had to do University Entrance Test], then we did listening. They also focused on grammar, no listening . . . "(interviewee 11)
I've never learned how to listen. In schools, the teachers didn't teach us listening [skills]. (Interviewee 12)

The comments above show that language learning in high schools in Saudi Arabia focuses on preparation for the final exam and that both students and teachers try to improve skills that will lead to success in this exam. The backwash effect of the final

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exam is quite important and, in a way, this test shapes the language courses presented in high schools.

Q 4 What are the problems that affect your comprehension as listeners?

Listening is a difficult task for EFL learners. The subjects interviewed reported the following difficulties in listening: delivery speed, intonation, accents, vocabulary, syntactic structures, and background knowledge, may influence their comprehension during listening. There are some good comments given by the subjects who complained about the obstacles of listening strategy use they have.

A- Unclear Pronunciation

Many students said they were not successful since it was impossible for them to make out what the speakers said because of their lack of pronunciation ability. The students recognized words in written texts but they couldn't understand what they heard. Interviewees 5, 7and 8, for instance, complained about the difference between weak and strong pronunciation:

"Sometimes consonants and syllables get lost or become almost inaudible, especially the auxiliaries can't be noticed."
"When I listen to native speakers, I feel that sounds change or blend with each other."
"In school, we pronounce the words one by one. The pronunciation is strong but, within a sentence, the words change and it becomes impossible to hear them."

The comments presented above show that the students had difficulties in identifying words in continuous speech. Some students, on the other hand, thought they had been taught incorrect pronunciations of words. Interviewee (4) blamed his teachers for the difficulties he faced:

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"When I was in high school, some of my teachers pronounced words incorrectly. Now, I can't understand what I listen just because I don't know the correct pronunciation (of words)."

B. Limited English vocabulary

Lack of words was another major problem that impedes students' listening comprehension. This is clear in the comment of the interviewed students:
 "My vocabulary is poor; it is very difficult for me to understand what the conversation is, especially when the word that I don't know is a key word. Though I have tried to look it up in the dictionary, it's sometimes useless. I guess it's because my pronunciation is not good enough, too." (Interviewee 11)
"I *am weak in listening because if there is a vocabulary I don't understand then I miss many main points*". (Interviewee 11)
 (in answer to the question, "What are the main problems
you have in listening?") *... some difficult words and vocabulary, some terms…*(Interviewee 11)   "*some vocabulary may not be understood*". (Interviewee 11)

Poor Knowledge of Grammar

Some learners stressed the importance of grammar in relation to listening comprehension. For instance, Interviewee (11) says: *"I don't think 'knowing a lot of vocabulary' only is useful ability for me. . . . My ability to listen for complex sentences is too bad, and also I know my English grammar is as terrible as my ability to English conversation."* Similarly, Interviewee (12) states: "*My grammar is poor so my English isn't good. . . . They [listening, reading, and writing] all need grammar, vocabulary, and so on. . . . In the listening class, I feel this way, too."*

Although the learner did not explicitly illustrate the relationship between grammar and listening comprehension, the concern was there.

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Difficulties related to listening strategies

Learners sometimes forgot to apply listening strategies while they are engaged in listening. For instance, Interviewee (11) responded, *"I can't always remember the inferencing strategy and cannot use it often."* Interviewee (18) attempted to use self-monitoring and directed attention strategy, but often forgot to employ them in listening process: *"sometimes I forgot to remind myself."* This might imply that strategy use has not yet reached an automatic stage of learning for these learners, or might imply that strategies were not yet internalized as part of their existing listening skills.

Linguistic knowledge

According to Brindley (1997), both linguistic and non-linguistic knowledge are required for one to understand a listening input. This accounted for the reason why the learners could not understand the lesson. It seemed that the main factor that obstructed them from understanding the lesson was their vocabulary knowledge.

Student 4: "...I had the same problem again. I could not follow the
lesson, and I did not know the vocabulary. I made guesses..."
Student 6): "...My problem was that I could not keep up with what the
speaker was saying and I didn't know the vocabulary...I could not capture the main idea..."

The students stated that their level of understanding English words was not always the same. Topic was an important factor determining their understanding. Word knowledge related to the students' familiarity with the topic will be examined in the next part.

Familiarity with the topic

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Seven out of twelve participants stated that they couldn't understand some listening materials because they did not know anything about the topic. When the interview data were analyzed, it was found that this factor was actually related to the previous one, namely word knowledge. As seen in the comments of Interviewee 4:

"Sometimes there are dialogs about different topics such as economy. I don't know any of the words related to economy."

Most of these students were aware of the fact that they had to increase their lexical knowledge and they tried to increase their lexical knowledge by reading or listening.

Rate of speech too fast to comprehend

Another problem that bothered the interviewees was the speech speed. Many students thought it was easier to understand speakers who had a slow rate of speech (2 out of ten) and difficult to understand speakers with a quick speech rate (10 out of twelve). Some students thought it was especially difficult to understand native speakers. *"Native speakers speak too fast. Sometimes I hear all the words as a single unit."* (Interviewee 1)

"The teacher speaks very quickly." (Interviewee 10)

However, reasons given for this difficulty with speed of delivery included unfamiliarity with listening to native speakers:

 "In my secondary school, all the English teachers are Saudi, there was no chance for me to talk with foreigners". (Interviewee 9)

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Another reason was the need to translate into Arabic:

S21 (interview): *"I have to translate his English into Chinese so it takes many time to catch his meaning"*. (Interviewee 11)

The inability to concentrate

Many students realized that attention was fundamental to listening and identified their lapses in concentration as another listening problem:

"The main problem is that I can't concentrate well on those serious topic, maybe I need practising more." (Interviewee 1)

Some students also said that whenever their attention was diverted from the input, they would miss a lot of information:

"Because I did not concentrate too much I missed some points." (Interviewee 6)

Different accents and dialects

Some of the students felt confused because they thought English had different 'versions'. Especially the difference between British English and American English was an important contributor to this confusion. *"In school, our teachers try to teach British English but we always hear American English on television. The pronunciations and intonations are quite different."*
(Interviewee 8)

Language spoken in different parts of the UK and USA may also cause difficulties.

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"I don't understand English spoken by different ethnic groups. Uneducated people use different pronunciations and grammatical structures. I think they don't complete their sentences."
(Interviewee 9)

These students thought they were trying to learn not only English language but also variations of it. This fact sometimes made it very difficult for them to understand the spoken language.

Problems pertaining to Length and difficulty materials

Intelligibility is affected by factors such as sentence length and difficulty. When the learners encounter listening materials that were above their level to a certain degree, complaints were often made about the difficulties of the listening process as indicated by the following:

"The speaker use long sentences." (Interviewee 8)
"The lecturer says difficult English." (Interviewee 9)

Students have a difficult task listening to oral texts since they have limited exposure to lengthy connected speech.

"Difficult to listen to long talk in English" (Interviewee 1)
"Teacher speak speak speak. " (Interviewee 3)
"I not understand long lecture." (Interviewee 6)

Presentation of a long series of sentences affects comprehension (Hasan, 2000). The students may be weak at paying attention to the sequence of the passage because of unfamiliarity with the functions of the logical connectors. Inter-sentence connectives could be a source of difficulty as exemplified by the following:
......and so therefore this is what they did

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Environmental variables

As a number of respondents commented comprehension is distracted by environmental factors inside and outside class. Climate was a common factor reported by the students to impede comprehension.

"The weather very hot. " (Interviewee 5)
"When the weather is hot I can't follow the lecture." (Interviewee 10)
"The hot weather forbids my listening." (Interviewee 4)

The classes are provided with tall glass windows and no curtains thus allowing the sun in most of the morning and although the college provides fairly effective air-cooling system, it fails sometimes and a period elapses before it is restored to action. The uncomfortable feeling resulting from heat affects the students' concentration and ability for input intake as well as the lecturers' command of passing information, particularly in midday lectures.

Noise is another environmental barrier to comprehension. Interior as well as exterior class noise is an obstacle to comprehension as apparent in these students' comments:

"The voices of the students talking in corridors and other classes distract me. " (Interviewee 8)
"Some of the students make loud noise." (Interviewee 12)
"The shouting in the room." (Interviewee 3)

Classes are not well insulated against incoming sounds, and with the heat factor mentioned above, classroom windows and doors must be left open thus allowing various

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sounds to interfere with and obstruct teacher talk. Thus heat and noise interact to make listening to lectures even a harder activity.

Surely, it is difficult to expect the students to learn to listen better when they are exposed to so many problems. The teachers' responsibility then is to find way to encourage their students to tackle the listening tasks with positive anticipation. Especially, for students at the early levels, teachers should present some key words and structures before allowing the students to do their listening.

The fifth question: How can teachers help their student overcome their listening comprehension problems?

Not all the problems described above can be overcome. Certain features of the message and the speaker, for instance, are inevitable. But this does not mean that the teacher can do nothing about them. S/he can at least provide the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises to help them discover effective listening strategies. Here are a few helpful ideas:

1. Adapting and improving listening materials

It is obvious that students differ in their learning styles and ability, therefore, teachers should adopt and adapt listening materials that match their students' interest and background since the listening materials only become stimulating and motivating them when they are slightly challenging to what they have already known and suit their interest.

It is true that natural speech is hard to grade and it is difficult for students to identify the different voices and cope with frequent overlaps. Nevertheless, the materials should progress step by step from semi-authenticity that displays most of the linguistic

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features of natural speech to total authenticity, because the final aim is to understand natural speech in real life.

2. Activating your students' Vocabulary

From the investigation, one of the great causes for the students in listening comprehension is their lack of vocabulary. The majority of all the students report not to have sufficient vocabulary in listening comprehension and a small number complains that their vocabulary is too poor to understand. It is, therefore necessary for teachers to equip students with certain key words needed for listening comprehension since lack of vocabulary becomes a great obstacle to them in listening comprehension, which is also realized by Underwood (1989) and Higgin (1995). However, it is better to activate students' vocabulary by asking them to guess the meaning of words used in the listening context before explaining the meaning to them, since whenever students are able to relate what they have already known to what they are supposed to listen for, they are likely to listen better or more effectively.

3. Using different kinds of input

The teacher should also provide students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversation, interviews, storytelling, English songs, and so on.

4. Accents

Make students aware of different native-speaker accents. Of course, strong regional accents are not suitable for training in listening, but in spontaneous conversation native speakers do have certain accents. Moreover, the American accent is quite different from the British and Australian. Therefore, it is necessary to let students deal with different accents, especially in extensive listening.

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5. Pronunciation

The findings in the study show that incorrect pronunciation hinders at least many students from listening comprehension, so teachers need to help students expose themselves and get familiar with precise pronunciation of native speakers. By doing that the students' pronunciation capacity is much more improved, which will help students find listening to native speakers effective and efficient. Many teachers suppose that students' accurate pronunciation is of great help for them in listening acquisition. They also believe that one of the ultimate results of listening acquisition is to train students to produce accurate pronunciation.

6. Activating or building students' prior topical and linguistic knowledge.

Activate the schemata by encouraging the learners to think about and discuss what they already know about the content of the listening text. Teachers can also provide the background needed for them to understand the text, and it can help them focus attention on what to listen for. Consequently, students begin to predict what they might hear and make connections with what they already know, increasing the relevance of the information.

7. Arousing interest and motivating students to attend to the spoken message.

Students will be more willing to listen actively to what the speaker says if they are able to relate the listening experience to their own lives. Besides, teachers can create an environment conductive to listening and encourage effective listening behaviors that are necessary lifelong skills.

8. Encouraging prediction

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This technique can be employed in the pre-listening or while-listening stages. Students are asked to predict what the text is about or what the speaker is going to say next. In order encourage students to imagine and predict what they are going to hear, teacher may tell something about the topic of the listening text or something about the speaker(s). Besides, students can be asked to predict the grammar structures that are likely to be used in the listening text or make a list of words, phrases that relate to the topic and may appear in the listening text. By this way, they can familiarize students with key concepts and vocabulary before listening to spoken text. When students have certain vocabulary in mind, they will be more self-confident and thus ready to listen effectively.

9. Using slow rate of speech

It has been a common belief in L2 teaching that a slower rate of speech would facilitate listening comprehension (Griffiths [10]). Lecturers need to be advised to slow their speech rate down to a level that suits their students.

10. Providing and trying to gain as much feedback as possible.

During the course, the teacher should fill the gap between inputs and students' reply and between the teacher's feedback and students' reaction so as to make listening purposeful. This not only promotes error correction but gives encouragements as well. It can aid students to heighten their confidence in their ability to tackle listening problems. Students'feedback can assist the teacher to judge where the class is going and how it should be instructed.

11. Should teachers train students to use listening strategies?

Training students to use listening strategies would be of great help as suggested by Goh (2000); however, strategy training alone might not lead to real improvement in one's comprehension. Language teachers also have to enhance learners' linguistic knowledge or the knowledge of the language e.g. structures, vocabulary, etc. Both

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linguistic and non-linguistic knowledge is required for one to understand a listening input.

12. Improving the learning environment of listening skill

Learning environment for listening skill, which is listening laboratory besides cassettes tapes, tape recorders and written listening texts, is a vital key affecting the quality of both learning and teaching listening skill. However, the findings of this study show that the students are not satisfied with the recent learning environment. Students argue that it still lacks well-equipped listening laboratory; consequently, the students find hard and challenging to concentrate while listening. It is, therefore, essential to upgrade the recent laboratory so that all of the students have equal and much chance to study listening skill in such a motivating environment for improving their listening skills.

In addition to what has been previously mentioned, various authors have discussed ways of helping learners improve their listening comprehension. Brown (1994) proposed a methodology that combined developing the learners' phonological code and helping them use contexts to make predictions. Buck (1995) proposed using pre-communicative and communicative activities, following a pedagogical framework by Littlewood (1981). This included helping learners develop a facility with fast natural speech and use good listening strategies. Field (1998) proposed an approach that took into consideration learners' listening problems and suggested a series of exercises for practising listening subskills in short micro-listening exercises.

I agree with Field (1998) that spending time on helping learners tackle their listening problems is an important part of teaching listening. In fact, I believe it is absolutely crucial that we include practice activities that can help learners overcome or cope with such difficulties so that they can have better control over their listening comprehension. However, to get the most out of these activities, we need first to identify our students' listening problems so that we can deal with each problem specifically. By

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concentrating on only those areas that affect their comprehension most, we can use limited teaching time more profitably.

Conclusions

Listening comprehension has been neglected in research and practice until quite recently. Even now, we can't say that Listening comprehension research abounds in the literature when compared to that of reading comprehension This is why some researchers call listening "Cindrella skill" in second language learning (Nunan , 1997, p. 46). However it is true that listening is vital in language learning in that it provides input for the learner. Without understanding inputs, students can't learn anything.

However, being one of the assistant professors at Qassim University, I can clearly see the situation of teaching and learning English. listening comprehension seems to be the weakest skill and students encounter various kinds of listening problems. This study is done in the hope of finding out the factors causing their listening comprehension problems and contributing some recommended strategies for teachers and students employ in improving the effectiveness of teaching and learning listening comprehension.

Research results have allowed me to arrive at the following conclusions:

1. Students at Qassim University encounter various kinds of listening problems in learning comprehension such as unfamiliar words, the length of the spoken text, speed rate, a variety of accents, lack of concentration and pronunciation.
2. Some suggestions that could be employed for teachers and students to encounter listening comprehension problems include adapting and improving listening materials, and improving teachers' classroom techniques on the part of the teachers. As for students, they can alleviate their own difficulties by improving English proficiency, and improving listening strategies.

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Suggestions for further research

Future studies may consider the following directions:

1. The present study needs to be carried out with large sample because the sample size was too small to generalize an overall conclusion applying to all EFL learners.
2. The present study needs to be studied in different English learning contexts in Saudi Arabia.

It is hoped that the results of this study will contribute to improving the teaching and learning in the field of listening comprehension in Saudi Arabia.

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Second Language Learning Anxiety and Its Effect on Achievement in the Language

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Abstract

Second Language Learning research shows a strong relationship between second language anxiety and second language achievement. At present the disappointing level of achievement in English (L_2) of the Indian learners who are in native language medium schools demand a close look into the matter, but research in this area is very limited in India.

The purpose of the present study is to explore the level of anxiety of the Indian learners who learn English as second language. It also aims to find out the effect of L_2 anxiety on their L_2 achievement and the most influencing anxiety component. Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986) was used for measuring anxiety of 146 Class X students

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studying in Bengali medium secondary schools in the state of West Bengal. The annual English Examination was taken as a measure of the students' achievement in English.

It is found that anxiety of most of the students inclines to the higher side of the range. Contrary to the findings of other related studies, test anxiety is found to be the predominating anxiety component in the students, as compared to communication apprehension and fear of negative evaluation. Pedagogical implications of the study discussed at the end could prove to be valuable for teachers and policy makers in making the learning environment less anxiety provoking and better output giving.

Key Words: Second Language; Native language; Anxiety; Second language anxiety; Second language (L_2) achievement.

1. INTROUCTION

In India, English language was introduced by the imperial British government with the aim of serving its own administrative purpose. Since then the native people were willing to learn the language and even demanded it. The impact of English is not only continuing but increasing at a rapid pace. Today the use of English is widespread in India with the country having the third largest English using population after the USA and UK. India also has the distinction of being the third largest English book producing country. Obviously English in India has come a long way from its colonial days. The functional domains of its use have now encompassed not only administration but also education, employment and of course formal as well as informal communication.

According to Kachru (1986), English in India is used for two purposes. On the one hand it is used as a linguistic tool for cohesive administration of the country and for uniting people using diverse languages (India being a multilingual country and having no constitutionally accepted national language). Secondly it is used as a language of wider communication, national and international, formal and informal.

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Today English enjoys a special official status in India. It is learnt not only for economic reasons but social power and prestige are also associated with it. So it is not surprising that 99% of English speakers in India are second language speakers whereas in many Indian languages there are no non-native speakers. (Mahapatra 1990)

English is now taught as second language in India at every stage of education, but acquisition of an adequate level of proficiency in English is one of the main challenges of India today. The actual scenario is that many of the Indian students who learn English as a second language and are in regional medium schools fail to achieve a satisfactory level of proficiency in English. So special attention should be given to find out the ways to help them out of such a depressing situation and adapt themselves to the demands of the day.

Affective Variables in Learning a Second Language – Role of Anxiety

Early SLA (Second Language Acquisition) research put a heavy emphasis on cognitive variables such as intelligence, language aptitude, and learning styles, etc. However, since 1970s after the pioneering research of the Canadian psychologists R.C. Gardner and Wallace Lambert (1972) about attitudes and motivation in second language learning , SLA researchers have started considering the affective or emotional variables and how these factors may facilitate or hinder language acquisition (Horwitz, Tallon, & Luo, 2010, p. 95). Affective variables mean those "emotionally relevant characteristics of the individual that influence how he/she will respond to any situation" (Gardner and MacIntyre 1992). Specially after Stephen Krashen's affective filter hypothesis in his Theory of second language acquisition (1985) a plethora of researches have been done in this field. This hypothesis describes factors that can act as a filter that impedes acquisition. The 'affective variables' he has mentioned are *motivation, self-confidence and anxiety.* Krashen argued that people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. (Richards and Rodgers, 2001). According to Arnold and Brown (1999) "anxiety is quite possibly the affective factor that most pervasively obstructs the learning process". (Arnold and Brown, 1999, cited in Dornyei, 2005, p. 198). Even after ten years Tallon (2009) points to the

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same factor, 'language anxiety', as one of the most important affective variables in learning a foreign language.

Many researchers have noticed negative influence of anxiety and this type of anxiety is called *debilitative anxiety*. Liu (2006) explored the language anxiety of 100 EFL students at three different proficiency levels. The results showed that students with advanced English proficiency tended to be less anxious.

Na (2007) surveyed 115 Chinese high school students and found that these learners have high anxiety in learning the English language. Specifically she discovered that males have higher anxiety in learning English than their female counterparts. Moreover, she also found out that high anxiety plays a debilitative role in high school students' language learning. This type of language anxiety causes the learner to flee from the learning task to avoid further anxiety.

Liu and Jackson (2008)'s study of the unwillingness to communicate, and anxiety of Chinese learners of English as a foreign language (EFL) in English language classrooms revealed that (a) most of the students were willing to participate in interpersonal conversations, but many of them did not like to risk using/speaking English in class; (b) more than one third of the students felt anxious in their English language classrooms, and they feared being negatively evaluated and were apprehensive about public speaking and tests; (c) their unwillingness to communicate and their foreign language anxiety correlated significantly with each other and with their self-rated English proficiency and access to English; and (d) many of the variables of interest were good predictors of the students' unwillingness to communicate and of their foreign language anxiety, which were also powerful predictors for each other.

Kao, P.C., & Craigie, P. (2010) investigated the effect of foreign language anxiety on 101 Taiwanese university students' English achievement. Results suggested that students with highest achievement in English (top 1/3 of all participants) experienced lower levels of foreign language anxiety than students whose English achievement fall in the middle 1/3 and bottom 1/3 of all participants, while the middle group of students had less foreign language anxiety than the

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students at the bottom level of achievement. The results highlighted that foreign language anxiety is an important predictor of university English-major students' English achievement.

Wang (2010)'s study also asserts that 'Foreign language anxiety' is one of the best predictors in accounting for individual differences in language learning success in SLA, and that it is proved to be one of the most essential and influential affective factors. The study covered 125 Chinese students with English major and found the existence of certain negative correlations between English listening classroom anxiety and listening achievement.

Khan and Zafar (2010) reported a significant increase in state anxiety in the students when the video camera was introduced, and concomitant deficits in vocabulary acquisition were observed.

Latif, Mansor Fadzil, Ramli Bahroom, and Wardah (2011) reported a negative imoact of anxiety on performance in English as a second language.

However, it is not that everything about anxiety is set to impede language learning. A certain amount of anxiety is often said to drive a student to exert to the optimum level to learn the second language and this type of anxiety is called *facilitative anxiety* (MacIntyre, 1995; Oxford, 1999). According to Oxford (1999) anxiety can be regarded as helpful and facilitating in some ways, such as keeping students alert.

Mills and Pajares (2006) also found a positive correlation between listening anxiety and listening proficiency in both males and females.

Vazalwar (2011) explored the role of anxiety in L2 reading. Though the result shows, on the one hand, a negative correlation between anxiety and reading comprehension in English, on the other, it establishes that normal level of anxiety gives positive affect in reading comprehension.

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So anxiety can be both helpful and impeding for second language learning and that can be explained with the Yerkes-Dodson Law (1908). The law asserts an inverted U-shaped curvilinear association between arousal and performance. (Wilson, 2006, p. 45).

Inverted "U" relation between anxiety and performance.
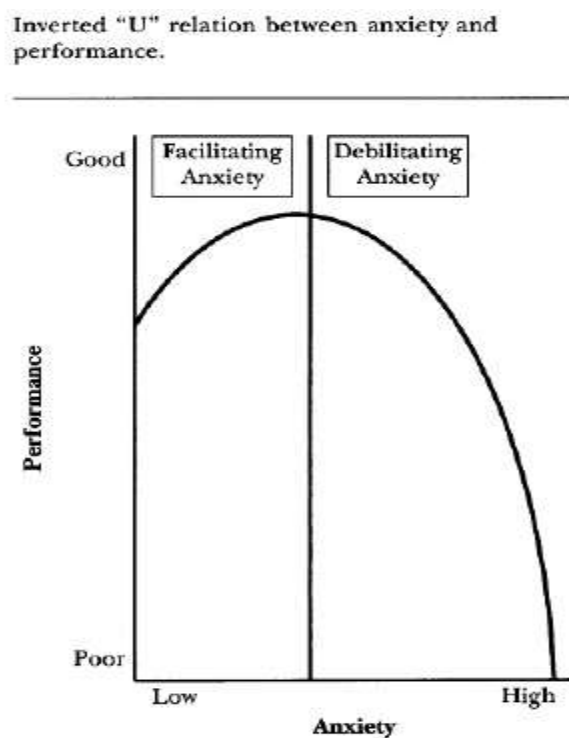
Figure 1. Relation between anxiety and performance

Source: MacIntyre, 1995, p. 92

The graph shows that that performance increases with anxiety, but only up to a point. When levels of anxiety become too high, performance decreases. So anxiety up to a certain limit is facilitates second language learning. When levels of anxiety become too high, performance decreases. That means too high a level of anxiety is detrimental to language learning.

The above mentioned research findings assert the prevalence of anxiety, in its facilitative or debilitative form, in L_2 learners. Interesting thing is that there are researchers whose findings restrict us from calling L_2 anxiety as either facilitative or debilitative. They found no significant correlation between L_2 anxiety and L_2 performance. Yusuke Kondo investigated the relationship

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between language anxiety and proficiency in a speaking test and found that language anxiety in the speaking test was only a poor predictor of English proficiency of the Japanese Students. Ya-Chin Tsai and Yi-Chih Li (2012), too, found that reading proficiency difference between Low Anxiety Testees and High Anxiety Testees was not significant. At the same time the reading-proficiency difference between Low Anxiety Readers and High Anxiety Readers did not reach a significant level, either. Tóth (2011) found that anxiety does not depend on the proficiency level of the learners.

Focus of This Research

The present research has much significance in second language learning and teaching in India. The approach presently adopted in India for second language teaching is Communicative Language Teaching (CLT). It emphasizes on activities involving the learners in communication. It tends to enhance learners' anxiety of being exposed to others about their weaknesses in the use of the second language. As review of literature reveals anxiety is universal in learners of second language, but its effect on language achievement is not always consistent.

Though most of the language researchers found a negative relationship between anxiety and achievement, there are a few who assert the existence of a positive or facilitating anxiety (Oxford, 1999; Mills, Pajares & Herron, 2006, cited in Kao & Craigie, 2010; Vazalwar, 2011).

Again Yusuke Kondo found that language anxiety was only a poor predictor of English proficiency of Japanese learners, Ya-Chin Tsai and Yi-Chih Li and Tóth (2011), too, found no significant correlation between anxiety and L_2 proficiency.

Moreover, study in this field is fairly small in India. These considerations encouraged the authors to investigate the second language learners' anxiety and its effect on their achievement in second language (English, in India).

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An understanding of learners' second language anxiety will sensitize the teachers to the probable causes of their students' low achievement in English, the second language. This in turn, will boost up their efforts in bringing down the affective filters of the learners, to which anxiety contributes to a great extent (Krashen, 1985). Consequently they (the learners) will be able to receive greater 'language input' resulting in better learner output.

DELIMITATION OF THE STUDY

It was a pilot study done with the help of a moderate sample drawn from seven schools situated in the districts of Kolkata, Nadia, Paschim Midnapur, and South 24 Parganas in West Bengal. The type of school is restricted to Government or Govt. aided Bengali medium schools. The students were from class X. The marks of the achievement test in English were compared with anxiety score. No oral test was considered in the present study.

OBJECTIVES

The objectives of the present study were to find out

- The nature of L_2 anxiety in the students
- Whether anxiety has any effect on learners' second language achievement.
- Whether gender has any effect on anxiety
- Whether place of residence has any effect on anxiety
- How anxiety and learners' second language achievement are related.
- How the different components of L_2 learning anxiety namely communication apprehension, test anxiety and fear of negative evaluation are inter-related.
- Whether second language achievement can be predicted from anxiety.

HYPOTHESES

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The following hypotheses were formulated for this study:

H_01 There is no significant difference between the anxiety scores of the boys and that of the girls

H_02 There is no significant difference between the anxiety scores of the students residing in urban area and that of the students residing in urbanized rural area.

H 3   There will be positive correlation among the various components of second language learning anxiety.

H 4   There will be negative correlation between the L_2 achievement scores and anxiety scores.

H 5   Second language achievement can be predicted from the different components of anxiety.

DEFINITIONS AND EXPLANATIONS OF KEY CONCEPTS

Foreign Language: A foreign language is that language for the use of which there is no immediate reinforcement in the surrounding environment. As defined in The Longman Dictionary of language Teaching and Applied Linguistics (Richards, Platt, and Platt, 1992), a foreign language is a "language which is not a native language in a country. A foreign language is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language" (p.142)

Second Language: The Longman Dictionary of language Teaching and Applied Linguistics (Richards, Platt, and Platt, 1992) defines second language as "a language which is not a native language in a country, but which is widely used as a medium of communication (e.g., in education, in government) and which is usually used alongside another language or languages". In India, a multilingual country, the second language may or may not be a native language, but the other parts of the given definition neatly fit to the Indian context.

Native Language: It refers to the primary language of a community a person listens to or speaks from his/her earliest childhood. India is a land of diverse languages. People in different regions use different languages. The VIIIth Schedule of the Constitution of India approves of

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twenty three official languages. Besides these there are other varieties or dialects used in the country. In the Indian context, therefore, any of these indigenous varieties of languages may be termed as a native language.

Anxiety: Anxiety comprises "worry and emotionality" (Morris, Davis and Hutchings, 1981). Worry refers to cognitive aspects like "negative expectations and cognitive concerns about oneself, the situation at hand, and possible consequences". Emotionality refers to "one's perceptions of the physiological-affective elements of the anxiety experience, that is, indications of automatic arousal and unpleasant feeling states such as nervousness and tension" (p. 541).

According to Spielberger (1983) anxiety is the "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" (p. 1).

Types of Anxiety

Three of the most well-known types of anxiety are —

1) Trait Anxiety: It is a stable feature of personality referring to a "permanent predisposition to be anxious" (Scovel, 1978: cited in Ellis, 1994: 479).

2) State anxiety: It is a transient in nature and refers to a "transitory state or condition of the organism that varies in intensity and fluctuates over time" (Spielberger, 1966, p.12). It is the apprehension that is experienced at a particular moment in time (MacIntyre & Gardner, 1991, p. 90). In other words, it is a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983, cited in Wang, 2005, p.13, and cited in Tanveer, 2007, p. 4).

3) Situation specific anxiety: It refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991: cited in Horwitz, 2001, 113). It is an individual tendency to be anxious in a particular situation. It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994: 480). According to MacIntyre and Gardner (1991), situation-specific anxiety can be considered as trait anxiety, which is limited

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to a specific context. This perspective examines anxiety reactions in a "well-defined situation" such as public speaking, during tests, when solving mathematics problems, or in a foreign language class (MacIntyre & Gardner, 1991, p. 90).

Second / Foreign Language Anxiety: Anxiety, when it is associated with leaning a second language, is termed as 'second language anxiety'. According to Gardner & MacIntyr (1993), language anxiety is "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient", this apprehension being characterized by "derogatory self-related cognitions ..., feelings of apprehension, and physiological responses such as increased heart rate"(1993). Horwitz et al. (1986) define foreign language anxiety as a 'distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). In this sense it is a situation specific anxiety, not a trait anxiety which recurs consistently over time within the given context of language learning situations, i.e. the language classrooms (MacIntyre & Gardner, 1991; Horwitz, 2001).

In the Indian context 'English' is not the native language, but it is widely used along with the native regional languages. So majority of the learners learn it as a second language, though it is a foreign language by origin. That is why the term *'foreign language anxiety'* is considered synonymous with *'second language (L_2) anxiety'* in this study. While considering the learners' L_2 anxiety, this study refers to the three factors, communication apprehension, test anxiety, and fear of negative evaluation as mentioned by Horwitz et al (1986).

Communication apprehension is a type of shyness characterized by fear or anxiety about communication with people. It is either real or perceived and usually associated with personality traits like shyness, quietness and reticence.

"Test anxiety refers to a type of performance anxiety stemming from a fear of failure." (Horwitz et al., 1986, p.127.)

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Fear of negative evaluation is "apprehension about others evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Watson and Friend, 1969, cited by Horwitz et al., 1986.)

Second Language (L₂) Achievement: Language achievement refers to "a learner's proficiency … as the result of what has been taught or learned after a period of instruction" (Richards et al., 1992, p. 197). Language proficiency is "a person's skill in using a language for a specific purpose …. refer (ring) to the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language" (p.204).

In this study, internal assessment of learners' L_2 achievement in the last summative examination held by individual schools is taken to be the yardstick of the learners' achievement in second language. This score is the dependent variable of the study.

METHOD

SAMPLE

The sample was drawn from seven schools in West Bengal where the learners' first language is Bengali. A three-tire sampling method was taken. At the first two stages of selecting the districts and schools for survey convenient sampling technique was used keeping in mind the requirement of data from urban and urbanized rural areas, from girls and boys. Convenient sampling technique was used as the study was a pilot one for the more extensive doctoral work. Data was collected from seven schools in the four districts of Kolkata, Nadia, North 24-Parganas and Paschim Medinipur. At the third stage of selecting the participants random sampling technique was adopted. The sample comprised a total of 146 students of class X and included 87 boys and 59 girls. There were 82 students from urbanized rural area and 64 from urban area.

TOOLS USED

Two research tools were selected.

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i) **The Foreign Language Classroom Anxiety Scale (FLCAS)** constructed by Horwitz, Horwitz, and Cope (1986) adapted to the Indian context was used for measuring the second language anxiety. All the 33 items from the original FLCAS had been retained only with a few changes in them, as shown below –

'language class' $\longrightarrow$ English class

'foreign language' $\longrightarrow$ English language

'native speaker' $\longrightarrow$ those who can speak English fluently

'when on my way to language class' $\longrightarrow$ before the English class

The 33 items are related to three components – 'communication apprehension', 'test anxiety' and 'fear of negative evaluation'. It is a Likert-type scale with five possible responses ranging from 'Strongly agree' to 'strongly disagree'.

The following table shows how the items are categorized in to three components. The Cronbach alpha was found to be 0.879 indicating high reliability of the test.

Table I

Components	Item Numbers	Sample item
Communication Apprehension	1,4,9,14,15,18,24,27,29,30,32	9. I start to panic when I have to speak without preparation in English class
Test anxiety	3,5,6,8,10,11,12,16,17,20,21,22,25,26,28	16. Even if I am well prepared for language class I feel anxious about it.
Fear of negative evaluation	2,7,13,19,23,31,33	31. I am afraid that other students will laugh at me when I

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| | | speak in English in the class. |

<p align="center">Different components of L₂ anxiety scale</p>

Correction: Different components of L_2 anxiety scale

ii) **The annual examination** (at the end of Class IX) conducted by individual schools is taken as a measure of the learners' achievement in English (L_2). Though not a standardized tool, the test result is used as all the schools are under the same School Board (West Bengal Board of Secondary Education) and they follow a uniform evaluation system. The scores in English (L_2) Achievement Test of different schools are, therefore, considered as of same standard.

PROCEDURE

The adapted version of FLCAS of Horwitz et al. (1986) was administered on 146 students of Class X to assess their anxiety level. The technique of 'group administration' was opted for. The FLCAS had been administered in their classroom before their lesson started. Some of the items were translated into their mother tongue, Bengali. The students took 14/15 minutes (approximately) to complete their responses to the 33 items. Their scores in English in the last summative examination (annual examination of Class IX) had been collected from the school records. Then quantitative analysis was done.

RESULT AND DISCUSSION

Table II

N	Valid	146
	Missing	6
Mean		101.4726
Median		102.5000

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Std. Deviation	17.60141
Skewness	-.314
Std. Error of Skewness	.201
Kurtosis	-.220
Std. Error of Kurtosis	.399

Anxiety score of the total population

The frequency distribution of the scores shows that distribution is slightly negatively skewed indicating that scores are piled at the positive end. It implies that most of the students reported to feel a high level of second language anxiety while learning it. The figure below (histogram) graphically represents the distribution.

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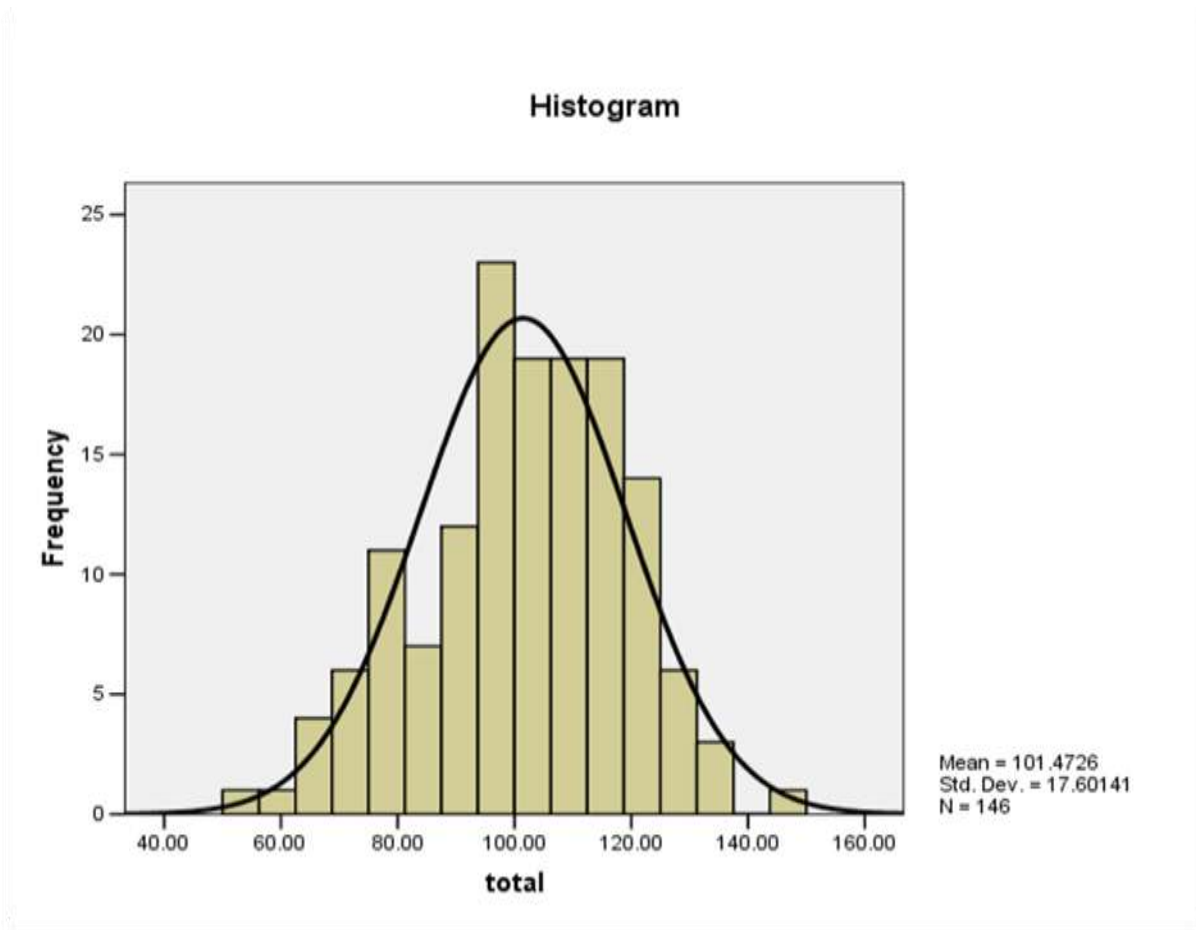
Figure 2. Histogram with normalization of anxiety score

Table III

Sores		Means				Standard Deviation		
Anxiety	Boy 101.26	Girl 101.89	Urban 113.19	Urbanised rural 104.43	Boy 18.83	Girl 15.59	Urban 16.77	Urbanised Rural 16.01
Achievement	Boy 54.29	Girl 56.44	Urban 53.68	Urbanised rural 45.92	Boy 16.31	Girl 16.81	Urban 14.98	Urbanised Rural 21.05

Means and standard deviations of anxiety scores and achievement scores in English

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Table IV

Correlations

		anx	eng
anx	Pearson Correlation	1	-.361**
	Sig. (2-tailed)		.000
	N	146	146
eng	Pearson Correlation	-.361**	1
	Sig. (2-tailed)	.000	
	N	146	146

**. Correlation is significant at the 0.01 level

Correlation between anxiety score and English achievement score

Table IV shows that correlation between English achievement test scores and anxiety scores is negative and statistically significant (r value is -.361 which is significant at .01 level). So H_0 4 that says 'there will be negative correlation between the L_2 achievement scores and anxiety scores' is retained. Interestingly Table III shows that the L_2 achievement of the urban students is higher than that of the urbanized rural students, though urban students have higher level of L_2 anxiety as compared to the urbanized rural ones. It implies that L_2 anxiety is not the only factor influencing achievement. The higher level of anxiety of the urban students is due to the fact that they are more stressed with career considerations, parental expectations, and academic competition. Another probable cause of such a difference in the levels of anxiety is the urban students' perception of the knowledge of English as a symbol of social status. All these factors make the learners motivated to learn English and this is one of the causes of their better L_2 achievement (as shown in Table III). The urbanized rural students are free from such psychological pressure and, therefore, they are less prone to L_2 anxiety. The higher L_2 achievement of the urban students as compared to the urbanized rural ones is, also, to be attributed to better educational facilities (better infrastructure, better teachers) that they enjoy and to the fact that they come from educated, well off families having greater exposure to English. That is to say that the effect of the educational facilities surpasses the effect of anxiety and this is the cause of the apparent disagreement between the two tables.

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Table V

Tests of Between-Subjects Effects

Dependent Variable: anx

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2137.895[a]	3	712.632	2.365	.074	.048
Intercept	1420192.957	1	1420192.957	4713.563	.000	.971
gender	34.668	1	34.668	.115	.735	.001
resi	1933.192	1	1933.192	6.416	.012	.043
gender * resi	443.976	1	443.976	1.474	.227	.010
Error	42784.495	142	301.299			
Total	1548239.000	146				
Corrected Total	44922.390	145				

a. R Squared = .048 (Adjusted R Squared = .027)

ANOVA of anxiety scores in relation to gender and types of residence

The ANOVA table (**Table V**) also shows that there is no difference between the anxiety scores of the boys and girls (p value .735). However, statistically significant difference is observed between the students residing in urban and urbanized rural areas. (p value 0.012). The mean score of urban students is more which indicates that they are more anxiety prone in this regard. Hence Ho1 that says' there is no significant difference between the anxiety scores of the boys and that of the girls' is retained and Ho2 that says 'there is no significant difference between the anxiety scores of the students residing in urban areas and that of the students residing in urbanized rural areas' is rejected.

Estimated Marginal Means of anx

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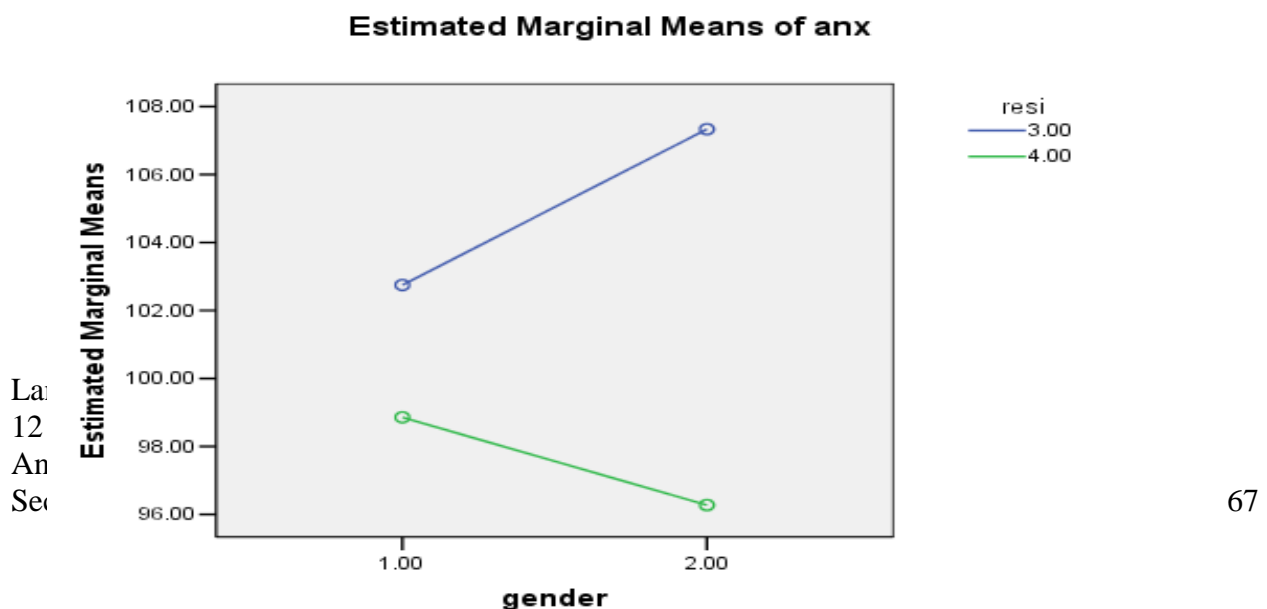
Figure 3. Interaction of the anxiety scores in relation to gender and place of residence

1=Male, 2=Female, the blue line presents urban and the green line presents the urbanized rural students' anxiety.

The ANOVA table shows interaction is not significant (p value .227). However, the interaction graph in Figure 3 shows that there is mean differences among the male and female students when the place of residence is taken into account.

Table VI

	Communication apprehension	Test anxiety	Fear of negative evaluation
Communication anxiety	1	0.648**	0.673**
Test anxiety	0.648**	1	0.578**
Fear of negative evaluation	0.673**	0.578**	1

Correlation matrix of the three components of Anxiety scale.

Table VI shows correlation matrix which indicates that the components of anxiety scale are interrelated as all the r values are highly significant. So the H_0 3 that says 'there will be positive correlation among the various components of second language learning anxiety' is retained.

Table VII

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.361(a)	.130	.124	17.72081

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2	.478(b)	.228	.217	16.75043
3	.506(c)	.256	.240	16.50080

a Predictors: (Constant), anxiety

b Predictors: (Constant), anxiety, gender

c Predictors: (Constant), anxiety, gender, residence

The above table shows that English achievement score can be predicted from anxiety score, gender and place of residence. While 12% variance in English score can be predicted from anxiety score, 24% variance can be explained from anxiety score, gender and place of residence.

Table VIII

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	88.685	8.610		10.300	.000
	anx	-.388	.084	-.361	-4.640	.000
2	(Constant)	104.912	8.985		11.677	.000
	anx	-.381	.079	-.354	-4.822	.000
	gender	-12.043	2.826	-.313	-4.262	.000
3	(Constant)	79.747	14.018		5.689	.000
	anx	-.346	.079	-.321	-4.356	.000
	gender	-12.651	2.796	-.329	-4.525	.000
	resi	6.519	2.816	.171	2.315	.022

a. Dependent Variable: eng

Standardized Beta coefficients of anxiety scores, gender and place of residence

Table IX

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.510(a)	.260	.255	16.33966
2	.555(b)	.308	.298	15.85811

a Predictors: (Constant), test anxiety

b Predictors: (Constant), test anxiety, communication apprehension.

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Table X

Excluded Variables[c]

Model		Beta In		t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	commu	.287	a	3.143	.002	.254	.580
	negeval	.170	a	1.950	.053	.161	.666
2	negeval	.053	b	.548	.584	.046	.512

a. Predictors in the Model: (Constant), test anxiety

b. Predictors in the Model: (Constant), test anxiety, communication apprehension

c. Dependent Variable: English

Table IX and Table X are related to Hypothesis 5 which says that different components of the anxiety scale will predict the English achievement score. One interesting finding is that test anxiety and communication apprehension components are the predictors of English achievement score. The regression analysis, however excluded the component of fear of negative evaluation, whereas test anxiety and communication apprehension were found to be predictors of English achievement score.

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

The findings of the present study are consistent with previous studies. Aida (1994) used the Foreign Language Classroom Anxiety Test (Horwitz 1988) and observed that high anxiety students fared worse on examination. Saito and Samimy (1996) concluded from their study that anxiety was the best predictor of examination result at the intermediate and advanced level of learning foreign language. Rodriguez (1995) found high negative correlation (-0.57, p< .001)

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between anxiety and foreign language achievement score. Most of the recent studies, too, as discussed while reviewing related literature consistently reported a negative impact of L_2 anxiety on L_2 achievement.

Thus it may be concluded that anxiety related to learning English (L_2) makes a learner feel insecure and nervous and aggravates the difficulty in using the language or taking test. It may be due to the fact that Indian system of teaching English as a second language is not conducive to the development of all the four language skills in the learners. The skills of reading and writing get greater emphasis than listening and speaking. It is quite evident from the fact that the Board examination at the end of Class X makes no provision for testing the L_2 oral skill of the students. However, other factors like a feeling of competition, parental expectations, or minimum or no exposure to the language in their day to day life outside the classroom, too, might be at the root of their L_2 anxiety. Anxious learners make persistent errors in spelling or syntax. They may have studied the language well, but at the time of test they freeze and forget.

Although a consistent negative correlation has been observed between anxiety and test result, it is difficult to say whether anxiety is a cause or an effect of poor achievement in language learning. Anxiety may lead to the loss of self-confidence and motivation for learning English and as a result anxious learners are mostly poor achievers in English. Poor achievement, in turn, may make the learners even more anxiety-prone. Whichever may be the cause or the effect, the facts found out in this study suggest that the anxiety level of the learners needs to be brought down to help them fare well in English tests.

The study suggest that an unsuccessful L_2 learner is not necessarily a dull or inattentive student, that L_2 anxiety may be the cause of his / her poor achievement. So a teacher should feel the need to concentrate on reducing the students' second language learning anxiety. Creating a learner-friendly classroom is a solution to the problem of reducing L_2 learning anxiety. This can be done by making them understand that committing mistakes is no offence, rather mistakes are universal in learners and also helpful for learning the correct use of the language and becoming successful learners. This will reduce their communication apprehension and fear of negative

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evaluation by others. Offering positive reinforcement is also a very good strategy that a teacher should make use of to reduce the communication apprehension of the students. Group work that necessitates cooperation among the students and thus negate the apprehension of failure and at the same time any unhealthy competition, make L_2 learning non-threatening. Ample scope for L_2 use as provided by group work is conducive to improvement in the use of the language and so helpful in reducing students' communication apprehension. For avoiding interruption in communication the teacher should allow mistakes to be corrected later, if possible indirectly. That means instead of threadbare analysis of a mistake the correct form or use should be given by the teacher through natural conversation. This will help the learners correct their own mistake/s in an anxiety free environment.

Of the findings of the study two are very much important for policy makers. First, the study shows that the effect of anxiety can be reduced by providing adequate educational facilities. The policy makers, therefore, should emphasise on infrastructure development. Sharing of efficient teacher is a way to lessen the cost of infrastructure development. They can plan for reshuffling of teachers in urban and urbanized rural areas. An easier and economically beneficial way of sharing efficient teachers is Teleconferencing. A greater emphasis on teaching English through English as much as possible is required for giving the learners a greater exposure to English, a practice seldom followed by the English teachers. Plans for including activities that make learning a fun (e.g., English films, suitable for their age, as the basis of language activities) can also be thought of for greater exposure to the language.

Secondly it is clear from the study that a continuous process of evaluation instead of occasional tests is to be emphasized as test anxiety is found to be the predominating anxiety component in the students.

Finally the fact that language learning anxiety is still a comparatively new area of research in India and it is a psychologically intricate phenomenon (Horwitz 2001) cannot be ignored. Evidently more research work is needed in this area.

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Appendix

Adapted version of the FLCAS

English Language Classroom Anxiety Scale

Directions: Each of the following Statements refers to how you feel about your English language class. Please put a tick (√) in the suitable box next to each statement to show whether you –

- o Strongly agree = SA
- o Agree = A
- o Neither agree nor disagree = N
- o Disagree = D
- o Strongly Disagree =S

Please <u>give your first reaction</u> to each statement. Please <u>do not leave any statement unanswered.</u>

Statements	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my English language class.					
2. I don't worry about making mistakes in English class.					
3. I tremble when I know that I'm going to be called on in English class					
4. It frightens me when I don't understand what the teacher is saying in English.					
5. It wouldn't bother me at all to take more English language classes.					
6. During English class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at English than I am.					
8. I am usually at ease during tests in my English class.					
9. I start to panic when I have to speak without preparation in English class.					
10. I worry about the consequences of failing my English language class.					
11. I don't understand why some people get so upset over English language classes.					
12. In English class, I get so nervous I forget things I know.					

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Statements					
13. It embarrasses me to volunteer answers in my English class.					
14. I would not be nervous speaking in English with those who speak English fluently.					
15. I get upset when I don't understand what my English teacher is correcting.					

Statements	SA	A	N	D	SD
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my English class.					
18. I feel confident when I speak in English in my language class.					
19. I am afraid that my English teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I'm going to be called on in English class.					
21. The more I study for an English class test, the more confused I get.					
22. I don't feel pressure to prepare very well for my English class					
23. I always feel that the other students speak English better than I do.					
24. I feel very self-conscious about speaking English in front of other students.					
25. English language class moves so quickly that I worry about getting left behind.					
26, I feel more tense and nervous in my English class than in my other classes.					
27. I get nervous and confused when I am speaking in my English class.					
28. Before the English class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the English teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak English.					
31. I am afraid that the other students will laugh at me when I speak in English in the class.					
32. I would probably feel comfortable around those who					

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speak English fluently.					
33. I get nervous when our English teacher asks questions which I haven't prepared in advance.					

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Communication Strategies in the Discourse of Commercial Transaction in Jordan: A Study of Spoken Language Performed between Customers and Shop Assistants

Asim Khresheh, M.A. in Applied Linguistics
Areej Saraiyreh, B.A. in English-Education

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Abstract

This study aims to identify the types of communication strategies followed by Jordanian customers and shop assistants in their use of the language of commercial transactions in Jordan. Doing so reveals their social beliefs and cultural norms about commercial transaction.

Tape- recordings of 217 conversations were obtained from 33 shop assistants. Customers were divided according to their ages, sexes, and educational backgrounds whereas shops assistants who were all males were divided according to their ages and educational backgrounds.

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Discourse analysis shows certain groups of the participants are more apt than others to employ certain strategies. For example, female and male customers from the middle age group (36-59) and old age group (60-75) employ more follow-up strategies than male and female customers from the young age group (25-35). Also, female customers particularly from the old age group (60-75) and middle age group (36-59) employ a strategy of persuasion more than male customers from all age groups.

The study also shows that some strategies were used by shop assistants in response to those used by customers. That is, when a strategy of persuasion is employed by semi-illiterate female customers from the middle and old age group, shop assistants often use swearing or oath words to employ a strategy of apologizing. Additionally, when customers ask more questions about the commodities, young shop assistants often resort to the use of technical terms related to these commodities to employ a strategy of persuasion.

Keywords: Discourse analysis, communication strategies, sociolinguistics, social conventions, cultural beliefs.

1. Introduction

Most people's communication is conducted in spoken language. Such a language is used in all aspects of life and considered as a primary means of oral communication in which people express thoughts and beliefs, collaboratively build interpersonal relations, and mutually exchange different meanings of utterances and thus perform different behaviors. Tannen (1985, p. 213) states that "in order to accomplish any public or private goal, people have to talk to each other."

Discourse analysis has been used in this study because it is concerned with exploring language in use. That is, how language is actually exchanged within organized process of interaction between certain participants under definable context. Analysis of language in use is not merely concerned at word or sentence levels but it is more used to realize language stretches and beyond the sentence (Coulthard 1977; Edmondson 1981; Schiffrin 1987; Stubbs 1983; Van

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Dijk & Kintsch 1983). So, it can be said that discourse analysis may be used to explore communication strategies as employed by the participants in their natural use of language.

When discourse analysis is used to identify such strategies in one of the most frequently and naturally used languages, exploration of the customers and shop assistants' cultural and social norms is possible. "The sociolinguistic root of discourse analysis is indisputable which is influenced by social cognitive factors and that language should not be analyzed as fragmented units which are detached from their social contexts" (Al-Kahtany, 1996. P. 5).

Data collection is conducted in three areas of Jordan, i.e., the capital Amman, and the southern and northern districts so as to explore the whole participants' beliefs in Jordan. "Recognition is needed that such things as the place of silence, appropriate topics in conversation, forms of address, and expressions of speech acts (e.g. apologies, requests, agreement, disagreement, etc.) are usually not the same across cultures and that these are perhaps more important to effective cross-cultural communication than grammar, lexis, or phonology" (Smith, 1987, p. 1).

Equally important, language of commercial transaction reflects highly argumentative style of speaking between customers and shop assistants. This is clear in their bargaining about buying and selling commodities. It goes without saying that argument is one way to solve many problems amongst people. Thus, being familiarized with how it works is important. It may enable one(s) to confess others about some idea and improve the bad style of some good ideas to be convinced and plausible (Grasso et al, 2000). It is beneficial, therefore, to know how argumentation proceeds between Jordanian customers and shop assistants.

This Language is of interest to consider as it is used to achieve the act of buying and selling. "The business of buying and selling is essential … in every community. Particularly every village, however small, has its own market place and/or at least one or two little shops

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where some consumer goods can be purchased. The language of buying and selling…lends itself to thorough investigation" (El-Hassan, 1991. p. 32).

However, orally communicative activity is regarded as a record of linguistic output in which language is naturally produced amongst the participants. The researchers, therefore, looks to find appropriate way that enable them to obtain as natural language as possible from the participants' communications.

Accordingly, in cooperation with 33 shop assistants, the conversations performed at the selected shops were tape- recorded by them without attracting the clients' attention to such observation. Although the shop assistants are aware that their speech is observed, the naturalness of such communication is created in the shop assistants' replies to the clients' spontaneous and unplanned questions about commodities.

The shop assistants were successful to tape- record 217 conversations with clients of three different educational backgrounds and three ages of customers and shop assistants. The study was conducted for both male and female customers and only male shop assistants.

2. Purpose of the Study

This study aims at identifying the communication strategies employed by Jordanian customers and shop assistants in their discourse of commercial transaction. The strategies are identified in the light of different ages, educational backgrounds and two genders of customers and male shop assistants.

It also aims to reveal if such strategies appear in relation to some acts or behaviors or other strategies, i.e. what cause these strategies to occur and what they result in. Besides, it investigates how these strategies are performed in terms of frequency, i.e. is certain strategy

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more frequent than others? Commenting on communication strategies in general, Bialystok (1990:14) stresses that "It is easy to decide that speakers engage in a variety of strategies in order to communicate. It is not easy to decide how to identify when strategies have been used, what the strategies are, and why it is that they work (or do not work)."

3. Methodology

An appropriate method for data collection was to tape-record the customers and shop assistants' communication. This is because "tape-recording of a communicative act will preserve the text. The tape-recording may also preserve a good deal that may be extraneous to the text" (Brown and Yule, 1983, p. 9).

The researchers explained to every shop assistant the reason for tape-recording the conversations so that shop assistants were aware that conversations should be tape-recorded without attracting the customers' attention to the process of tape-recording. The recording of the conversations was done for three months because the researcher had to obtain conversations that were different in terms of the participants' ages, sexes, and educational backgrounds. Since the conversations were tape-recorded in local communities where shop assistants live, the shop assistants had the ability to identify to the researcher the customers' ages, sexes and educational backgrounds in the tape-recorded conversations. On the other hand, the shop assistants' ages and educational backgrounds were identified by the shop assistants themselves.

The researchers were able to collect 217 conversations from different shops. Each conversation constitutes individual bargaining between one customer and one shop assistant. After these conversations were collected, the researcher transcribed them and then translated them into English. In fact, "transcription is one way we try to get our hands on actual occurrences in order to study social order in fine detail. The crucial point is that we are, in

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whatever ways we go about it, trying to proceed by detailed observation of actual events"
(Jefferson,1985:26).

The researchers identified three main variables for the participants, namely, their ages, sexes, and educational backgrounds. In terms of the participants' ages, the data of the study were divided based on three groups: young age group (from 25-35 year old), middle age group (from 36-59 year old) and old age group (from 60-75 year old). Based on their educational backgrounds, the data was divided based on three groups: university graduate, high school graduate, and semi-illiterate. This classification was conducted in the light of both male and female customers and male shop assistants.

Furthermore, regardless of the participants' educational backgrounds, the number of male customers from the young, middle, and old groups is 33, 38, and 35, respectively, whereas the number of female customers from the young, middle, and old age groups is 25, 45, and 50, respectively. According to the participants' educational backgrounds, less educated male and female customers are found in the old age group. They are 28 in the old age group of male customers and 42 in the old age group of female customers. On the other hand, educational backgrounds of male and female customers from the middle age group vary. That is, university graduate male customers and high school graduate male customers are 18 and 14, respectively, while university graduate female customers and high school graduate female customers in the same age group are 22 and 17, respectively. Irrespective of the customers' sex, well educated customers are found in the young age group. That is, university graduate male customers and high school graduate male customers are 25 and 8, respectively, whereas university graduate female customers and high school graduate female customers are 15 and 9, respectively.

Moreover, shop assistants who are all male are divided, as customers, into three age groups. They were 13 in the young age group, 11 in the middle age group, and nine in the old age group. According to their educational backgrounds, there are 16 shop assistants from the high school graduates group and 17 semi-illiterate shop assistants.

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The researchers, through discourse analysis, described how certain communication strategies, as employed by the participants in their language in use, varied in the process of commercial transaction according to the their ages, sexes, and educational backgrounds. It should be pointed out that paralinguistic signs, i.e. movements of the body and facial expressions were not included in the study because they were performed in the absence of the researcher.

4. Literature Review

Communication strategy was defined by Mefalopulos & Kamlongera (2004, p. 8) as "a well-planned series of actions aimed at achieving certain objectives through the use of communication methods, techniques and approaches". They asserted that such a strategy would not be achieved if the communicator did not have specific objectives in mind, i.e. the speaker should set the goal behind communication in order to create a language strategy.

The previous Definition, however, emphasized the exploration of functions created by the speaker and his/her interlocutor through their meanings negotiation. This was actually advocated by researchers such as Brown & Yule (1983), Coupland (1988), Fillmore (1985), Gee (2011), Halliday (1978) and Hoey (1983). Coulthard (1977), for instance, stressed that

The first and most important step is to distinguish what is said from what is done; that is discourse analysis must be concerned with the functional use of language. Thus, for all discourse analysts the unit of analysis is not the grammatically defined clause or sentence, although the unit may very frequently consist of one clause or sentence (p. 7).

Similarly, van Dijk (1985) claims that

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One of the prevailing features of this new discipline of discourse analysis appears to be the explicit account of the fact that discourse structures, at several structures, may have multiple links with the context of communication and interaction (p. 1).

On the other hand, persuasion is used to refer to "a set of claims in which one of them- the premises- are put forward so as to offer reasons for another claim, the conclusion," Govier (2010, p. 1). Many researchers related persuasion to the process of argumentation and is regarded as important condition to argue about certain idea (Walton 1992; Perloff 2002; Hosman 2002).

To the best of our knowledge, no studies have been conducted to investigate the strategies exchanged in the discourse of commercial transaction in Jordan and Arab countries. Nonetheless, it has been investigated in terms of etiquettes exchanged between customers and shop assistants to explore the participants' cultural norms. El-Hassan (1991), for example, explained how shop assistants and customers in Jordan exchanged utterances of greetings and compliments at the beginning and end of conversations. He, however, investigated how such utterances were performed based on verses of the holy Quran and the Prophet Mohammad's sayings or traditions.

However, language of buying and selling has been investigated in western countries in different instances. Howcroft, et al. (2007), for example, investigated the relationship between business owners and their banks. Through interviews with 24 participants, they concluded that the use of internet improved the quality of such a relationship. Hui and Toffoli (2002) examined the relationship between perceived uncontrol and consumer attribution which followed encounter service. The results showed that "the level of uncontrol is positively related to the triggering of attributions" (p. 1825). Jayawardhena (2010), however, studied the relationship of service encounter quality with the customers' satisfaction and loyalty to the institute. He found out that the quality is the result of both.

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Furthermore, Jefferson and Lee (1981) went further to explore the notion of talk that constituted troubles in encounter service. They accordingly claimed that advice- seeker usually received and accepted advice. Besides, they found "participants to a Troubles-Telling attempting to rationalize their talk; to provide for it as more than a merely phatic exchange, with what turn out to be problematic attempts at problem-solving" (p.421).

Kuroshima (2010), on the other hand, analyzed conversational practices between a chef and consumers in a Japanese restaurant. He maintained that "these conversational practices are vehicles for the construction of relationships between a restaurant chef and customers in a cross-cultural and cross-linguistic environment. Privileging progressivity in such sequences is argued to be a vehicle for the construction of affiliative chef–customer relationships in which mutual understanding is a 'trusted' outcome" (p. 856).

Whereas Lamoureux (1988) analyzed conversational procedures related to rhetorical strategies in service encounters so he described greetings combinations, allocation of server attention, bids for service, resolution of the service, payment, and change- making.

5. Findings and Discussion

It was clear that when the customer entered a shop, he/she opened the discourse with the shop assistant. This practice stands in contrast to the Western cultures such as the British culture. El-Hassan (1991:34) points out that "It is the customer who initiates the greeting as he enters the shop, not the shopkeeper. This is a cultural norm which may stand in contrast to that in, say, the British culture where the salesman often begins by greeting the customer."

However, it was observed that 14 shop assistants used a language that expressed a kind of courtesy towards customers. Undoubtedly, this specified an important strategy of politeness.

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Such a strategy was clear at the opening of the discourse when they produced greetings more courteous than those of customers. The following is an example:

Customer: marħaba (Hello)

Shop assistant: marħabte:n ?ahlan wa sahlan

  (You are welcome. You are welcome.)

Customer: keef ?ilħal (How are you?)

Shop assistant: ?ilħamdu llah hala 9ammo: ya:hala fi:k ?itfaÐÐal 9ammo:

  (Thanks to Allah, welcome uncle. You are welcome.

  How can I help you?)

  In the following example, the shop assistant used other similar greetings:

Customer: ?assala:mu 9alaykum (Peace be upon you)

Shop assistant: wa9alaykumu ssalam ?ahlan wasahlan

  (peace be upon you, you are welcome)

Customer: ?allah yi9t̲i:k ?il9a:fyih (May Allah give you health)

Shop assistant: ?allah y9a:fi:k ħayya:k allah ?ahlan wa sahlan ?itfaÐÐali

  (May Allah make you healthy. May Allah bless you. You

  are welcome. How can I help you?)

Customer: biddi ʃwayyit aɣraÐ men 9indak

  (I want to buy some things from your shop.)

Shop assistant: ħayya:ki allah ʃu bidki

  (You are welcome. What do you want?)

Customer: bas biddi ?a9ref ?il?s9a:r bil?awwal

  (I want to know the price first.)

Shop assistant: twakka:li 9ala allah raħ ?ara:9i:ki wu ?iða ma:9ajabki

  ?issi9r xoði il?ɣra:Ð 9ala ħsa:bi

  (rely on Allah. I will make the price of the commodities

  you want as cheap as possible and if the prices of the

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> *commodities are not appropriate for you, I will give you the*
>
> *commodities for free.)*

Customer: *ṭayyib ma:shi (Okay, okay.)*

The strategy of politeness was noticed by Abu Hantash (1995) who studied compliments and their responses produced by native speakers of Jordanian Arabic and native speakers of British English. She claimed that "in the Jordanian society, complimenting is largely a positive politeness strategy" (p. 62).

The strategy of politeness was clearer with 8 shop assistants who addressed customers with politeness markers such as ***9ammo: (uncle)*** and ***xa:lah (aunt)***. What was important in using such words was that shop assistants expressed a kind of respect towards customers.

Rababa'h (2000, p. 34), in this respect, states that "Greetings which are associated with a proper term of address are more polite than those without. Jordanians usually generalize the usage of terms of address…to show respect and deference or to show intimacy and solidarity." In addition, they frequently used the word ***?itfaÐÐal (How can I help you?)*** so as to invite customers to say what commodity or commodities they wanted to buy.

According to Eid (1991, p. 162), such a word "expresses a strong desire on the part of the interactants to get together. Getting together is one way of establishing and maintaining solidarity" (Eid,1999. P. 162). Also, when customers were going to pay the value of a certain commodity or commodities, these shop assistants replied with ***xalli:ha 9ala ħsa:bi (Why do not you take it for free?)***. This did not mean that customers would take the commodity without paying its value and shop assistant knew that customers would not do so. It was a matter of courtesy, of course, to say ***xalli:ha 9ala ħsa:bi (Why do not you take it for free?)***, and this act reflected a sign of respect and politeness towards customers.

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Holmes (1986:468) said that greetings are exchanged "to increase or consolidate the solidarity between the speaker and the hearer".

In addition, most customers were concerned about the availability of the commodity or commodities in the shops rather than their price. The following two extracts are examples:

Shop assistant: *?itfaÐÐal (Can I help you?)*
Customer: *fi: 9indak ?aba:ri:g ∫a:y (Do you have tea pots?)*
Shop assistant: *?a:h fi:h (Oh, yes.)*

Shop assistant: *?itfaÐÐal (Can I help you?)*
Customer: *fi: gahwah (Is there coffee?)*
Shop assistant: *?a:h fi:h (Oh, yes.)*

Importantly, when customers were told about the price, most of them started bargaining. This strategy can be described as a strategy of persuasion which was followed by female customers more than male ones. Moreover, female customers from the old and middle age groups followed such a strategy more than female customers from the young age group (25-35). It was also observed that the strategy of persuasion was clearly employed if female customers from the middle and old age groups were less educated, i.e. semi-illiterate. In the following example, a female customer from the middle age group (36-59) who was semi-illiterate tried her best to persuade the shop assistant to lower the price of the commodity:

Shop assistant: *?itfaÐÐali (How can I help you?)*
Customer: *fi: 9indak ?aba:ri:g ∫a:y (Are there tea pots?)*
Shop assistant: *?a:h fi:h bas ?ay ħajem bidki*
                          (Yes, there are tea pots, but what is the size you want?)
Customer: *ya9ni ħajem wasat̲ (I want a medium size.)*
Shop assistant: *ma:∫i ya9ni bidki ħajem zay ha:Ða*

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(Okay, you may want a size like this.)

Customer: ha:Ða ħajmuh kwayyis bas kam si9ruh

                 (This is a good size, but how much does it cost?)

Shop assistant: si9ruh moʃ moʃkileh bara:9i:ki fi:h ya sitti baħsibuh ʔilki

                 ʔarba9 dana:ni:r

                 (It does not matter. For you, the price is

                 four Dinars.)

Customer: la? ɣali filmaħalla:t iθθa:nyih ʔarxas̱

                 (No, it is expensive. It is cheaper in other shops.)

Shop assistant: ʔilli si9ruh ʔarxas̱ biku:n s̱i:ni moʃ ya:bani zay ha:Ða innu9

                 (What is cheaper than this tea pot is Chinese, not Japanese.

                 This tea pot is manufactured in Japan.)

Customer: ħatta law innuh s̱ina:9toh ya:bani biÐal si9ruh ɣali biddak

                 tra:9i:ni akθar men he:k ma:nazzaltelli ʔilla nus̱ di:nar

                 (Even though it is manufactured in Japan, it does not cost

                 the price you say. You have to make it cheaper. You just

                 discount half a Dinar)

Shop assistant: ṭayyib fi:h nu9 ʔarxas̱ men ha:Ða innu9 bas ha:Ða ʔaħsan

                 (Okay, there is another type of tea pots which is cheaper but

                 this one is better.)

Customer: la? ʔana biddi ha:Ða innu9 *(No, I want this one.)*

Shop assistant: xalas̱ ha:ti θalath dana:ni:r wa xuði:h.

                 (Okay, give me three Dinars and take the tea pot.)

Customer: la? raħ ʔadfa9 bas di:nare:n wu nus̱

                 (No, I will pay just two Dinars and half.)

Shop assistant: lawallah mabuzboṭ

                 (I swear this does not work.)

Customer: le:sh mabuzboṭ ra9i:ni 9aʃa:n aʃtari kul iɣra:Ði men

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9indak

(Why does not it work? Make the price of the tea pot two

Dinars and a half so as I will buy what I need from your

shop.)

Shop assistant: *?ana baħlif fi allah ?innuh ?agal men θalaθ dana:ni:r*

mabtimʃi

(I swear by Allah that I cannot sell the kettle less than three

Dinars.)

Customer: *ṭayyib xalaṣ xalli:ha di:nare:n wu xamseh wu sab9i:n girʃ*

(Okay, make it two Dinars and seventy five piasters.)

Shop assistant: *?uqsm billah il9aÐi:m innuh ?axr si9r θalaθ dana:ni:r*

(I swear by Allah that I cannot sell it less than three

Dinars.)

Customer: *xalaṣ maʃi ?itfaÐal hay θalaθ dana:ni:r*

(Okay, here are three Dinars.)

The way female customers from the old and middle age groups employed the strategy of persuasion is similar to Kopperschmidt's (1985) suggestion regarding the construction of an argument. That is,

The principle of methodological construction is based on the attempt by X to relate the problematic validity of q to an unproblematic validity of p by Y, the immanent logic of which is needed by Y so that he can accept q on grounds of the acceptability of p: q is valid because p is valid. The ability of argument to convince proves itself in the success of a rationally motivated necessity of acceptance (p. 159).

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Similar to this is Sycara's (1990, p. 1) conclusion about persuasion in argumentation, namely, "Persuasive argumentation as a means of guiding the negotiation process to a settlement".

Furthermore, it was noticed that most female customers from the middle age group (36-59) and old age group (60-75) clearly employed a strategy of persuasion with young male shop assistants more than with old male ones. On the other hand, the strategy of persuasion employed by female customers from the young age group (25-35) was restricted to buying something from shops particularly if they were single. Such customers did not employ a strategy of persuasion as married female customers from all age groups. They would feel embarrassed to bargain about the price of the commodities especially if the shop assistant was a young male and that is why they used more politeness markers when asking about the commodities. The following extract occurred between unmarried female customer from the young age group (25-35) and a young male shop assistant:

Customer:	*?ssala:mu 9alaykum (Peace be upon you.)*
Shop assistant:	*9alaykumu ssala:m ?itfaÐÐali (Peace be upon you.)*
Customer:	*law samaħt fi: 9indak kara:si ?atfa:l*
	(Are there baby chairs, please)
Shop assistant:	*fi:h (Yes.)*
Customer:	*biddi iθne:n bas kam si9r ?ilkursi*
	(I want to buy two of them, but how much does one cost?)
Shop assistant:	*ilwa:ħd di:na:r wu rube9*
	(The one costs one Dinar and twenty five piasters.)
Customer:	*ma9a:lesh mumken teħseb ilkursi di:na:r*
	(Would you make the price one Dinar per chair, please?)
Shop assistant:	*maʃi (Okay)*
Customer:	*?itfaÐÐal hay ilmasa:ri (Here are the money.)*
Shop assistant:	*?ahla wu sahla (You are welcome.)*

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Customer: ʃukran yi9ṯi:k il9a:fyih

(Thank you. May Allah keep you healthy.)

Regardless of the customers' sexes and ages, the language carried out between the shop assistants and the university graduate customers was more formal. This was clear when shop assistants frequently addressed such customers with a lot of politeness markers as well as when shop assistants used as little bargaining as possible to employ a strategy of persuasion.

In addition, at the opening of some conversations, some customers showed admiration to the shops where they wanted to buy certain commodities. Customers did so by claiming that the prices of the commodities in the shops where they wanted to buy from were the cheapest ones compared with the prices in other shops. This is a strategy which is frequently used by male customers from the old age group (60-75) particularly if they were semi-illiterate. However, in some conversations particularly when bargaining occurred about certain commodities, such customers claimed that the prices of the commodities they wanted to buy are higher than those in other shops so as to persuade shop assistants that the prices of the commodities are high and importantly to get as lower price as possible.

Furthermore, it was observed that persuading shop assistant by female customers to lower the price of the commodity or commodities did not commit them to buy the commodities they wanted. Most of the female customers who did so were either from semi-illiterate group or high school graduates. The following extract occurred between a shop assistant and a female customer who was semi-illiterate:

Customer: kam ke:lu ilbaṯa:ṭa

(How much does a kilo of potatoes cost?)

Shop assistant: sab9i:n girʃ

(It costs seventy piasters per kilo.)

Customer: la? ɣali kam axer iʃi

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(It is rather expensive. Can you make it cheaper?)

Shop assistant: *xalaṣ xuði 9ala xamseh wu sitti:n girʃ*

(Okay, you can buy a kilo in sixty five piasters)

Customer: *xalli:ni uxth ilke:lu 9ala xamsi:n girʃ*

(Let me buy the kilo in fifty piasters.)

Shop assistant: *la? btixsar xuði ?axer iʃi 9ala xamseh wu sitti:n girʃ*

(No, I cannot because I will loose. You can buy a kilo in

sixty five piasters. This is the last price.)

Customer: *la? buxð ilkilu 9ala sitti:n*

(No, let me buy a kilo in sixty piasters.)

Shop assistant: *lawallah mabtimʃi ʃu:fi si9rha fi iddaka:ki:n iθanyih*

bijuz tlagi:ha ?arxaṣ men he:k

(I swear by Allah that I cannot do so. You can buy potatoes

from other shops. You may find the price cheaper than

mine.)

Customer: *yi9ṭi:k il9a:fyih (May Allah give you health.)*

Shop assistant: *?ahla wu sahla (You are welcome.)*

In the above extract, it was clear that although the customer really persuaded the shop assistant to lower the price of the commodity, she did not buy it at the end of the conversation. Muqattash (2002:152), in this respect, pointed out that " In some contexts, however, a client may wish to inquire about the price of the commodity in which case this inquiry acts as an additional pre-sequence to the act of buying. Notice further that upon knowing the price, the client may change his mind and thus abort the act of buying."

Furthermore, it was noticeable that when female customers from the middle age group (36-59) and the old age group (60-75) employed a strategy of persuasion, shop assistants resorted to using some technical terms related to the commodity or commodities. Most of the times, these

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technical terms were not understood by the female customers from both age groups especially if they were semi-illiterate. In fact, when shop assistants used such terms, they actually employed a strategy of persuasion. That is, shop assistants tried to persuade customers that the commodity or commodities were worth the price. However, it was observed that male shop assistants from the young age group (25-35) used more technical terms than male ones from the old age group (60-75) and middle age group (36-59). Regardless of the shop assistants' ages and educational backgrounds, they sometimes presented the customers with several kinds of the same commodity, and they compared the price between these kinds in order to persuade the customers to buy the commodities.

This strategy is explained by O'Keefe (1992, p. 84) as he wrote "one common purpose in making argument is to regulate the persuadee's uncertainty (especially to reduce his uncertainty about which of two competing claims to honor)".

The following extract occurred between a young male shop assistant and a female customer from the old age group (60-75):

Customer: *fi: 9indak saxxa:na:t gahwah (Have you got vacuum*
                   flasks?)
Shop assistant: *fi: (Yes.)*
Customer: *biddi no:9iyyih kwayysih (I want a well manufactured one.)*
Shop assistant: *fi: hay inno:9iyyih ʃu ra?iyki (I have this kind. What do*
                   you think?)
Customer: *ʃu si9ruh ha:Ða ssaxxa:n*
                   (How much does this vacuum flask cost?)
Shop assistant: *ha:Ða 9aʃa:nki xamiṣṭa9iʃ di:na:r*
                   (This is for you fifteen Dinars)
Customer: *la? ɣali ikθi:r mafi ?arxaṣ*
                   (This is too expensive. Are there cheaper ones?)

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Shop assistant: *fi: ?arxas̱ bas ha:Ða ssaxxa:n aħsan ħatta law kan ɣali.*

                (There are cheaper ones, but this vacuum flask is better than

                others even though it is expensive.)

Customer: *fi: ∫u ?aħsan (What does make this vacuum flask better than*

                others?)

Shop assistant: *ha:Ða ssaxxa:n bixdem lifatrah ?at̲wal wu ba9de:n biÐal*

                s̱ina:9ah ya:bani aħsan men is̱s̱i:ni

                (This vacuum flask serves for long time and it is

                manufactured in Japan. This makes it better than other

                vacuum flasks manufactured in China.)

Customer: *t̲ayyib ma∫i bas raxs̱uh ∫way*

                (It is okay, but you have to make a discount.)

Shop assistant: *xalas̱ baħsibuh ilki ?arba9t̲a9sh wu nus̱*

                (It is okay, pay fourteen Dinars and hallf.)

Customer: *la xalas̱ badfa9 θalat̲t̲a9i∫ di:na:r bas*

                (No, I pay only thirteen Dinars.)

Shop assistant: *wallah btexsar (I swear that I loose.)*

Customer: *t̲ayyib xala:s̱ hay arba9t̲a9∫ di:na:r bikaffi:k*

                (It is okay. Here are fourteen Dinars. They are enough.)

Shop assistant: *xalas̱ ma∫i (Okay, okay.)*

      Using a strategy of persuasion by shop assistant means "having persuaded another to accept a position to which he was initially opposed, or at least to have reached a compromise that incorporates our own points of view" (Schiffrin 1985, p. 35).

      Revealingly, recognizing how the strategy of persuasion was more employed by female customers from the middle age group (36-59) and old age group (60-75) was evident in the length of their negotiation and questions. They asked more questions about the commodity or

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commodities. It was clear that commercial transaction between them and the shop assistants was longer in time than that between shop assistants and female customers from the young age group (25-35).

It was also observed that male shop assistants from all age groups frequently used swearing or oath words to assure the customers that "what is said is true…Swearing by God in Islamic community is unquestionable and indicates that the speaker does not tell lies" (Hammouri,1997, p. 103). In fact, when shop assistant swore by Allah, he implied a strategy of apologizing to customer, i.e., in the previous extract, shop assistant swore by Allah to apologize to the customer that he could not lower the price of the commodity any more. In this study, such a strategy was observed in 167 conversations.

Swearing by Allah to employ a strategy of apologizing was observed by Hammouri (1997) who suggested that in order to apologize about something, Muslims always resorted to the use of swearing or oath words. Moreover, it was clear that shop assistants used more swearing or oath words with female customers from the middle age group (36-59) and old age group (60-75).

This was evident that shop assistants found difficulty in persuading such customers about the price of the commodities and that the female customers from the middle and old age groups were more obstinate, i.e. stubborn, in bargaining.. Regarding the middle and old age groups of the female customers, shop assistants, at the end of some conversations, used another way to employ a strategy of apologizing. That is, they invited customers to take the commodities for free, i.e., to take the commodity without paying its value. This was apparent when shop assistants said to them ***xalli:ha 9ala ħsa:bi (Why do not you take it for free?)***.

Most of the time, saying the previous statement by shop assistants required customers either to take the commodities in the last price shop assistant said or to leave the commodities at

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all. When shop assistant said this statement, the customer may feel embarrassed to really take the commodity for free and knew that shop assistant could not really lower the price any more. The manner shop assistants employed the strategy of apologizing is similar to the manner of excuse suggested by Lakoff (2001, p. 205) who claimed that "In an excuse, the speaker denies either his or her own responsibility or ability to do otherwise…The speaker takes responsibility for the action, but suggests that the addressee finds it bad because he or she does not understand it."

Regardless of the customers' educational backgrounds, after the termination of the discourse particularly when commodities were not found by customers, both male and female customers especially from the middle age group (36-59) and the old age group (60-75) employed a follow-up strategy. That is, such customers asked either about the shops where they could find the commodities they wanted to buy or about their price in other shops. The following is an example of a follow-up strategy used by a male customer from the old age group (60-75):

Customer: Fi: 9indak mara:wħ (Are there fans?)

Shop assistant: mafi (There are no fans.)

Customer: ṭayyib we:n bala:gi (All right. Where can I find fans?)

Shop assistant: ʃuf ilmaħal ili fi janbi

                 (You may find fans in the shop next mine.)

Customer: ṭayyib ʃukran (Okay. Thank you.)

Shop assistant: ?ahla wu sahla (You are welcome.)

In the above extract, the customer employed a follow-up strategy by asking about the shops where he could find the commodity he wanted to buy. In contrast, in the following example, the customer who was female from the old age group (60-75) employed a follow-up strategy by asking about the price of the commodity that she did not find in the shop:

Customer: Fi: 9indak moħawwila:t kahraba (Are there electric

                 adapters?)

Shop assistant: xallaṣan (There are no electric adapters)

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Customer: *Kam si9rha (How much do they cost?)*

Shop assistant: *ya9ni ?innu9 ilkwayyis si9ruh di:na:re:n la di:na:re:n wu*

                         nu<u>s</u>

                         (A good one costs about two Dinars to two Dinars and

                         half.)

Customer: *yasidi y9<u>t</u>i:k il9a:fyih (May Allah give you health.)*

Shop assistant: *?allah y9a:fi:k (May Allah make you healthy.)*

It was clear that customers and shop assistants were different in employing the communication strategies except one, namely, the strategy of persuasion. Such a strategy was mutually shared between them through bargaining about the price of the commodities. Customers used this strategy with shop assistants to lower the price of the commodities. Shop assistants in turn employed it to persuade customers that the commodities were worth the price.

6. Conclusion

In this study, the way the participants take turns, address each other, and communicate under the context of commercial transaction determined the communication strategies in the discourse of commercial transaction.

Identifying the types of such strategies was conducted according to certain variables related to the participants, i.e. their ages, sexes, and educational backgrounds. These variables were determined in order to know the groups of the participants who used certain types of strategies.

The study showed that following certain strategy by customers caused shop assistants to employ another strategy. For example, when customers employed a strategy of persuasion to lower the price of certain commodities, shop assistants often resorted to the use of oath words to

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employ a strategy of apologizing, i.e. to apologize that they could not lower the price of the commodities. Also, when customers asked more questions about the commodities, shop assistants often resorted to the use of technical terms related to these commodities.

In addition, there was frequency in following particular strategies. For example, the strategy of persuasion occurred more frequently among customers rather than shop assistants. However, this frequency in the performance of certain strategy was followed by certain groups of customers. For example, semi-illiterate female customers from the middle age group (36-59) and old age group (60-75) employed the strategy of persuasion more than male and female customers from all age groups and educational backgrounds.

It was revealed that there was a relationship between the variables identified by the researchers and the strategies followed by the customers. For example, the older the customer was, the clearer the follow-up strategy was. The less educated the customers were, the longer the commercial transaction was. The less educated and older the female customers were, the longer the strategy of persuasion was, and the younger the female customers were, the shorter the commercial transaction was.

Likewise, the variables related to the shop assistants determined types of communication strategies followed by them. For example, the younger the shop assistant was, the more technical terms used to have the strategy of persuasion.

However, the language of customers was probably more natural than that of the shop assistants who were aware of the purpose of tape-recordings. Even though shop assistants were aware of the purpose of the study, they had to act naturally in response to customers, because commercial transaction is not a one-way track, but it is an interaction between customers and shop assistants. The researcher, however, recommends conducting similar studies based on collecting natural language from both the shop assistants and the customers.

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In addition, the communication strategies constitute the participants' cultural norms so that these strategies may not be generalized to countries other than Jordan even though the participants in others countries may speak the same language, i.e. Arabic. Smith (1987:3) advocates that "language and culture are inextricably tied together, and that it is not possible to use a language without a culture base. However, one language is not always inextricably tied to one culture." Therefore, the researcher also recommends conducting similar studies in other countries.

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Symbols of Arabic consonants and their Descriptions based on IPA:

b	voiced bilabial stop.	y	voiced palatal glide.
t	voiceless dental stop.	w	voiced labiovelar glide.
d	voiced dental stop.	i	high front unrounded lax.
t̲	voiceless emphatic dental stop.	i:	high front unrounded tense
k	voiceless velar stop.	e	mid front unrounded lax.
g	voiced velar stop.	e:	mid front unrounded tense
q	voiceless uvular stop.	u	high back rounded lax.
f	voiceless labiodental fricative.	u:	high back rounded tense.
θ	voiceless interdental fricative.	o	mid back rounded lax.
ð	voiced interdental fricative.	o:	mid back rounded tense.
Đ	voiced emphatic interdental fricative.	a	low central unrounded lax.
j	voiced interdental fricative.	a:	low central unrounded tense

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s   voiceless dental fricative.

z   voiced dental fricative.

ʃ   voiceless alveopalatal fricative.

s̱   voiceless emphatic alveolar fricative.

γ   voiced velar fricative.

x   voiceless velar fricative.

ħ   voiceless pharyngeal fricative.

9   voiced pharyngeal fricative.

m   voiced bilabial nasal stop.

n   voiced alveolar nasal stop.

l   voiced alveolar lateral.

r   voiced alveolar liquid.

h   voiceless glottal fricative.

?   voiceless glottal stop

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Origin and Evolution of Human Language - A Brief Survey of Some Theories and Approaches

Mohammad Nehal and Mohammad Afzal
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Abstract

Language is a complex human behavior which defies many disciplines in describing its formal structure and function (theoretical linguistics). Origin of language has been all the more difficult to explore as the archaeological, anthropological, biological, genetic, neurological and psychological evidences are varied and a unified view of language development and behavior is difficult to reach. The process of language acquisition and application of the tool of language for educational and mental development is being seriously explored. The theoretical discipline of linguistics has to give a comprehensive view of syntax, semantics and pragmatics in language comprehension, whereas a mathematical theory of information in philosophy and language has still some challenging problems. The present article reviews the major trends in linguistic research and their implications for solving human problems in education, behavior and artificial intelligence.

Keywords: Origin, Evolution, Language, Approaches, Grammar

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Introduction

There are two schools of thought which try to describe the evolution of human language in their own ways. The nature and nurture dichotomy has been solved at the biological level in regulation of gene expression at molecular and cellular planes by an environmental impact on timing and quantitative regulation of gene product, which bring about phenotypic development in its final shape. However, in case of complex phenotypes this simple programme is not enough. There are so-called genetic pathways and cell to issue and organ differentiation leading to establishment of functional phenotypes. In case of brain and language as organ, this becomes all the more complex and when we try to study origin of language at the organismal level, cultural and social factors get involved (Kirby et al., 2007).

These problems have arisen due to disciplinary perspectives, as philosophers, linguists, psychologists and cognitive scientists approach the issue from an angle of mind (cognitive) whereas anthropologists, historians, geographers, and sociologists approach this through social interactions (cultural perspective).

Biologists have recently contributed the data through human genome mapping, a field which has revolutionized thinking on human evolution and behavior. At this point, it would be natural to accept that evolutionary biology unites all these together so far as data and evidences are concerned.

At the conceptual level, language still remains to be discussed through different models and tools (Jablonka and Lamb, 2002; Afzal, et al., 2007). Application of language as a tool for communication and thought processing is another realm that is important in education and language teaching.

From where language has arisen and to what it can be applied has two different goals to be pursued by scholars of language and other disciplines.

Genesis of Language

While Chomsky (2004; 2005) considers language as a unique event in human evolution taking place about 100,000 years ago by a chance mutation that led to indefinite recursive data structures in human mind (animals have only finite one), Pinker (1996) only believes in gradualist increment of the faculty from primates up to the modern man. However, communication or even speech are not

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precursor of language, rather cognition is. For some scholars bird song was a convergent route to vocal adaptation while speech was nearly the exclusive human counterpart. In evolutionary time scale phylogenetic radiation in apes, range more or less 2.3 to 2.4 mya for appearance of *Homo*, 5 mya for *Pan*, and the modern man from 150-50,000 years ago. Proto language might be traced as early as to *Homo habilis*, though symbolic communication could start with *H. erectus* (1.8 mya), *H. heidelbergenensis* (0.6 mya) and proper language in *H. sapiens* some 200,000 years ago. Vocal language might have evolved 100,000 years ago in middle stone age in sub Saharan Africa (Nichols, 1992). The FOXP2 gene variant shared with Neanderthals further adds to this ancestry (Krause et al., 2007). This FOXP2 gene shows human-ape differences, perhaps including language, but until we know exactly which other genes FOXP2 turns on or off, it is at best premature to claim any specific function, and simply unscientific to treat it as a major driving force in language (Bickerton D., 2007).

Language Organ or Language as Organ

While primate language is linked to Broca's and Wernicke's areas in brain and the same are used by monkeys in utilizing circuits in brain stem and limbic system, monkeys have been taught only limited words on the computer key boards, and only a few hundreds of lexigrams. The transition in man was necessitated due to bipedalic gait (*Australopithecines*) 3.5 mya and by an L. shaped larynx (Freeman and Herron, 2007). However, the protolanguage lacks syntax, tense and auxiliary verbs, and non-lexical vocabulary (Bickerton, 2009). A pre-linguistic system of communication can be characterized as *Huummmon* (Mithen, 2005) standing for holism (non-compositional), manipulative (utteral commands), multi-model (acoustic, gestural, mimetic), musical and mimetic forms. This language was used by archaic Homo (*H. ergaster*, *H. heidelbergenensis, H. neanderthalensis*. The anatomically modern and the behaviourally modern man respectively came 70,000 to 50,000 years ago. In fact, the use of sophisticated tools required development of language from pidgin-communication to creole like language and later on with modern grammar and syntax. Broca and Wernicke's area are used by primates respectively for cognitive / perceptual tasks and language skills and these are present in humans. However, among humans these are used for non-verbal sounds, crying and laughing. The anatomical modification came later on unique to humans and after split from the chimp and bonobo lineage. Thus, humans left out of Africa 50,000 years ago (Minkel,

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2007), after they developed skills for migration and language, though *H. erectus* left it much earlier due to some unknown reasons. Thus, there has been something like what is called pre-adaptation (exaptation) which served full development of language only in the genus *Homo* (Fitch, 2010a).

Three Levels of Language Development and Evolution – Proximate and Ultimate Cause

In order to remove confusion, it is worthwhile to recognize three levels of language development and evolution - phylogeny (the ancestry of organisms evolution), ontogeny (the development of the trait), and glossogeny (the development of skill of language).

The evolutionary biology has a four-fold question in explaining a behavior or trait, viz., the proximate cause and the ultimate cause. The proximate cause is the mechanical description, ie., how language behavior is anatomically wired and how does it develop ontologically, whereas the ultimate cause addresses the phylogenetic pathway and the functional advantage (Timbergen, 1963; Tecumseh Fitch, 2007).

Linguistic Theories and Approaches

Among linguists, Maxmueller's (1861) speculation about origin of language was based on animal sounds – the so-called low-wow, (cuokoo) prfoto-posh (pair, pleasurfe) ding-dong (renovant vibrations) and yo-he-ho (collective rhythmic labour) and tata (tongue movement and audible words (Paget, 1930). This, however, necessitated reliability and deception which form other major criteria for language evolution. The main problem for language acceptance among humans was not mechanical or sound or vision signals as was the meaning (symbol) carried by it, and interestingly, which could be faked (Zahavi, 1993). As words are cheap, man can easily fake them (primitive animals never faked (Goodall, 1986). Thus attachment of meaning and symbol was the real trust posited by man in this regard and animals lacked this (so-called signaling theory).

There are various theories to explain this trust. W. Tecumseh Fitch (2004) suggested mother-tongue theory as only mothers and offspring trusted each other and hence this was carried on to other members of the family. Thus, trust was genetic with incest taboo guarding it. However, as members or non-kins also come together for sharing trust, this theory cannot be accepted. The obligatory social-altruism hypothesis suggested by Ulbaek (1998) says that altruism could be more helpful in this regard and hence language sharing evolved. Yet another theory is grooming theory (Dunbar,

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1996) which explains the practice of use of grooming among monkeys and practice of gossip among humans serves the bondage and language development better, especially by vocal grooming. However, the further development of speech and language could take place through ritual-speech co-evolution (Knight, 1998; Lewis, 2009; Watts, 2009; Steel, 2009; Deacon, 1997). Thus there cannot be any evolution of language without a symbolic culture. Without a common society and its rituals, no language can evolve.

Since language is a costless digital scheme and it can carry no direct reliable gestural or emotional communication (as calls or signals are among animals), language is possible only through a collective ritual (Durkheim, 1915). Gestural theory states that language developed from gestures which is used for simple communication.

Theories of Speech and Language

When we take gestural and vocal language to use similar neural mechanism, this language is present in non-human primates too (Kimura, 1993) However, in man, shift to vocalization occurred for reasons, namely, pre-occupation of hands for tool job, lack of visibility in the right and a shift from analog of gestural mode to digitally encoded spoken signals. Yet another type of theory for evolution of language is so-called self-domesticated ape theory in place of singing ape theory (Mithen, 2005). The wild animals sing a song which becomes different in captive conditions, say, after 1000 generations of breeding, as shown by Bengalese finches (Somes et al., 2009).

A different approach to language evolution followed self-domestication of man, i.e., by cultural transmission. Thus, man had a different expression of language as compared from wild ape. Thus, while language competence is inherited, language is transmitted via culture (Kirby et al. 2007). It has also been recognized that Proto humans were engaged in some niche construction, mainly the *cultural niche* which led to language development (Deacon, 2010).

Yet we have to consider here a distinction to be made between speech and language which, though linked, are quite different. Speech is gestural, language is cognitive and develops by syntax and recursion (embedding clause within sentence, Hauser et al., 2002) and by a process of asking questions which even trained bonobos and chimpanzees fail to posit (Joseph, 2006). The cognitive development of language, according to Chomsky, Hauser and Fitch (2002), have a high level of

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referral system characterized by some principles which include (a) a theory of mind by (b) capacity for non-linguistic representation, object/kind distinction, (c) referential vocal signals, (d) invitation, (e) control on signal production for intentional communication, and (f) number representation. Human numeral capacity is also open ended. In this regard, Chomsky believes language to have two types of faculties, viz., faculty of language in the broad sense (FLB) and faculty of language in the narrow sense (FLN) which is exclusively human.

Linguistic Structures

Linguistic structures are now well-understood. Noam Chomsky (2007) championed a 'universal grammar' hard wired into brains that is not there among animals. Others (Hockett, 1966) have advocated some universals which characterized human language. Hockett also sees lexical-phonological principles to be main factor characterizing productivity (new messages can be coined and semantic messages can be assigned to old ones). Similarly language is also characterized by duality (patterning), which gives new meanings formed from smaller basic concepts. Language, however, is different from pidgins (devoid of syntax) and creoles (when people share their communication from different languages). Creoles may develop grammar of Subject-verb-object order (Diamond 1992; 2006), which cannot match the full-fledged language.

Key Features of Linguistic Structures

Though the problem of origin and evolution of language does not include the entire gamut of linguistic structures, which are more important for the basic linguistics study, it would be worthwhile here to briefly catalogue some key features of linguistic structures. A list of the major characteristic features of the language has been compiled by W. Tecumseh Fitch (2011) which is as follows:

Table 1 Hockett's design features of language, and resulting universals.

Hockett's (1960) design features of language

(1) Vocal auditory channel—signal modality involves vocalization and sound perception

(2) Broadcast transmission—everyone in earshot can hear what is said

(3) Rapid fading—signals fade quickly, and do not 'clog the airwaves'

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(4) Interchangeability—any speaker can also be a listener, and vice versa

(5) Total feedback—speakers can hear everything that they say

(6) Specialization (speech as 'trigger')—linguistic signals accomplish their results not via raw energy (as in pushing or biting)

but by their fit to the receiver's perceptual and cognitive systems

(7) Semanticity—some linguistic units have specific meanings (words or morphemes)

(8) Arbitrariness—meanings are generally arbitrarily related to signals, rather than iconic

(9) Discreteness—each utterance differs from all others discretely (by at least a distinctive feature)

(10) Displacement—meanings about past, future or distant referents can be encoded and understood

(11) Productivity/openness—new utterances can be readily coined and understood

(12) Duality of patterning—meaningless units (phonemes) are combined into meaningful ones (morphemes), which can then be combined into larger meaningful units (sentences)

(13) Traditional (cultural) transmission—languages are learned, not genetically encoded

Hockett (1966): additional design features

(14) Prevarication—it is possible to lie

(15) Reflexivity—it is possible to use language to talk about language

(16) Learnability—it is possible for a speaker of one language to learn additional languages

Hockett (1966): language universals resulting from design features (an abridged list)

(1) Every human community has a language

(2) Every human language has tradition, but also changes over time

Every language

(1) can express unrestricted meanings (displacement/productivity)

(2) has duality of patterning (both meaningless and meaningful units)

(3) has both an intonational and non-intonational system

(4) has 'shifters': deictic elements, personal or demonstrative pronouns, etc.

(5) has elements that denote nothing, but effect the denotation of the composite form in which they occur (markers or 'function words')

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(6) has proper names

(7) has a vowel system

(8) has a tendency towards phonological symmetry, but nonetheless has gaps or asymmetries

(9) contrasts stops with non-stops

Table 2 A sampling of linguistic proposals concerning language universals.

Jakobson (1990)

All languages:

(1) have syllables with initial consonants

(2) have syllables with final vowels

(3) distinguish nouns ('existents') from verbs ('occurrents')

(4) distinguish subject from predicate

(5) have 'indexical symbols' like pronouns

(6) distinguish singular from plural

Greenberg (1963)

(1) In nominal sentences, subjects typically precede objects

(2) Languages with SOV order are typically postpositional

(3) In conditional statements, the conditional clause always precedes the conclusion

(4) If a language has inflection, it always has derivation

(5) If the noun agrees with the verb in gender, the adjective also agrees with the noun

(6) No language has a dual number unless it has a plural

(7) No language has a trial number unless it has a dual

(8) If a language has gender nouns, it has gender on pronouns

Chomsky (1965)

(1) All languages make infinite use of finite means; the creative aspect of language

(2) All languages map proper names to objects meeting a condition of spatio-temporal contiguity

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(3) Syntactic rules apply to syntactic structures, rather than linear sequences of phonemes or morphemes

Pinker & Bloom (1990)

All languages:

(1) have major lexical categories (noun, verb, adjective, preposition)

(2) have major phrasal categories (noun phrase, verb phrase, etc.)

(3) use phrase structure rules (e.g. 'X-bar theory' or 'immediate dominance rules')

(4) distinguish subject from object, etc. using rules of linear order or case affixes

(5) have verb affixes or other means to signal aspect and tense

(6) possess auxiliaries

(7) use anaphoric elements, including pronouns and reflexives

(8) have 'wh-movement'

Jackendoff (2002)

(1) All languages use a parallel architecture with three interacting tiers: phonology, syntax and semantics

Conclusion

Biologically speaking, human language is monogenetic-evolved 1,50,000 years ago from mitochondrial eve and out of Africa, but has undergone a bottleneck effect of some 70,000 years ago. Human speech, on the other hand, developed with a descended larynx (Ohala, 2000), though earlier for motor control, breathing, etc.) and later on it was used to make speech.

Language research has a strange history. The early scholars recognized the Indo-European languages to be the first well-developed one (Johan Goldfried and Johann Christoph Adelung were much influential in 19th century). The Linguistic Society of Paris (1866) banned all such research. The new schools came in 1950s known as universal grammar, mass comparison and glottochronology. The subject of the origin of language forms the base of neuro-linguistics,

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psycholinguistics and human evolution. Evolutionary linguistics emerged in 1990s (Pinker, 1994; Carstairs-McCarthy, 1999; Jackendoff, 2002; Wray, 2002; Hurfford, 2003; Bickerton, 1990; Chomsky, 2009) which focused also on animal behaviour (Premack, 1983; Savage-Rumbaugh, 1988; Dunbar, 1996; Hauser 2002), neurobiology and neuro-physiology (Calvin, 2000; Arbib, 2005; Fitch, 2010b), psychology (Donald, 1988; 1991; Corballis, 2002), anthropology (Deacon,1997), archaeology (Davidson, 1993) and finally computer science (Batali, 1998; Kirby, 2007; Steels, 2009).

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Loss of Civilization and Innocence
in *Lord of the Flies*

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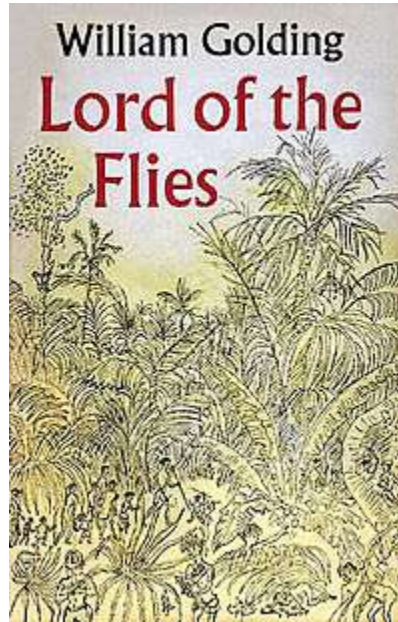
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Conflict between Civilization and Savagery

Lord of the Flies dramatizes the fundamental conflict between civilization and savagery, endorsing the essential evil nature of human being meant to bend towards the destructive side in the absence of any civilization. The "civilizing instinct" of a man urging him to behave lawfully, follow rules, act morally and the feral instinct inciting him to act brutally, become violent and a selfish breaker of rules run parallel in this novel with the ultimate result of the feral instinct gaining expression by splintering the thin thread of civilization. The former instinct is manifested in many characters like Ralph, Piggy and Simon and the later devastating impulse is shown protruding in the characters of Jack, Roger and other hunters.

So, the structure basically deals with the idea that what happens when man is out of center of civilization. Golding accentuates loss of innocence and reason, development of overarching brutality, anarchy and fall from humanity to unbridled animality as the consequences of such desertion from civilization. In the end Ralph

"Wept for the end of innocence, the darkness of man's heart and the fall through the air of the true, wise friend called Piggy." (Chapter 12, page 184)

The strange glamour of the island existed no more; the island was scorched up like a dead wood. The painted savages who were indulged in murdering were a far cry from naïve and candid children.

The Savagery of the Marooned Boys

William Golding (1911-1993)
Courtesy: http://en.wikipedia.org/wiki/William_Golding

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The savagery of the marooned boys, Golding delineates, upsurged because of the inherent evil nature. In this philosophy of human nature Golding contradicts Rousseau's philosophy. Rousseau presented the concept of "noble savages" in his "Dissertation on the Origin and Foundation of the Inequality of Mankind". He believed that man is essentially good; it is society which corrupts his soul.

But Golding propounds an opposite view, he sees man as naturally evil and, therefore, corrupting the society through his dingy nature. The school boys who were left on the island without any grownup illustrate his concept of innate violent nature of man which emerges out in the absence of any civilization. That is why; Golding suggests the rule of reason and civilization to mitigate the effect of such nefarious instincts.

Reason as the Foundation of Rules

Reason is the foundation of rules, therefore in the novel Piggy and Ralph tried to *"put first things first and act proper" (Chapter 2, page 45).* Rousseau was against this reason promoting order, for he considered it the founder of all ills of mankind. Hunting and homicide also negate Rousseau's idea of natural compassion of savage man which restricts him from inflicting any harm on human beings. Golding goes for the idea of an increase in man's cruelty when in uncontrolled situation. The essential goodness leading to perfection of nature, Rousseau believed, can be achieved through an instant contact of man with Nature, as he pen-pictures in his novel Emile'.

But what happens from Golding's point of view is represented in *Lord of the Flies*.

Civilization as an Enchanting Cloak

Golding suggests that civilization provides an enchanting cloak to the essential evil nature of a man and this is what the children lost, to the extent that their savage image *"refused to blend with that ancient picture of a boy in shorts and shirt" (Chapter 12, page 183).* The horrendous consequences of this crisis could never be averted. The painted faces, with a fierce look in eyes, spears in hands, naked and ululating, they were boys--Were they schoolboys who had said 'yes sir'? Daylight might have answered 'yes' but the darkness and death said 'no'. This was the loss of innocence and identity, Ralph wept for.

This loss was gradual. Earlier a little compunction could have made Maurice uneasy on account of teasing the littluns. Roger's arm was also conditioned by the traces of civilization and he flinched stones at a harmless distance. Here, *"yet invisible, was the taboo of old life" (Chapter 4, page 56).* But later on the same Roger threw a boulder on piggy putting him to death. Such signs and instinct proved massive for the thin threads of civilization to get hold off and darkness of mind over-whelmed. Children were saved in their other life by dint of the "protection of parents,

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and school, and policeman, and the law', but now all such facilitators were absent, so being exposed to any extreme condition.

Marlow in *Heart of Darkness* also draws a similar comparison between civilized world and the savage primitive world. It is easy for the goodness of man to thrive *"with solid pavement, surrounded by kind neighbors ready to fall on you and cheer you, steppind delicately between the butcher and the policeman. "But in the absence of all these "you must fall back upon your innate strength",* which Golding proposes too weak to hold in some characters like Jack.

Aggressive and Destructive

Golding seems to follow some of the perceptions of Thomas Hobbes, presented in his book *Leviathan*. He agrees with Hobbes that human nature is aggressive and destructive, that's why man remains in a constant need of an authority to punish him and to keep the system going on. Self-interest and selfishness are other features of man's nature which Hobbes and Golding propound and are rightly manifested in the character of Jack.

Concrete Manifestation of an Abstract Evil

A notable point is that Ralph considered Jack a concrete manifestation of an abstract evil. The word 'Jack' became a taboo for him. But Golding conceived this as the incarnation of inherent evil, this is what lord of the flies proffered,

"I'm a part of you.....I'm the reason why it's no go? Why things are what they are?" (Chapter 8, page 130)

If this is so then Jack's character appears more as a scape-goat of man's wrong-doings just like Satan is in daily life.

A Variety of Different Symbols and Characters

The loss of civilization in the novel can be traced through different symbols and characters with the progression of novel. The failure of the boys to create a stable system and a lawful order is propagated through the symbols of fire, conch, glasses, language, garments and government exploiting them as barometers of measuring the level of civilization among the deserted boys.

Fire, generally is regarded as the elementary step to development and progress. In chapter 1 the boys maintained the fire reflecting their desire to be rescued and return to society. But the letting out of fire showed their complacency with the savage life of island. This is what Ralph did not want...

 "We shan't keep the fire going out. We will be like animals. We will never be rescued."

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Being the source of signal fire, the glasses of piggy were respected. Like its product, the glasses in the inception were clean and unbroken. But when Jack smashed Piggy, they were broken, slipping away the memories of civilization. And these memories were totally washed away when the glasses went into the hands of Jack.

The conch is another symbol of order. Piggy tried desperately to protect it, but gradually it lost its influence. In chapter 6, Jack declared…

"We do not need conch anymore." (Chapter 6, page 110)

This hammering of value reached its culmination with the crushing of conch into one thousand white fragments. And then it ceased to exist.

Nicety in Language and Appearance

Language and appearance are counted as the significant aspects of a civilized society. Nicety in them depicts the social stature and the civic sense of a person. In the novel, the deterioration in language and garments also symbolized the loss of sense and civilization. Chapter 1 describes the semblance of boys as school boys properly uniformed, wearing different signs of cultured life like *"mottoes, badges and stripes of color in stockings and pullovers".* And these colors were used later on not for decoration but for dissimulation. Hunters painting their faces were a massive leap into the realm of savagery, henceforth identifying themselves with the primitive world of no discipline. The boys started discarding all of their cloaks and clothes till in Chapter 3; Golding describes Jack *as "except for a pair of laterred shorts naked".* Moreover language also met change. From childish slangs like 'wacco'.'wizzo', to swear words like 'bloody', 'bullocks' were frequently and unconsciously used.

Gradual Collapse of Government and Individual Personality

The loss of civilization can be traced through the gradual collapse of government. Mimicking their grown-up's system. They establish their democratic rule headed by Ralph, holding his power in a conch.

"We have got to have rules and obey. After all we are not savages, we are English" (Chapter 2, page 40)

Taking into account the age of the kid, almost everything ran smoothly at the beginning. Everybody helped out in every chore, designated tasks were fulfilled consciously. But things started falling apart with the very slipping of first chance of rescue when a ship passed. Jack created problem to the stability of this system through his obsession of hunting and transgression of rules. Jack considered that rules were meant to be broken, sounding much like Hitler – laws are like paper meant to be torn. Jack ignored the preliminary efforts of rescue and shelter and broke himself from the social setup making his own separate way…

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"I am going off by myself."

Those who were afraid of Jack and his power became his tribesmen and he became an undisputable chief of the hunters, henceforth shattering the democratic rule of Ralph. This conflict represents the conflict between the civilizing impulse of Ralph and the barbaric instinct of Jack. This conflict was heightened with the intention of Ralph-hunt by Jack so as to present the head of Ralph to the "Beast" as a gift, and once again mobocracy prevailed.

Piggy and Ralph no matter how much stood for up righteousness could not avoid the 'Id 'part of their personality. Ralph put the first stone of transgression by breaking the promise of Piggy related to his name. He was also included in a game ritual once on a mountain-top and was soundly driven by mob's power .In a hysterical situation, Ralph was also intoxicated by the "desire to squeeze and hurt". And this passion overcame his reason for some moments. During one such situation, Simon was killed and the presence of Ralph and Piggy was like that of silent abettors.

In lieu of all this, Ralph still held a balanced state among all others. He was a voice of reason and sanity and a harbinger of law. Throughout the novel he remained vexed for the issue of rescue and for this he kept on foregrounding the importance of fire. Among all other boys only his memory was visited by the reminiscences of past life .The littluns obeyed him mostly because of his conch and partly because he "was big enough to be a link with the adult world of authority". This direct tie-up with the world of good made him a responsible fellow, that is why Piggy wanted his rule of rationality which was put to question by Jack's obstinacy and obsession of hunting. Piggy notified this as,

"Which is better -to be a pack of painted niggers or to be sensible like Ralph?" (Chapter11, page 164)

"Which is better-to have rules and agree or to hunt and kill?"

From Pig-Hunting to Man-Hunting

Starting from a simple pig-hunting, the passionate endeavours of the hunters changed into dramatic assault first through a game and then through a man-hunt. Pig-hunting was a source of food to the good of group but when Jack refused to recognize the validity of the rules and subjugate before his powerful insttinct, the productive task became a destructive task and genocide was rampant. The ritual dance and game was meant to be a source of enjoyment and a subject of gaining experience but this also diminished the line that separated humans from animals. With hunters presenting themselves as prey for hunt, the hunters lost their ability to identify humanity and, during one such game, Simon was butted to death. The frenzic and hysterical situation created during such mob's ritual through the chant

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"Kill the pig, cut his throat, spill his blood" (Chapter 9, page 138)

Even made the comparatively suppressed evil of Ralph to exhilarate and he was elated.

Golding has accounted "Fear", an irrational fear the solid cause of disintegrity and things fell apart when side-issues like "beast" and its hunting diverted the attention of the boys from the major issues of rescue, shelter and fire. The assemblies were no more a decisive sessions, fun and laughing became bulbous .To Ralph this seem the obscurity of sanity,

"Things are breaking up, we began very well; we were happy, and then ....People started getting frightened".

Lack of general agreement on the presence of beast was problematic. Piggy considered its existence against the scientific rationality, Ralph tried to ignore it, Jack regarded it a nightmare. Only Simon came to a true conclusion that *"Beast is within us"* through his vis-a-vis meeting with the lord of the flies--an emblem of evil. The scenario of the abandoned atmosphere and terror galloping in the form of darkness cannot be spared; they did play their roles in developing fear among the boys. It was in night that the littluns took creepers as snakes, Phil unfounded Simon as a beast "big and horrid", he was killed in darkness; the dead parachutist was mistaken as a beast of teeth and black eyes due to night. The island and people appeared differently at night and it was usual and apt to nature that the boys behaved irrationally and course of life became hectic and hopeless.

Representation of Uncivilized Life

The vignette of physical devastation and uncleanliness was also the representation of uncivilized life. Long hair, filthy smell, bitten nails, dirt and dust amplified their alienation from sophistication and in the end the thing struck to officer's amazement was Ralph's appearance and he acknowledged that a boy needed "*a bath, a hair-cut, a nose-wipe"*.

Rules and authority can provide a lawful outlet to the wild instincts of a man. But sometimes this order also fails to curb the externalization of that evil; the background of war is a tricky representation of this assertion. In spite of all his efforts when his hopes dashed to the ground, Ralph wishes for a sign from the world of grown-ups--the world where legal statutes and civilization were considered to be the role model for the children. However, they did get that sign; in an aerial flight, a figure dropped beneath a parachute, and this parachutist later on became the cause of all fear and thee bogey of the Beast.

What Golding wants to acclaim is that the world of grown-ups was no more different than the world of children, for in spite of all their rules and codes the adults were failed to offer a perfect resistance to the expression of innate evil of man ,so what model children could have followed to give a better show-off. This is the notion which made the army officer embarrassed; he could not

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believe that the British boys could fall to such a depth of savagery and atrocity of killing. But what to say to the children when the civilized grown-ups themselves are indulged in killing others?

This loss of civilization, emerging out of evil nature of man, can be regarded as the basic theme, so the novel appears to be an attempt "to trace the defects of society back to the defects of human nature". The elements of progressive corruption of human nature are clearly identifiable in the savagery of the marooned boys.

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Primary Source:

William Golding *Lord of the Flies*. Faber and Faber, London. 1954.

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Theorising Canadian Literature: A Reading of Margaret Atwood's *Survival*

B. C. Anish Krishnan Nayar, Ph.D. Scholar
J. G. Duresh, Ph.D.

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Margaret Atwood
Courtesy: particle.physics.ucdavis.edu

Distinctive Canadian Multiculturalism

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Canada's emergence as an independent nation took place during the last century. In spite of the fact that it became literally independent even before that, for long Canada was overshadowed by the United States. Only during the second half of the twentieth century, Canada started establishing its identity. Canada consists of three major ethnic groups, namely, various aboriginal peoples of Canada, called First Nations, and French Canadians and English Canadians who are the successors of immigrants from France and England respectively. In addition to this, there are a good number of expatriates from other nations around the world too. All these lead to a multicultural scenario.

The term multi-culturalism is common in the American continent. But the multicultural aspect of Canada has certain uniqueness. Its neighbouring USA is often called as a melting pot where people representing various cultural groups mingle together which result in acculturation and inter-marriages creating uniformity. Canadian society prefers to be called as a mosaic community. Unlike the members of the melting pot, members of the mosaic community manage to preserve their own cultural traits in the midst of the mingling.

Canadian Literature

It is difficult to define Canadian Literature as the term encompasses French writing in Canada, English writing in Canada, Canadian Native writing and many such literary endeavour. Hence Canadian Literature is often roughly defined as literature produced in Canada or writings of Canadians. Canadian literature did not gain any academic importance for many years, as the intelligentsia's concern was only with American and European Literature.

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Susanna Moodie (1803-1885)
Courtesy: http://en.wikipedia.org/wiki/Susanna_Moodie

Susanna Moodie's travelogue can be considered as the first piece of writing (in English) in Canada in a literary sense. Her *Roughing it Around the Bush* threw light on life of English settlers in Canada. Many writers followed her foot trails. People like Stephen Leacock and AJM Smith managed to capture the attention of the literati abroad too. In spite of all their achievements, Canadian literature seemed to lack its individual identity. It is during this time Margaret Atwood brought out her *Survival*. As the later part of the title suggests it is a thematic guide to the Canadian Literature. Atwood thought that it was essential to trace out a single string of theme that would connect all the major Canadian works. Literature of any country would be meaningful only if its central theme is understood.

Focus of This Paper

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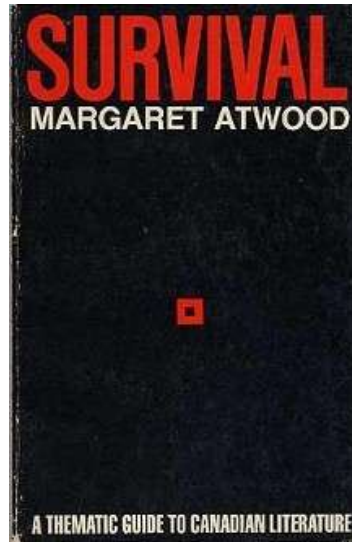
This paper is an attempt to establish *Survival* as a pioneer text in theorising Canadian Literature. The paper is primarily expository in nature. It takes an argumentative turn towards the end to establish Atwood as a cardinal critic of Canadian Literature.

Finding out the 'theme' of all the major works is neither a difficult nor a novel idea. As Jung points out (quoted in Nevid and Rathus 45), collective unconsciousness is common to all human beings. For example human beings are afraid of darkness irrespective of their nationality. This is due to the fact that early man found nights insecure to him. This insecurity is carved in the unconscious mind of all human beings and hence it becomes a part of the collective unconsciousness.

Margaret Atwood attempted to trace the collective unconscious of the Canadian writers and by that she succeeds in finding the central theme of all the major works. Her *Survival : A Thematic Guide to Canadian Literature* presents such consists of pattern based studies.

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Atwood's Introduction

Atwood begins her work with an introduction entitled, "What, why, and where is here?" The very title puts forward questions such as, "What is Canadian Literature" and "Why it is called Canadian Literature?" She disapproves of the concept that whatever written is Canada is Canadian Literature. Then she moves on to explain the objective of the book. She makes use of the classical rhetorical tools, negation and assertion, to position her work in the literary sphere. She asks the reader two questions. "What is Canadian about Canadian Literature, and why should we be bothered?" (*Survival* 11). Then she lists out what the book is not. To begin with, Atwood says that the ". . . book is not an exhaustive or extensive or all inclusive treatise on Canadian Literature" (11). She adds, "... this is a book of patterns, most of authors or individual work" (11). Then she makes it clear that *Survival* is not a historical study or evaluative appreciation or a biographical reading. Another important thing is that, "it is not particularly original" (12) as she has just organized the ideas which existed for long. The book is primarily based on "pattern".

The twelve chapters attempt to answer the questions, what is Canadian about Canadian Literature? Why do Canadians write about Canada? And where Canada stands in comparison to other nations?

Exploration of the Theme of Canadian Literature

Following this, Margaret Atwood begins to explore the theme of Canadian Literature in the first chapter, "Survival". Atwood says that the symbol for England is 'The Island' and for America it is 'The Frontier.' Invariably literature produced in England and United States of America reflect their symbols in them. The evolution of these symbols has its base in the historical geographical and

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cultural phenomenon of these countries coming to Canada. Atwood says, "The Central symbol for Canada ... is undoubtedly survival, la survience" (32).

The Concept of Survival – Seeing Oneself as a Victim

As stated above, the concept of survival too has its base in the cultural, historical and geographical aspects of Canada. Canada was (and is) a thinly populated territory with snow and bushes. The early settlers came to Canada hoping that it was their promised land. Their initial encounter with the territory changed their attitude. Even nature was hostile to them. In spite of the fact they belonged to the Continent, they could not bear the freezing winter. Canada was not a land of temperate weather like United States.

Timber and fish were alone available. The early settlers had to struggle a lot to set a firm foot. All these experiences are reflected in the Canadian literature. Most of the Canadian writers see themselves as victims.

According to Atwood there are four basic victim positions. In the first position, the victim will deny that he is a victim. The argument would be, "I made it, therefore it's obvious we aren't victims. The rest are just lazy (or neurotic or stupid)" (36). The anger will be directed towards fellow victims who claim victimhood. In the second position the victim will accept that he or she is a victim, but will explain that victimisation is fate or will of God. In the third position the acceptance remains, but the victim will refuse to ". . . accept the assumption that the role is inevitable" (37). The fourth and final position will be to be a creative non-victim. Atwood says that this position ". . . is not for victims but for those who have never been victims at all or for ex-victims" (38). Most of the creative artists are in this position.

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Sections of *Survival*

 Survival is classified into four sections. The first group consists of first four chapters and it concern is with the patterns in Canadian literature. The next three chapters can be classified into second group which defines the 'figures' of representations in Canadian Literature. Chapters nine and ten deal with male and female Canadian artists respectively. The last two chapters throw some light on the insights of the artists.

 The first chapter "Survival" puts forward the theme of survival in Canadian Literature. Chapter two is entitled, "Nature, the Monster'. As stated elsewhere in this paper, nature is rather hostile to Canadians. This aspect is reflected in Canadian literature. The chapter entitled "Nature, The Monster" explores this aspect.

 Consider the following lines from Alden Nowlan's "April in New Brunswick": "Spring is distrusted here / for it deceives snow melts upon the lawns: . . ." (quoted in *Survival* 49). The above lines throw light on the fact that the Canadians cannot enjoy even spring which is considered to be the queen of seasons. Canadians are always fighting against nature's wrath. Critics like Northrop Frye equate winter with death. Canadians are forced to live with such death like coldness. This aspect finds a prominent place in their literature. Atwood points out that the fault is not with the nature but with the man. She concludes this chapter by saying, "Nature is a monster, perhaps, only if you come to it with unreal expectations or fight its conditions rather than accepting them and learning to live with them" (66). Atwood suggests the reading of Earls Birney's *David* to trace the influence of nature in Canadian literature.

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"Animal Victims" is the third chapter of the book. Canada was once the heaven of animals that lived in snow, but now many of them are extinct. This chapter deals with the theme of human's taking over of the land and displacement of animals. Consider the following lines from Purdy's "The Death of Animals": "Fox in deep frown suddenly imagined/a naked woman inside his rubric fur" (quoted in *Survival* 77). These lines reflect the cruelties borne by the animals. Margaret Atwood prescribes the reading of works such as Farley Mowat's *Never Cry Wolf* to understand this aspect.

"First People" comes as the fourth chapter. As the name suggests it deals with the works of non-Inuit aboriginals and Inuits (Eskimos) who were the natives of the land. Native Literature was not given due importance for decades. Only in early seventies of the twentieth century it regained its positions. Atwood quotes a few lines from Joseph Howe's "Song of the Micnac": "Free sons of the forest, then peal forth the song / With triumph smile on spots they fell" (93).

Most of the nature writings are based upon the sufferings of natives in the hands of aliens. Atwood feels that George Ryga's *The Ecstasy of Rita Joe* and Margaret Lawrence's *A Bird in the House* portrays natives as a social victims. "Nature as Monster" and "Animal Victims" provide excellent frameworks to eco-critical theory and subaltern studies.

Heritage of Explorers and Settlers

The fifth, sixth and seventh chapters namely "Ancestral Totems," "Family Portrait" and "Failed Sacrifice" explore the symbols of Canadian Literature. "Ancestral Totems" deals about the representations of explorers and settlers in literature. The explorers and settlers played an important role in shaping or rather carving Canada. They had to face a lot of hardships to do this. Atwood says, "Exploration" is a recurring motif in Canadian literature" (114). The exploration here cannot be

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equated with its Romantic parts. As Gwen MacEwen points out in his "The Shadow Makers", ". . . do not imagine that the exploration/ends, that she has yielded all her mystery" (quoted in *Survival*, 115), exploration was rather a tough job.

Family Portrait

Sixth chapter entitled "Family Portrait: Marks of the Bear" analyses the works which have family relationships and inheritance as their themes. Canada being a thinly populated country has a little scope for socialising. Hence the warmth in the family alone can give a sense of security to the Canadians. Canadians writers have looked into the positive and negative aspects of the concept of family. As Atwood says, "... this chapter (family portrait) looks at what our writers have made of the society which came into being after exploration and settlement" (131). In Canada family is often considered to be a trap. Unlike England, ". . . in Canada it is a trap in which you are caught" (131). The characters try to escape but they do not succeed in the attempt whereas their American counterparts succeed in it. Margaret Laurence's *A Bird in the House* seems to be a good illustration for these kinds of works. As the title of the above mentioned work suggests most of the Canadians consider themselves as free birds caught in a cage called 'house'.

The Reluctant Immigrant

Chapter seven is entitled as "Failed Sacrifices – The Reluctant Immigrant". The established norm is that sacrifices lead to great achievements. In the Canadian scenario, things are inverted. The first set of immigrants had to face a lot of adversaries. They had to sacrifice their wealth, social life, health and at times their life too. One of the questions asked through Canadian literature is "Where those sacrifices rewarded?" Often Canadian literature portrays situations which show fruitless

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sacrifices. Adel Wiseman's novel *The Sacrifices* throws light on all these aspects. This book can be viewed as a religious allegory or a realistic family novel or as a saga of disaster. Abraham, the protagonist ends up in mental asylum after doing a sacrifice both in literal and allegorical sense.

Bad Ends

The eighth chapter is "The Casual Incident of Death: Futile Heroes, Unconvincing Martyrs and Other Bad Ends". Death in Canadian sense is not an extraordinary event. It is rather a 'casual incident'. This attitude crept into the minds of Canadians due to the century long hardships faced by them in carving out Canada. As Atwood points out in *Survival* (first chapter), Canadian stories often have an 'unhappy ending'. Whether it be captured animals or heroes, death is inevitable. One of the representative Canadian literary figures is a loser. Canadian novels often question the traditional concept of a victorious hero. The tendency can be seen in plays and poems too. Carot Bolt's "Buffalo Jump" stands as a representative work in this aspect.

Paralyzed Artists

"The Paralyzed Artist", ninth among the chapters is unique. Till now, the focus was on writings. Now Atwood shifts the focus on writers. The mindscape of the artists is reflected in their works. Margaret Atwood finds a sort of literary and intellectual paralysis among the creative artists. This chapter throws light on the struggle of artists to establish themselves. The mentality of existence with escapism is portrayed in Pratt's poem, "Permanent Tourists". Atwood recommends reading of Grame Gibson's "Five Legs" to know more about this tendency.'

Ice Women

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If chapter nine dealt with male artists, then chapter ten "Ice Women Vs Earth Mothers: The Stone Angel and the Absent Venus" deals with female artists and representation of women in Canadian literature. As the sub-title of the chapter suggests Canada and Canadian literature had no erotic Venus but toiling stone angels. Atwood points out that most of the powerful female characters are old women like Hagar. She asks, "Why are there no Molly Blooms in Canadian Literature?" (199). In order to answer this question, she makes a psychological study of Canadians. Canadians are more realistic. They needed a 'soul-mate' or a co-worker more than a Venus. Atwood adds that the portrayal of women in Canadian literature can be called no 'normal' than realistic. Margaret Laurence's *The Stone Angel* explains this idea.

French Canadian Literature

The eleventh chapter, "Quebec: Burning Mansions" contains Atwood's reflections on French Canadian literature. French Canadian writers share several key patterns with their English Canadian counterparts. These include negative use of religious imagery and survivalism. Theme of thwarted incest and theme of failed entrepreneur is also seen. In addition to this fire acts as a leitmotif in French Canadian literature. As Atwood says, "Quebec authors love having their characters start them [fire] or die in them" (228). This may be due to the influences of the teachings about 'purgational fire.' At this point it should be noted that most of the French Canadian authors have Catholic roots. Atwood points out, "Quebec authors may have trouble imagining the world after the fire, English Canadian ones are just beginning to imagine the fires itself" (230).

Re-creations

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The final chapter is "Jail-Breaks and Re-creations". The title of this chapter comes from the poem of Margaret Avision which reads:

Nobody stuffs the world in at your eyes

The optic heart must venture a jail break

and re-creation (quoted in *Survival*, 246)

In the opening of this chapter, Atwood says, "It came as a shock to me to discover that my country's literature was not just British literature imported or American literature with something missing that instead it had a distinct tradition and shape of its own. The shock was partly exhilarating, partly depressing" (237). She points out that the Canadian writers can break the jails made of rules and try their hand in political writings and experimental writing. She analyses the position of the readers too. She says, ". . . a reader must face the fact that Canadian literature is undoubtedly sombre and negative . . ." (245). Inspite of this the reader must learn to observe the contrast. She concludes by saying that jail breaks is an escape from old habits of looking things and re-creating is a new way of looking things. She concludes the book with two thought provoking questions: "Have we survived? If so what happens after survival (246)

Rediscovering Canadian Literature Identity

Survival can be considered as a re-discovery of Canadian Literature and identity. The terms 'discovery' refers to an act of finding something which was hitherto hidden. Here *Survival* is a re-discovery in the sense that it collected the elements of Canadian-ness which was scattered around though volumes. There were quite a number of discoverers but Atwood is a re-discoverer who pulled out facts from stacks of papers.

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In spite of this fact *Survival* has been strongly attacked by several Canadian critics. Davey, in his "Surviving the Paraphrase" attacks *Survival* and refuses to accept it as seminal text in Canadian criticism. Davis ". . . accused thematic critics of lacking confidence in Canadian Literature, of being 'anti-evaluative', looking towards alleged cultural influences and determines instead of working to explain and illuminate the work on its own terms" (qtd. in Tolan 220). Davis attacked the ". . . vulgar sociology of Frye, Jones, Atwood and Moss, which stereotypes Canadian consciousness" (qtd. in Tolan, 220). Further Davey's prime concern was that ". . . the thematic criticism subsumed the individual identity into a humanistic cultural whole" (Tolan 220).

To Conclude

The above criticism cannot be accepted. *Survival* is more than a paraphrase. As stated earlier, chapters such as "Nature the Monster" and "Animal Victims" give priority to the eco-critical issues. Similarly, "First People" records the concerns and representations of Natives."Failed sacrifices: The Reluctant Immigrant" traces the psyche of expatriates. "The Paralysed Artist" throws light on how the mindscape of artist is connected with landscape portrayed in their work. "Ice Women Vs Earth Mothers" has feminist concerns. Further in the conclusion, she asks the writers to break the traditional writing and explore new areas. Due to these reasons *Survival* cannot be neglected or ignored as a mere paraphrase. However, it is true that Atwood had ignored issues such as 'English-Canadian Post-colonialism' which was later theorised by critics like Cynthia Conchite Sugars (xiii). In spite of such short-comings, there is no doubt in the fact that *Survival* was the first cardinal text to theorise Canadian Literature.

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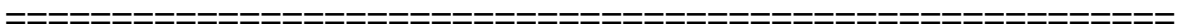Language in India www.languageinindia.com
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Conflict of Modernity and Tradition in Twentieth Century Persian Poetry

Jawad Hamedani, Ph.D. and Muhammad Safeer Awan, Ph.D.

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Abstract

Twentieth century Persian poetry is marked by the tensions between modernity and traditionalism. The classical school adhered to the traditional modes of expression and thought and remained aloof from contemporary issues and themes. On the contrary, those influenced by western modernity derived their inspiration in terms of techniques and subject matter from the major trends in modernist movement in arts and culture. However, our contention in this paper is that they do not go much beyond the imitation level to provide any panacea for the socio-political problems of their society.

Nima Yushij introduced western literary modernism in Persian poetry which in turn influenced many individual writers as well as a number of indigenous movements but could not bring about any significant change in numerous socio-economic problems confronting that society. In that scenario, Iqbal's poetry remained a powerful social and ideological force that invoked many people to action and brought the message of hope and deliverance from the tyranny of the imperial world order. Iqbal rejects both the Eastern parochialism and western godless worldview. His influence on Persian poetry in this regard has been enormous.

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A Brief Overview of Classical Persian Poetry

The millennium long history of Persian poetry (Safa 1342, vol:1, p 168-175) may be divided into following five phases on the basis of differences in themes, style and form:

1. Khorasani Style (Sabk e Khorasani)
2. Iraqi Style (Sabk e Iraqi)
3. Hindi Style (Sabk e Hindi)
4. Bazgasht era (or the "Echo" period known in Persian as Sabk e Bazgasht)
5. Nima's Style or modernist period

Studied from historicist perspective, Persian poetry of every age seems to be influenced by its socio-political contexts and thus carries certain themes and trends. Qaseeda or laudatory poetry was the hallmark of Sabk-e-Khurasani[1] (Khorasani style) that was characterized by the exaggerated praise of the kings' great deeds, and the use of the terms from astrology and medicine. The poet of this age was concerned with pleasure and intoxication. This era made an artistic attempt to look at the world from the king's perspective. The ghazal of Sabk-e-Iraqi was characterized by colorful images, and was marked by mystical thought; therefore, it was a balanced blend of the mundane and the divine love. The theme of love exists predominantly in the poetry of this age (Shameesa 1375H, p: 194, 209, 258). Sabk-e-Hindi made an expression of philosophy and poetic imagination. Persian poetry of this age adopted a novel meaningfulness and the mystic tradition. It was also influenced by the Indian cultural tradition. (Safa 1378H, p:537-538; Shameesa 1375H p: 275-295). The poetry of Sabk-e-Khorasani and Sabk-e-Iraqi remained confined to the royal courts, whereas the Persian verse of Sabk-e-Hindi started reaching people (Pournamadariyan, 1388, p: 43). After Hindi era, it is widely believed that Persian poetry lost its traditional beauty and charm, especially, it seems to be a mere reflection of the style and voice of the past three periods (Shameesa 1375, p: 307-332). The creative impulse during the Bazgasht era was mostly lost and it looked more like a broken image of the artistic achievements of the past ages as is evident even in its nomenclature that it was s mere echo of the past.

The poetry of pre-Bazgasht era not only has poetic musicality, artistic beauty and delicate images but also preserves the contextual details, philosophical trends and social conditions of its times; this poetry has also contributed towards the shaping of the new theoretical views in contrast to the poetry of Bazgasht era which seems completely cut off from its contemporary concerns. It is a sterile age in terms of innovation and experimentation.

Persian Literature in Modern Iran

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With the dawn of the twentieth century, Iran's socio-political landscape witnessed some visible changes under European influences (Yahaqi 1375H, p:13-19). The arrival of the printing press in Tehran, the establishment of Dar-ul-Fanoon (the first modern centre of knowledge), the opening of other academic centers, political upheavals, and the socio-cultural exchanges between Iran and Europe relations brought about a revolution in Persian poetry. This revolution brought a seismic shift in the traditional artistic foundations, and redefined such basic concepts as the relationship between humans and the universe which in turn led to an exploration of new horizons for the Persian poetics.

This early twentieth century Iranian literary shift is categorized as modern Persian Literary era. Dr Muhammad Is'haq notes that modern Persian poetry is as much contemporary to the birth of modern Iran as it is a precursor of modernity in Iran. Owing to the evolution of the theoretical concepts, the modern Persian poets, with a view to providing moral fabric to their society, not merely explored and adopted new themes but experimented with the forms as well, since novel forms were required to carry express new themes (Is'haq 1379, p:37).

It is interesting that the European Modernist movement in arts that started around 1910 (if one may accept the dramatic pronouncement of Virginia Woolf that "On or around 1910, the world changed forever") lost its appeal by the mid-twentieth century due to various socio-political conditions. Just as in Iran, the turn of the century events brought about many changes, in a similar fashion the two great wars were the main engine of change in the Western cultural realm as well. The Great War proved a death knell for the 19th century Victorian norms and artistic traditions and started Modernist trends in culture, arts and literature.

The European literary Modernism was marked by certain trends: a break from the past, rebellion against all sorts of authority (whether divine or mundane, political or cultural, familial or linguistic). That is why the Modernist writers and artistic were highly experimental in devising new forms of expressions that were in turn derived from other art forms like painting. For example, Cubism and Imagism in poetry were in fact inspired by the experimentations of Picasso. Since it was believed that the old world order that was marked by the principle of cosmic unity and wholeness of things had been replaced with a fragmented, decentered universe, the cultural production of the Post-war era too reflected that fragmentation.

It is intriguing that the Modernist trends in Persian literature coincide with those of the Western modernist revolt. Therefore, the question arises whether Persian Poetry was imitating the European literary norms of the Modernist period or was it imbibing those influences from other, more indigenous sources. For this purpose, it is pertinent to discuss the salient features of the modernist Persian poetry.

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Classicism can be witnessed in the works of those poets whose themes, structures and styles are inspired by the traditional poetry, or those whose themes are modern yet medium of expression and style are old. Modernism is found in the creations of the poets who adopted both modernist themes as well as form and style such as free verse (Is'haq 1379H, P: 41-42). In this modernist movement, naturalism, patriotism (Iranism) and feminism emerged as the new poetic trends. The present study reviews the thematic and formal aspects of modern Persian poetry and compares the works of modern Irani poets with Iqbal's poetry, keeping western Modernist poetic trends in the backdrop.

Classicism

The strong tradition of the Persian poetry of the past nine centuries has its deep impact on the poetry of the twentieth century. Classicism and commitment to tradition have been the salient features in the first half of the twentieth century, with many prominent figures as the torch bearers of classicism.

Parveen Etesami (1907-1941)
Courtesy: http://en.wikipedia.org/wiki/Parvin_E'tesami

During this period, Parveen Etesami (1907-1941) was a strong classical voice who hailed the eastern traditions and values and wrote on the themes of humanism, justice and contentment in the classical style.

Parveen is influenced by the classical poetry in terms of themes and structure but is not indifferent to the sufferings and miseries of the modern man. Parveen suffered from severe social and psychological miseries in her short life. In her brief life span she earned everlasting fame by unifying the apparently contrasting aspects of the spiritual and the mundane, the soul and the matter, where the earthly sufferings meet the comfort of the peaceful eternal life. Muhammad Taqi Bahaar opines: "Parveen leads the human soul towards struggle, action, hope, "Ightenam-e-waqt" or temporal consciousness, courage and piety through her wise and knowledgeable poetic statements" (as cited in Sufi 2001, p. 257). In her Mathnavis, laudatory poems, ghazals, and

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other genres Parveen wrote about the transitoriness of the world and the permanence and sublimity of the human soul. Despite the fact that her inner self was shattered, she seemed determined and sounded solid. In her Mathnavi "Lut-e-Haq", Parveen expresses her views on faith and tasawuf and the mysteries of God very artistically. Parveen's epitaph written by herself, reads thus:

اینکہ خاک سیہش بالین است

اخترِ چرخ ادب پروین است

صاحبِ آن ہمہ گفتار امروز

سائل فاتحہ و یاسین است

خاک در دیدہ بسی جان فرساست

سنگ برسینہ بسی سنگین است

ہر کہ باشی و زہر جا برسی

آخرین منزلِ ہستی این است

بیند این بستر و عبرت گیرد

ہر کہ را چشم حقیقت بین است

آدمی ہر چہ توانگر باشد

چون بدین نقطہ رسد مسکین است

اند رآنجا کہ قضا حملہ کند

چارہ تسلیم و ادب تمکین است

زادن و کشتن و پنہان کردن

دہر را رسم و رہ دیرین است

خرم آنکس کہ درین محنت گاہ

خاطری را سبب تسکین است

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She who is sleeping under this black earth is the bright star of the literary heights;

Though she has found nothing from this world except bitter sorrow, there is nothing in her poetry except sweetness;

This poet of many volumes is waiting for your blessings;

If there is mud in the eye it's very painful; and stone on one's chest is crushing;

Whoever you are and wherever you have come from, this is your destination too;

When Death strikes, what can we do except to surrender to its might;

Giving birth, killing and then concealing in earth is the old custom of Time;

Praiseworthy is he who becomes a source of happiness in the time of sorrow (Haakmi 1379H:40).

Despite her individuality, novelty, strength and the maturity of thought, Parveen, in theme, style and structure, seems to be deeply influenced by the old classical tradition. Although her voice and style remains distinct throughout, it lacks rebelliousness of the other contemporary modernist poets. Hence, Parveen will be considered a classicist in Persian poetry.

Other major poets associated with classical era are: Muhammad Bahar Taqi (1887-1951), Farukhi Yazdi (1889-1939), Meerzazadeh Ishqi (1891-1934), and Rahi Mo,eri (1909-1969).

Modernism

With the onset of the twentieth century, an upheaval of sorts was witnessed in the classical Persian poetry. This brought seismic changes in the poetic standards and structures, resulting into a new stream of poetic lava heading for its distinction away from the sublimity of classicism. It might have taken centuries before eruption but as it emerged it took little time to grow up.

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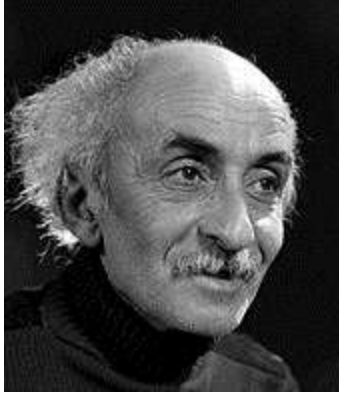
Nima Yushij
Courtesy: http://en.wikipedia.org/wiki/Nima_Yooshij

The man who founded this modern Persian poetry was Nima Yushij (1896-1960). Old and strong Persian classical tradition which had its deep impact on the poetic tradition of the Subcontinent rejected this shift in the beginning, but then accepted it as modern verse or Nimayi verse. Owing to his knowledge of the French language and literature, Nima Yushij introduced and dressed Persian poetry with modern universal form, structure, style and meaningfulness. Naturally, this rebellion by Nima faced severe reaction to the extent that the authentic mainstream journals of that age banned his poetry from getting published, and ridiculed him (Langrodi 1377H, p:108). But perhaps his voice was of the need of time. This modern poetry was neither a ghazal nor a laudatory poem (qaseeda), quartet (rubai), mathnavi, etc. Modern verse did not follow the formulaic rules and was extremely flexible in devising and accommodating new experiments in forms. Nima based his verse on natural scenes, miseries of rustic life and Iranianism.

Nima states:

> "My liberal growth was meant for some collision at every stage of my life. My free verse has its own system and standard of meters and rhyme. The length of my lines is not decided randomly. I believe in order even in this chaos" (Sufi 1380H, P:248).

In 1937, Nima succeeded in introducing a new form of Persian poetry. Some of his lines are given below, for example:

داروگ

خشک آمد کشتگاه من

در جوار کشت همسایه

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گرچہ می گویند"می گریند روی ساحل نزدیک

سوگواران درمیان سوگواران"

قاصد روزان ابری، داروگ! کی می رسد باران

بربساطی کہ بساطی نیست

در درون کومہ ای تاریک من کہ ذرہ ای باآن نشاطی نیست

وجدار دنده های نی بہ دیوار اتاقم دارد خشکیش می ترکد

چون دل یاران کہ در ہجران یاران،

قاصد روزان ابری داروگ کی می رسد باران

My fields are as drought-stricken as that of my neighbor; the mourners are mourning among the grief-stricken;

O the harbinger of rainy seasons, Darwag,[3] when will it rain into my dark world where there is no delight;

Dryness is breaking the logs of my hut just as in separation of friends, hearts break down;

O Darwag, the harbinger of rainy seasons, when will it rain (Hakmi 1379H:248).

The original contribution of Nema Yushej was giving Persian poetry a new form and new modes of expression. As for implications of his verse, he was attached with ground realities away from metaphysics, perhaps under the influence of the modern western poets. He does not believe in any tasawuf, therefore his voice is an elegy of the miseries of the modern times but it finds no consolation. His way of expression gave a new ray of hope to several other Persian poets, who followed Nimai style and wrote many lines, and the process continues. Some of these poets are: Ahmad Shamlo (1304-1379H), Sohrab Sepehri (1928-1980), Furogh Farukhzad (1934-1966), Shafi'ey Kadkani (1939). It must be noted that these poets took the advantage of the Nemai form and style, and not his views about the universe and existence. Nimai form itself brought a thematic diversity in Persian poetry.

Feminism

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Furogh Farrukhzad
Courtesy: http://en.wikipedia.org/wiki/Forough_Farrokhzad

After the Nima's intervention in Persian poetic style and thematic concerns, various issues peculiar to modernist sensibility were expressed through it. Women's emotions and women's viewpoint about the universe is very prominent in Furogh Farrukhzad's poetry. The representative of feminism in Persian poetry, Furogh, wrote two varying types of verse during her short life. She followed Nima in form but brought novelty and individuality in themes and subject. In the early part of her age, Furogh expresses a young girl's romantic emotions and feelings and sounds rebellious to religion and faith. She owned unlimited abilities and bravery and was a strong voice for Irani women.

The feminine rebellion suppressed throughout history by patriarchy, was voiced strongly by Furogh. There is also another contrasting dimension of Furogh's poetry which seems to be the reaction of the former. During this time, she returned to God as the poetry of this new phase of her life is full of the themes of repentance, confessions, and love of the Divine. The first phase of her poetry, characterized by individuality, novelty, rebellion, and feminine emotions, is regarded as brilliant work in the world of poetry:

من خواب دیده ام که کسی می آید

من خواب یک ستاره قرمز دیده ام

و پلک چشمم هی می پرد

کفشهایم هی جفت می شود

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وکور شوم اگر دروغ بگویم

من پله های پشت بام را جارو کردم

و شیشه و پنجره را شستم

This brief poem is a reflection of the feelings of a young girl. How restlessly an eastern woman waits for those fateful moments as expressed in the poem, and if somehow her dreams come true, what lies for her in store is always uncertain. Furogh expresses all these concerns between the lines in the above given poem.

Furogh learnt French, German, and Italian languages and through them was introduced to the western literature (Sufi 1380H, P:414). Furogh was contributing in the film industry of Iran, when she lost her life in an accident.

تنها تو ماند ی ا ی زن ایرانی

در بندِ ظلم ونکبت و بد بختی

خواهی اگر که پاره شود این بند

دستی بزن به دامن سر سخن

تسلیم حرف زور مشو هرگز

با وعده های خوش منیشن از پا

سیلی بشو ، نفرت و خشم و درد

سنگ گراں ظلم بکن از جا

Only you are left now O Iranian Woman

Caught in the endless cycle of cruelty and misfortune;

If you wish to free yourself, never bow to injustice;

On the promise of good days never be contented and silent;

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Be like a flood and sweep away the stones of hatred and atrocity (Furogh Farrukhzad 1334)

Iqbal's Influence on Modern Persian Poetry

Allama Mohammad Iqbal
Courtesy: http://en.wikipedia.org/wiki/Muhammad_Iqbal

Whenever we discuss Persian poetry, especially of the twentieth century, the question regarding Iqbal's (1876-1939) status and contribution arises. The twentieth century Persian poetry in Iran can be viewed as a journey from traditionalism towards modernism. But as stated above, even in this age the traditional and classical poetry existed side by side. In the meanwhile, a very distinct voice of Persian poetry emerged, not in Iran but in the Subcontinent. Persian literature of the Subcontinent kept registering its own distinct identity, characterized by the local color, from Ghaznavid Period till the time of Iqbal. Sabk-e-Hindi, which has been discussed briefly above, was finally framed as a separate acknowledged style despite the criticism of some Iranian critics.

With the rise of British Empire and decline of the Mughal Empire in the Subcontinent, Persian poetry, alongside Persian language, also started breathing its last here. If we skim through the fifth and sixth volumes of Dr. Zahoor uddin Ahmad's book "*Pakistan main Farsi Adab*" (Persian literature in Pakistan), we may find a long list of names who wrote Persian literature (Ahmad 2005), but there is hardly any name which could be called as the representative of that great poetic tradition adopted by Bedil and Ghalib. The only poetic voice that revived Persian poetry in India during the first half of the twentieth century is that of Iqbal who with his innovative style as well as ideological stance put new spirit into that dying genre.

It is intriguing that Iqbal wrote Persian poetry in a manner which does not seem estranged to Iranians. Today the Iranian students in literature are closer to Iqbal than Bedil and Ghalib. Iqbal, through the simplicity of language, innovative words, and musical rhythm, not only gave a universal and optimistic message that awakened the Persian verse to the contemporary problems

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but also offered solutions to them. Iqbal's lexical innovations in Persian are anti-traditional and fresh but still they add to the musicality of the Persian verse, and are quite meaningful. The twentieth century literature is divided into two contrasting streams of rebellion against tradition on the one hand and tradition-worship on the other. Iqbal cannot be included in either in traditional or in anti-traditional camp. He created his own way. He is neither a blind follower of the eastern tradition nor adopts the western modernity without questioning it first. Iqbal's ideal of man is neither impotent nor omnipotent. His ideal man is a believer and worshipper having the qualities of his Lord. (Iqbal P:397)

Iqbal goes beyond the geographical boundaries of Afghanistan and Iran and addresses the human soul, and not any one nation or ethnic group. Muhammad Baqai Maakan writes: "such scholars as Iqbal, Rumi and Attar transcend the confines of temporal and spatial limitations." (Baqai Makaan 2006:118). Iqbal's man is neither a superman nor a subhuman species; he does not only surrender to the Divine will, he is also a creator in the image of his Creator.

<div dir="rtl">

از گناه بنده صاحب جنون

کایناتِ تازه ای آید برون

</div>

> From an adventurous and challenging man's madness is born a new cosmos.
> (Iqbal 1343:339)

The desire to seek a new world has made his poetry free from the aimlessness and restlessness of contemporary world:

<div dir="rtl">

سوز و گذار زندگی لذتِ جستجوی تو

راه چو مار می گزد گر نروم بسوی تو

سینہ گشاده جبرئیل از بر عاشقان گذشت

تا شرری باو فتد ز آتش آرزوی تو

ہم بہوای جلوه ای پارہ کنم حجاب را

ہم بہ نگاہ نارسا پردہ کشم بہ روی تو

من بہ تلاش تو روم یا بتلاش خود روم

</div>

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عقل و دل و نظر همه گمشدگان کوی تو

> All warmth in life is due to the delight of your search; the path that does not lead to you is like a biting snake;
>
> Gabriel with open heart goes to the lovers' company to find some warmth from their burning desires;
>
> When I raise a curtain to see you, something hides you with another blinding curtain;
>
> Whether I should seek you or seek lost myself, I have lost my sight and my will in your search (Iqbal 1343:123)

In this sense, Iqbal is a traditionalist since, unlike the modernist/western over-emphasis on individualism, he appeals to a more Universalist sensibility. It is interesting that Nema is a contemporary of Iqbal and both of them have experimented with poetic forms, structures, and meanings. The following characteristics are commonly found in the poetry of this era:

1) Objectivity
2) Use of common/everyday diction
3) Liberalism
4) Patriotism/nationalism
5) Impact of modern disciplines (Ya Haqi 1375H, P:18-21)

It is true that, by violating the traditional modes of Persian poetry, Nima broadened the scope of poetic expression but, unlike Iqbal, could never become the poet of hope and life. His work gives beautiful images of nature but he is in search of freedom from the cruelty of nature and is not hopeful. His poem "Darwag", quoted in the beginning of the present paper, is an instance of the same hopelessness. Furogh's poetry has the modern trends which are influenced by Nimai style but distinct in meaningfulness. This trend was that of feminism and appeared in Furogh's poetry first of all. Furogh emerged as a representative of the feminine cause but, in her own words, this intellectual activism resulted into personal failures and disruptions in her matrimonial life. Furogh admits that because of the taboo topics and element of nudity in her poetry led to her social ostracization. (Yahaqi 1375H, P:131). In this way, she represented the feelings and emotions of women but it led to her psychological breakdown. Therefore, critics of her poetry mounted the question whether, by following western civilization and launching any western movement in the context of the east, cultural hybridity of this sort leads to personal and social failure of the artist?

Studying these trends reveals that during this transition period, the twentieth century Persian poetry seems to be at cross-roads of traditionalism and modernism and is an account of the

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collision and collusion of various trends. This way Persian poetry adopted a new way of expression that helped various theoretical movements to flourish. Traditionalist poets remained attached to the old world of metaphysical subtleties and ignored ground realities, and consider verse for pleasure and art. On the contrary, the modernist Persian poetry deals with more mundane issues. However, instead of giving any roadmap in solving the issues, they are given to despondency, coupled with identity crisis and it largely remains uncured. In these circumstances, Iqbal gives a message of hope, dignity of mankind, freedom and viceregency of God. He is neither a fan of the East nor a worshipper of the West. He desires a paradigm shift in thoughts but simultaneously works out a plan of rehabilitation.

Some of the Iranian critics objected to Iqbal's language while others liked it. Iqbal's Urdu has also been criticized by many (Ayub Sabir 2003, P:30-50). It is not only a matter of poetic license but formalist creativity that Iqbal employs such terms that seem to violate the established poetic norms and diction. In this way, Iqbal liberated Persian poetry from the classical bonds in terms of poetic structures. It does not mean that he has completely divorced himself from the classical tradition. In his Persian poetry, Iqbal has used the forms of classical poets but thematically his poetry belongs to the twentieth century socio-political milieu. Iqbal's contemporary Persian poets traced their identity either in Iranianness or linguistic differences. However, he traced human identity in its divine origins. Iqbal hailed Bedil's poetry because he, just like Iqbal himself, teaches humans to trust in themselves before they trust in the Divine (Iqbal 2003, P:9).

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Notes

1. Sabk or sabak means style or school of a particular style. In the history of Persian literature Muhammad Taqi Bahar first of all used the term for Sabk shenasi for stylistics. For more on this please see Bahar's book *Sabk Shenasi e Nasr*, and Sirous Shameesa's *Sabk Shenasi Nazm*.
2. On the history and evolution of Persian poetry please see A.G. Browne's A Literary History of Persia; and Sher ul Ajam by Shibli Numani.
3. Darwag is a frog-like animal that is considered as a precursor of the rainy season.

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How Physical Health Affects the Performance of the Students - An Experimental Study

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Abstract

The study was conducted to explain how physical health affects the performance of the students at secondary level in district Jhelum. The study would help the heads of the secondary schools to schedule their programs for providing physical education to the students, so that they can achieve good results in the academic achievements of the students. The study is also beneficial for the future researchers who wish to get good academic results from the students at the secondary level and also can remove the hurdles that affect the improvement of the quality education.

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All students of government secondary schools of Punjab constituted the population of the study. The study was delimited to the students of government secondary schools in district Jhelum. The study was further delimited to the students of 10th class of government comprehensive boys' high school Jhelum. Forty students of 10th class were taken as sample of the study. Pre-test and Post-test were used as instruments of the study. Pre-test was used to make the two groups i.e., experimental and control group for finding the effect of physical health on the performance of the 10th class students. Data obtained from the Pre-test and Post-test was then presented in tabular form for the purpose of interpretation. Data was manipulated with the help of appropriate statistical tools like; means, standard deviations, and difference of the means was computed for each group. On the basis of the results obtained from the pre-test and the post-test, problems were highlighted and appropriate suggestions were given to meet the future challenges.

Key Points: Physical, Achievements, Comprehensive, Enhancement, Quality

INTRODUCTION

Research on teaching physical education has focused on the relationship of class organization and student engagement time-variables with achievement. Class time was described in three measures: a) allocated time; the time the teacher plans for students to be engaged in motor activities, b) engaged time; the time a student is actually physically engaged in the activities, and c) academic learning time (ALT); the portion of engaged time a student is involved in motor activity at an appropriate success rate (Parker, 1989). The lost time among the three measures is defined 'funnel effect' and reflects 'how' the teacher organizes the lesson time and designs appropriate activities for the students (Siedentop, 1991).

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Teacher and student behavior is documented through systematic observation, which involves an observation system to categorize behaviors, and requires direct observation of classes, usually by videotaping (Rink, 1998). Descriptive studies that took place in '70s and '80s concluded that allocated time fluctuated between 50-80% of the lesson time, while only in half of this time students were motor engaged. The remaining class time was spent on management and transition activities or on waiting to participate. ALT fluctuated between 10- 34% that is considered very low (i.e., Cousineau & Luke, 1990; Silverman, Devillier & Ramirez, 1991).

Evidence supporting the association between physical activity and enhanced academic performance is strengthened by related research that found higher levels of physical fitness to be linked with improved academic performance among children and teens. For example two large national studies in Australia22 and Korea, 28 along with two smaller studies conducted in the U.S., 29, 30 found physical fitness scores to be significantly and positively related to academic performance. These studies included students from elementary through high school (Shephard RJ, 1996).

RESEARCH METHODOLOGY

POPULATION

All students of government secondary schools of Punjab constituted population of the study.

DELIMITATION

The study was delimited to the students of government secondary schools in district Jhelum. The study was further delimited to the students of 10th class of Government Comprehensive Boys High School Jhelum.

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SAMPLE

Forty students of 10th class were taken as sample of the study.

RESEARCH INSTRUMENT

Pre-test and Post-test were used as instruments of the study.

RESULTS AND DISCUSSION

Data was collected through pre-test and post test to find the effect of physical education on the academic performance of the students. It was observed that teachers also participated in different activities and motivated the students to participate with keen interest. Data obtained from the students and their interpretation is discussed below;

Table 1: Significance of difference between the mean scores of experimental and   control group on pre – test

Group	N	Df	M	SD	SE$_D$	t- Value
Experimental Group	20	19	59.2	12.56	1.63	-0.18 *
Control Group	20	19	59.5	12.52		

 * Not Significant   df=38   t-value at 0.05 level = 2.02

Table 1 indicates that the mean score of the pre-test of the experimental group was 59.2 and that of the control group was 59.5. The difference between two means was not statistically not significant at 0.05 level. Hence, the null hypothesis was accepted and both the groups could be treated as equal on the variable of pre-test.

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Table 2: Significance of difference between the mean scores of experimental group and control group on post-test

Group	N	df	M	SD	SE$_D$	t- value
Experimental Group	20	19	66.4	11.71	1.55	6.37*
Control Group	20	19	56.5	12.65		

*Significant   df=38   t value at 0.05 = 2.02

Table 2 indicates that the mean score of the Experimental Group in Post-test was 66.4 and that of the control group was 56.5. The difference between two means was statistically significant at 0.05 levels. Hence, the null hypothesis was not accepted in the light of the t-value obtained which is greater than the, table value at 0.05 levels which is also significant at 0.05 levels. Thus both the groups treated as different on the variable of Post-test.

It means that there is great role of physical education into the academic achievements of the students. Thus the results support the studies of Orlander and Robertson (1973), that students showed their good performance if they were given physical education during their academic session.

CONCLUSIONS

In the light of the analysis of data and findings of the study following conclusions were drawn;

1. Multiple assessment strategies and tools are not used (formative and summative) to monitor student learning.

2. Students are not able to articulate relevance and transfer of learning.

3. Students do not demonstrate creative and critical thinking skills.

4. Effective management strategies are not used into the schools.

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5. Allocated time is not used effectively and efficiently allowing students to remain focused on lesson and task expectations.

6. Students are not engaged in relevant, meaningful physical activity a minimum of 60% of the instructional time.

RECOMMENDATIONS

Following recommendations are made from the study;

1. School should develop and implement a planned, sequential physical education curriculum that adheres to national standards for health and physical education.

2. Schools Department should hire a physical education coordinator District level to provide resources and physical education.

3. Government should offer regular professional development opportunities to physical education teachers which are specific to the field and require teachers to keep current on emerging technologies, model programs, and improved teaching methods.

4. Government should take care of requirements of students for fitness, cognitive, and affective assessment in physical education that are based on student improvement and knowledge gain.

5. District education officer should assure that programs have appropriate equipment and adequate indoor and outdoor facilities.

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Images in Tagore's *Gitanjali*

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Introduction

Rabindranath Tagore (1861-1941) was a significant contributor to Indian Literature in English. He exposed himself responsibly to the twin Worlds of the English Romantic poets and Indian devotional poetry. His work *Gitanjali* won for him the Nobel Prize for Literature in 1913. The

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songs in *Gitanjali* are the poet's meditations on God, Man and Nature. In order to express his ideas effectively, Tagore uses images in his works.

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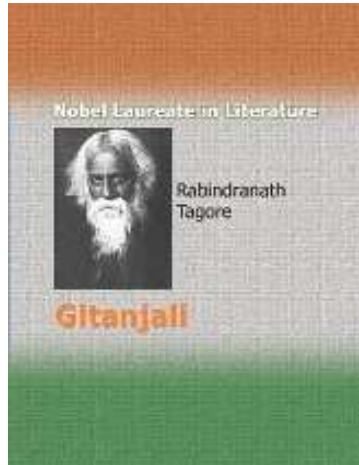
Images are not a mere ornament. Images are essential to the meanings of a work of art. An image 'is a picture made out of words' and that 'a poem may itself be an image composed from a multiplicity of images' (C. Day Lewis, *The Poetic Images*, pp. 17-18).

Tagore's *Gitanjali* is endowed with richness of diction and imagery. And it is highly expressive and original. The common objects of nature like flowers, rivers, clouds, the sky, the stars, the boatmen, the beggars, travelers on the road, and shepherds find place in his works.

Edward Thompson comments on the art of Tagore:

> Rarely was fine poetry one thinks, made out of less variety, rain, and cloud, wind and rising river, boatmen, lamps, temples and gongs, flutes and vines, birds flying home at dusk,… It is astonishing what range the poet gets out of these few things. They are far too naturally and purely used here to be called properties, as they justifiably might be in much of his works. (217)

Elemental Images

Leitmotif (a motif or theme associated throughout a music drama with a particular person, situation, or idea) images employed by Tagore is mostly the elemental images – the images of water, fire, earth, air and light, and other objects such as trees, flowers and rivers.

Images of Light and Darkness, Fire and Cloud abound in Tagore's *Gitanjali.* In their mingling of light and darkness, the stars symbolize the rhythm of life, the very mystery of life. They shine (which is Life), and then are hidden behind the cloud (which is death). The stars are constantly moving towards each other and this movement is an expression of their love. It symbolizes the

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urge of the individual to become one with the infinite. Night is mysteriously beautiful. Its darkness symbolizes the mystery of the unknown. Its message is the message of God. (The king of the dark chamber). One who understands Him, comes into light. Tagore's search of the immortal and his identification of God with the source of illumination, is brought out in this poem:

Light , oh, Where is the Light? Kindle it with the burning fire of desire!

There is the lamp but never a flicker of a flame,-is such thy fate, my heart? Ah, death were better by far for thee!

Misery knocks at thy door, and her message is that thy Lord is wakeful, and he calls thee to the love-tryst through the darkness of night.

The Sky is overcast with clouds and the rain is ceaseless.

I know not what this is that stirs in me,- I know not its meaning.

A moment's flash of lightning drags down a deeper gloom on my sight and my heart gropes for the path to where the music of the night calls me.

Light, oh, Where is the light? Kindle it with the burning fire of desire.

It thunders and the wind rushes screaming through the void. The night is black as a black stone. Let not the hours pass by in the dark. Kindle the lamp of love with thy Life. (*Gitanjali* –XXVII).

In this lyric, clouds, darkness, rain, thunder all symbolize the dangers and difficulties which lie in the path of spiritualism. But, they are overcome by a sincere devotee to see his way clearly and surely through all the darkness of ignorance that besets his path. This poem implies that worldly, sensuous desires must be burnt and the lamp of divine love has to be lighted.

The water - fire imagery as symbols of thirst and gratification, is employed in many poems of Tagore. The passions of love are referred to as fire, and water is spoken of as one that quenches desire and thirst. Song LIV of Gitanjali refers to God as a thirsty traveler waiting for a draught of water.

I heard not thy steps as thou camest. Thine eyes were sad when they fell on me; thy voice was tired as thou spokest low- ''Ay, I am a thirsty traveller''. I started up from my day-dreams and poured water from my jar on thy joined palms. (Gitanjali – LIV)

The poet-beloved's offering of water to the divine traveler symbolizes an act of love, charity, and devotion, and as a result, divine bliss flows into the human heart .

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Image of Boat and Sea

Tagore employs boat image in the religious sense, as Soul sojourns to reach Godhead. Crossing the ocean is considered as overcoming or transcending the material and worldly pleasures of Life. Tagore refers to the transcending of worldly pleasures in his song XLII:

Early in the day it was whispered that we should sail in a boat, only thou, and I,

and never a soul in the world would know of this our pilgrimage to no country and to no end.

In that shoreless ocean, at thy silently listening smile my songs would swell in melodies,free as waves, free from all bondage of words. (*Gitanjali* XLII)

Tagore wants to be free from the bondage of this world, but his divine lover who alone can grant him this freedom does not come. His soul yearns for Him to come and take the boat of his life across the dark ocean of eternity, where alone rest is possible for the human soul. Here, the sea image symbolizes the great unknown , the Heaven of rest for which man longs.

The Sea and its related images

The sea and its related images, is employed by Tagore to raise eternal questions and provide with relevant answers. Tagore says,

I have come to the brink of eternity from which nothing can vanish - no hope, no happiness, no vision of a face seen through tears.

Oh, dip my emptied life into that ocean, plunge it into the deepest fullness. Let me for once feel that lost sweet touch in the allness of the Universe. (*Gitanjali-* LXXXVII)

The poet narrator prays to God to immerse him in the vast ocean of eternity, so that he may once again enjoy the sweet touch of his beloved and see her beautiful face. Here, the sea image is suggestive of his yearnings.

Flower Image

Flower image is common in love poetry. It is a recurring image in Tagore's works. The flower in all its beauty symbolizes the fulfillment of the human longing for the unknown and the far off. It also symbolizes love and the power of love; that is why the bridegroom is welcomed with a garland of flowers, and flowers are offered to God. Tagore compares his love with a flower in song IV:

I shall ever try to drive all evils away from my heart and keep my love in flower, knowing that thou hast thy seat in the inmost shrine of my heart. (*Gitanjali* – IV)**.**

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In this song the image of flower symbolizes the beauty and sweetness of love. Tagore also uses the flower image in order to stress the philosophy of life. He expresses this idea thus:

Pluck this little flower and take it. Delay not? I fear lest it droop and drop into the dust.. ….Though its colour be not deep and its smell be faint, use this flower in thy service and Pluck it while there is time. (Gitanjali – VI)

Here, in the above song, Tagore compares his Life and soul to a flower. He offers it to God and prays to Him to accept his humble offering. Like a flower, his life is short and very soon it will fade away, and drop into dust like the petals of a faded flower. Therefore, He should accept his offering before it is too late. In this song, the flower image symbolizes the shortness of human life and also the offering of love and devotion of a true devotee.

The image of flower with its thorn is presented by Tagore in song LV:

Languor is upon your heart and the slumber is still on your eyes. Has not the word come to you that the flower is reigning in splendor among thorns? Wake;

Oh, awaken! Let not the time pass in vain! (*Gitanjali*- LV)

The flower grows beautifully in an environment of thorns and it suggests the victory of joy over pain, the victory of life and beauty over ugliness.

Image of Bird

Tagore compares his joy with that of the glad flight of a happy bird. He identifies his own joyous mood with the happy mood of nature. We find the gleeful tone in the voice of Tagore "**and my adoration spreads wings like a glad bird on its flight across the sky**." (Gitanjali ----II) In this song, Tagore presents the idea that the mystic bliss results when one devotes one's talents to the worship of God. In such moments the human soul rises high to become one with God, its maker. The poet conveys his truth through a telling and vivid image. The human soul is likened to a bird flying across the sea of eternity to reach the divine.

Image of Music

Image of music dominates love poems. Tagore has made use of concrete images of everyday experience, drawn from the world to communicate abstract concepts. For instance, the opening stanza of *Gitanjali* begins with, "**This little flute of a reed thou hast carried over hills and dales, and hast breathed through it melodies eternally new. . . . .**" (Gitanjali -- I). Here, the poet compares himself to a flute made of reeds and God to a flute player. God, the Musician, plays upon a flute, the poet, and he [God] plays upon it everywhere over the hills as well as in valleys. And he always plays new and fresh melodies. This brings out the poet's faith that God is present everywhere in nature.

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Captive Image

The captive image employed by Tagore depicts the wretched conditions of the lovers. Tagore writes,

"Prisoner, tell me who was it that bound you?"

'It was my master,' said the prisoner.

I thought I could outdo everybody in the world in wealth and power and I amassed in my own treasure-house the money due to my king. When sleep overcame me I lay upon the bed that was for my Lord, and on waking up I found I was a Prisoner in my own treasure-house.''

'Prisoner, tell me, who was it that wrought this unbreakable chain?

It was I, said the Prisoner,' who forged this chain very carefully. I thought my invincible power would hold the world captive leaving me in a freedom undisturbed. Thus night and day I worked at the chain with huge fires and cruel hard strokes. When at last the work was done and the links were complete and unbreakable, I found that it held me in its grip. (*Gitanjali* – XXXI)

The rich amass worldly wealth and through their worldly possessions, they hope to acquire power over others. But, they themselves become prisoners of their own greed and vanity. Their ego, their pride, holds their souls in bondage. Spiritual freedom is denied to them. These bonds must be broken before spiritual salvation can be possible.

Image of Journey

Journey motif reaches its culmination point when Tagore refers to Death as the end of the journey. He refers to his last journey thus:

I have got my leave. Bid me farewell, my brothers! I bow to you all and take my departure. Here I give back the keys of my door- and I give up all claims to my house. I only ask for the last kind words from you. We were neighbours for long, but I received more than I could give. Now the day has dawned and the lamp that lit my dark corner is out. A summons has come and I am ready for my journey. (*Gitanjali* -XC III)

Here, the poet is about to embark on his last journey and he bids farewell to his fellowmen. Now, at the time of final farewell, he prays to them for their good wishes. The journey image suggests the fact that the call of death has come to him from the great unknown and he will now start on his last journey.

Conclusion

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From the above, it is revealed that Tagore depends upon traditional images which are made available to him by classical Indian Literature. These images enable Tagore to communicate the abstract truth and spiritual ideas to his readers.

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Microfinance and Women Empowerment in the Rural Areas of Cuddalore District of Tamilnadu

S. Malathi, M.Com., M.B.A., M.Phil. and K. Vijayarani, Ph.D.

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Abstract

The present study examined Microfinance and Women Empowerment in the rural areas of Cuddalore district. The first researcher selected 100 samples randomly from Cuddalore district, Tamil Nadu. The researcher made an attempt to identify the factors which influence women empowerment in rural areas of Cuddalore district. Further, the study examined social and economic impacts of microfinance in the present study area. In this context, the collected data were analysed using statistical methods. The statistical tools such as chi-square and t-test were used. Finally, the results found sustained growth of women empowerment through microfinance in the rural areas of Cuddalore district.

Keywords

Microfinance, Women Empowerment, Self Help Group

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Introduction

Today's use of the expression *Microfinance* has its roots in the 1970s when organizations such as the Grameen Bank of Bangladesh with the Microfinance pioneer Professor. Mohammad Yunus, was started and shaped the modern industry of Microfinance.Another pioneer in this sector is Akhtar Hameed Khan a Pakistani development activist and social scientist. At that time a new wave of Microfinance initiatives introduced many new innovations into the sector. Many pioneering enterprises began experimenting with loaning to the underserved people. The main reason why Microfinance is dated to the 1970s is that the programs could show that people can be relied on to repay their loans and that it is possible to provide financial services to poor people through market-based enterprises without subsidy. Shore Bank was the first Microfinance and community development bank founded 1974 in Chicago.

The World Bank estimates that more than 16 million people are served by some 7000 microfinance institutions all over the world. CGAP (Consultative Group to Assist the Poor) experts state that about 500 million families benefit from these small loans, making it possible to start new businesses. In a gathering at a Micro-credit Summit in Washington DC, the goal was set to reach 100 million of the world's poorest people by credits from the world leaders and major financial institutions.The women empowerment helps the rural women folk in terms of gender equality in decision making, power of autonomy over resources and mobility at the household level and political and societal participation.

Statement of the Problem

While many people agree that microfinance can make difference in people's lives, the real outcome is not clear as to the extent to which microfinance contributes to poverty reduction. The present study dealt with the link between microfinance and women empowerment in the rural areas with respect to development of livelihood. Microfinance has aroused much passion among providers, promoters and others involved in the microfinance field. The earlier studies suggested that the impact of microfinance services on income and consumption are conditional; the impact is directly related to initial

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endowment of the household and length of time-- a client is in the programme. Emerging evidence shows that microfinance has positive impact areas across a wide range of clients groups and programmes. In this context, the present study made an attempt to focus on the women empowerment, security, and opportunity for women - focus on selected non-income dimensions of poverty, specifically those related to risk, vulnerability, and assets. This paper focused on the women clients' perspectives on the role of microfinance in helping them reduce vulnerability which have been stressed throughout the research process served as a frame work for designing suitable methods for the development of poor women in the rural areas of Cuddalore district.

The development could not be achieved in rural India on sustainable basis until and unless India's women folk are developed and empowered socially and economically. It is well understood today that without economic and social liberation of women, true liberation of women is not possible. Also without the provision of equal economic and social opportunities to women, emancipation of women cannot truly occur. Further, it is only when the rural women are allowed to participate as an equal partner in the most vital process of development of the nation, the rural development will take place in a real sense.

Review of Literature

Saravanan (2008), in his article entitled **"**Micro Finance and Rural Development in Tamilnadu,**"** makes an attempt to analyse the microfinance activities in Tamilnadu. **Ta**milnadu is one of the fast growing states of the country with a vast area and sharp interregional variations in socio-economic achievements. Micro-credit based income generating activities have made a good beginning, opening the door of credit to the marginalized power women who were denied access to traditional channels of credit, but it need not be the panacea for all the problems of the poor. Though, micro-credit operators help in increasing the income levels of the beneficiaries to a certain extent credit alone is not enough to tap the full economic potential of the poor.

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Kumararaja (2009), in his article entitled "Performance of SHG in Tamil Nadu," made an attempt to evaluate the performance of SHGs in Tamil Nadu. The study highlighted the progress of SHGs in India and Tamil Nadu. It revealed that there has been a steady progress in the number of SHGs and amount of loan sanctioned. The study concluded that a timely and regular check of the micro-credit through SHGs will contribute to a healthy progress and to the overall development of rural women.

Sankaran (2009), in his article entitled "Trends and Problems of Rural Women Entrepreneurs in India," made an attempt to analyze the trends and problems of rural women entrepreneurs in India. The study highlighted the conceptual aspects of trends and problems of rural women entrepreneurs in India. It concluded that women have creative ability, easy adaptability, and ability to cope with setbacks.

Chavan, Mukund, and Mundargi (2010), in their article entitled **"**Microfinance and Financial Inclusion of the Poor through Self Help Group Bank Linkage,**"** made an attempt to study **M**icro Insurance through self-help groups (SHGs). Micro Insurance through self-help groups (SHGs) is an innovative approach for the financial inclusion of the rural poor. Credit has been an important element to link the poor to commodity markets. Credit helps the rural poor in the acquisition of income-generating assets and creates self-employment opportunities. This helps alleviate rural poverty. SHG Bank Linkage (SBL) programme for credit has been able to reduce transaction costs. It has enabled the banks to achieve better loan recovery and mobilize low cost deposits.

Reji (2011), in her article entitled **"**Microfinance and Women Empowerment: Evidence from Field Study,**"** states that Micro-financing through the SHGs enables empowerment of its members. It places a lot of emphasis in developing savings habit among the members apart from providing savings and credit to its members. The ability to contribute to household income, as a result of the credit access and increased income from income-generating activities helped the members to get respect in their family and community as well. This acceptance, in turn, helped to gain confidence, play increased

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role in household decision making, gain control over resource, ability to freely interact with members of the group as well as outsides and ability to deal with adversities.

Pokhriyal and **Vipin Ghildiyal (2011)** have concluded that the Scheduled Commercial Banks (SCBs) have played a crucial role in the growth and advancement in urban areas rather than in rural areas. Scheduled Commercial banks have not lived up to the expectations. The total credit disbursed by the SCBs has decreased to a very insignificant proportion. Smaller credit represents that the poor unprivileged people are not being provided with adequate credit. India is an agrarian economy but rural areas and rural people are still deprived and discriminated in the context of financial inclusion and growth.

Objectives

1. To analyse performance of the programmes of microfinance and women development in the present study area.
2. To find out the social and economic impact of microfinance in the present study area.
3. To examine the problems of microfinance and women empowerment in the rural areas of Cuddalore district.

Hypotheses of the Study

1. Respondents differ in their level of satisfaction about their economic position before and after joining as a member in self help group.
2. Respondents differ in their level of empowerment on the basis of education.

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Methodology

The study is purely descriptive in nature and it is based on primary data and secondary data. Primary data has been collected through well-structured interview schedules. The secondary data is mainly from related reports. For this, the researcher has made an attempt to study different factors involved in performance appraisal and its casual relationship with basic variables. The size of sample is 100. The researcher has selected the samples from two different blocks, viz., Parangipettai and Bhuvanagiri among the 13 blocks in Cuddalore district. The researcher has adopted simple random sampling method in this study. Further, the researcher has used appropriate statistical tools such as simple frequency tables. Percentages of tests are processed with the help of SPSS (Statistically Package tool for Social Science) at the appropriate juncture. Bar charts have also been prepared.

Results and Discussion

Table-1

Showing t-Test for women self-help group's opinion about economic position before and after joining as a member

Group	N	Mean	SD	t-Value	LS
Before	100	2.01	1.10		
After	100	4.37	1.38	2.13	0.05

Ha: Respondents differ in their level of satisfaction about their economic position before and after joining as a member in self-help group.

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It is seen form the above table that the calculated t-value is significant at 5% level. So it is concluded that there is a significant difference in the economic position between before and after joining as a member. Here the alternative hypothesis is accepted.

Table-2

F-ratio for Women's empowerment on the basis of education

Education	N	Mean	SD	F-ratio	LS
Below SSLC	24	2.46	1.12		
HSC	46	4.10	1.76	3.76	0.05
Degree and above	30	4.64	1.94		

Ha: Respondents differ in their level of empowerment on the basis of education.

It is inferred from the above table that the calculated F-ratio is significant at 5% level. So, the alternative hypothesis is a accepted and Null hypothesis is rejected. Therefore, it is concluded that respondents differ in their level of empowerment on the basis of education. Comparing all the levels of education, those who have high level of education have fully participated and have been empowered in great measure.

Findings

➢ Results inferred that calculated t-value is significant at 5% level. So it is concluded that there is a significant difference in economic positions between before and after joining as a member. Here alternative hypothesis is accepted.

➢ Results inferred that the calculated F-ratio is significant at 5% level. So the alternative hypothesis is accepted and null hypothesis is rejected. Therefore it is concluded that respondents differs in their level of empowerment on the basis of

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education. Comparing all the levels of education, those who have high level of education have fully participated and have been greatly empowered.

Suggestions

* Create more awareness among the rural woman by conducting seminars and workshops. Provision of adequate training to the rural women will be necessary, for fruitful and more meaningful of microfinancing.

- Banks should pay greater attention to provide higher amount bank loan in the rural areas.

- Provision of adequate power to take good decision-making and forward-thinking in the family level as well as in the society level.

Conclusion

The present study aimed at studying the performance of microfinance and women development, growth of microfinance and women empowerment in the rural areas of Cuddalore district. 100 samples randomly were selected from two different blocks of Cuddalore district. The objectives and hypotheses were tested through t-Test and through and F-test. Finally, the study concluded that there is a significant difference in economic position before and after joining as a member in the SHG. Furthermore, the result identified that respondents differed in their level of empowerment on the basis of their level of education. Comparing all the levels of education, those who have high level of education have fully participated and have been greatly empowered.

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Lai Quoted and Reported Speech

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Lai Quoted and Reported Speech

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Lai is spoken in and around the town of Hakha, present administrative capital of Chin State, Myanmar. It is often called (Hakha) Chin in linguistic literature. According to *Ethnologue* (Lewis 2009), the total speaking population is 131,260, including a large number in Mizoram State, India. Lai is a Tibeto-Burman language of the Kuki-Chin subgroup; as such it has the characteristic agreement system of verbs with their subjects and objects, and the alternation of verb stems subject to morphosyntactic conditions. An earlier version of this paper was presented to the 42nd International Conference on Sino-Tibetan Languages and Linguistics, hosted by Payap University, November 2009.

1. Quoted versus reported speech. What people say is reflected in language in two different ways. Consider the following Lai sentences.

(1)   a   *Pa Sui   nih,   "**Ka ra,**"   a   ti*.
           Pa Sui   BY   1   come   3   say
           'PS said, "I am coming."'

      b   *Pa Sui   nih   **a   rat**   kha   a   chim*.
           Pa Sui   BY   3   come that   3   say
           'PS said that he was coming.'

In (1a), the words *ka ra* 'I am coming' claim to mirror the exact words spoken by Pa Sui. This is indicated by the quotation marks (" ... ") surrounding them; traditionally it is termed 'direct discourse', but we will call it here 'quoted speech'. In (1b), the corresponding words *a rat* 'he was coming' are not intended to repeat Pa Sui's words, but rather to convey the meaning of what he said. As opposed to direct discourse (or quoted speech), this is traditionally termed 'indirect discourse' and will be called here 'reported speech'. As in sentences (1), the quoted and reported portions of our examples will be marked in boldface.

We immediately notice at least three differences between quoted speech as in (1a) and reported speech as in (1b). The most salient is probably the interpretation of grammatical person. There are no pronouns in (1ab), but *ka ra* in (1a) implies a first person singular subject, while *a rat* in (1b) implies a third person singular subject. *Ka* and *a* are subject agreement markers, respectvely first and third person singular. In this paper, Lai agreement markers are glossed with person and number features (e. g, 2 or 1-2) but Lai pronouns are glossed with English pronouns. For details on Lai agreement, see Bedell 1998. Nevertheless, the particular person said to be coming is the same in both sentences: Pa Sui. More accurately, in (1) the person who is coming must be Pa Sui, and in (2) that person may be, and without context probably is, Pa Sui. But in an appropriate context it might be someone else: *Pa Hu tah?* 'What about PH?' *Pa Sui nih a rat kha a chim.* 'PS said that he (=PH) was coming.' If (1b) is changed to (2), with first person agreement as in (1a), then the person said to be coming is not Pa Sui, but the speaker of (2).

(2)   *Pa Sui   nih **ka   rat** kha a   chim.*
           Pa Sui   BY   1   come that 3   say
           'PS said that I was coming.'

On the other hand if (1b) is changed to (3), then the person said to be coming is someone other than Pa Sui. Note that Lai agreement does not distinguish gender.

(3)   *Pa Sui   nih, "**A   ra,** a   ti.*
           Pa Sui   BY   3   come 3   say
           'PS said, "She is coming."'

If that person was in fact being addressed by Pa Sui, then (4) might have the same meaning.

(4)   *Pa Sui   nih, "**Na   ra,** a   ti.*
           Pa Sui   BY   2   come 3   say
           'PS said, "You are coming."'

The explanation for all this is that in quoted speech, not only are the exact words repeated, but the context in which they were said is carried over. In reported speech, the meaning is conveyed in the context of the entire sentence. Thus, for example, *ka* in (1a) is interpreted in a context, supplied by the verb *ti* 'say', in which the speaker is Pa Sui. The same word in (2) is interpreted in the context of the sentence as a whole, whose speaker is not Pa Sui, but is unnamed and not otherwise mentioned.

        The second point of difference is the presence in (1b) of the word *kha* 'that', which may not appear with quoted speech:

(5)   **Pa Sui nih, "**Ka ra,**" kha a ti.*

The word *kha* belongs to a set of deictics, including also *hi* 'this', *khi* 'that' and *cu* 'that'. When used in a sentence like (1b) or (2), its effect is to mark what precedes it as a noun phrase, and therefore as an argument of the verb it accompanies. Quoted speech like *ka ra* in (1a), whatever its semantic relation to the verb *ti* may be, is not syntactically a noun phrase obeying Lai grammar, but can be something said in a foreign language or even a non-linguistic sound. Reported speech like *a rat* in (1b) by contrast, is subject to the grammar of Lai and though internally a clause is externally a noun phrase as marked by *kha*. This is an effect of its integration into the entire sentence of which it forms a component. For details on Lai deictics, see Bedell 2001, and citations given there.

        The third point of difference is the form of the verb stem:

(6)   **Pa Sui nih, "**Ka rat,**" a ti.*

(7)   **Pa Sui nih **a ra** kha a chim.*

Like many Lai verbs, *ra* 'come' has an alternate stem, *rat*. Intransitive verbs like *ra* use the base form in simple clauses like *ka ra* 'I am coming', but use the alternate form in subordinate or nominalized clauses like *a rat kha* 'that he is coming'. Sentences like (6) in which the alternate stem appears in a simple clause, or like (7) in which the base stem appears in a subordinate or nominalized clause, are ungrammatical. Like the use of *kha*, the use of the alternate stem is an effect of the integration of reported speech into the sentence in which it is contained. For details on Lai verb stem alternation see Kathol 2003, and citations given there.

2. Reported interrogatives. Compare sentences (8a) and (8b) with (1a) and (1b); (8a) is quoted speech corresponding to reported speech in (8b).

(8)   a   *Zingzing   nih   Pa Sui   cu,   "**Na   ka   daw   maw?**"   a   ti.*

          Zingzing   BY   Pa Sui   that   2   1   love   Q   3   say

          'ZZ said to PS, "Do you love me?"'

      b   *Zingzing   nih   Pa Sui   cu   **amah**   **a**   **dawt le**   **dawt lo**   kha   a*

          Zingzing   BY   Pa Sui   that   he/she   3   love   or   love   NEG   that   3

          hal.

          ask

          'ZZ asked PS whether he loved her.'

A major difference between the two pairs of sentences is that while the quoted or reported speech in (1) contains an intransitive verb *ra* or *rat*, that in (8) contains a transitive verb *daw* (base form) or *dawt* (alternate form) 'love'.

Some of the differences between (8a) and (8b) parallel those between (1a) and (1b). In (8b) both the subject and object of the verb *daw* or *dawt* become third person instead of first or second, because they are interpreted in the context of the whole sentence rather than the original context of the quoted speech as in (8a). In (9) we see the same agreement markers interpreted as referring to persons other than Zingzing or Pa Sui.

(9)   *Zingzing   nih   Pa Sui   cu   **na**   **ka**   **dawt le**   **dawt lo**   kha   a   hal.*

             Zingzing   BY   Pa Sui   that   2   1   love   or   love   NEG   that   3   ask

             'ZZ asked PS whether you love me.'

And just like (3) and (4) in relation to (1), the quoted speech version corresponding to (8b) can vary depending on aspects of the context not directly represented in the sentences.

(10) a   *Zingzing   nih   Pa Sui   cu,   "**A   daw   maw?**"   a   ti.*

          Zingzing   BY   Pa Sui   that   3   love   Q   3   say

          'ZZ said to PS, "Does he love her?"'

      b   *Zingzing   nih   Pa Sui   cu,   "**Na   daw   maw?**"   a   ti.*

          Zingzing   BY   Pa Sui   that   2   love   Q   3   say

          'ZZ said to PS, "Do you love her?"'

      c   *Zingzing   nih   Pa Sui   cu,   "**Aan daw   maw?**"   a   ti.*

          Zingzing   BY   Pa Sui   that   3-2   love   Q   3   say

          'ZZ said to PS, "Does she love you?"'

If Zingzing is asking about Pa Sui, (10b) or (10c) will be an appropriate form; otherwise (10a). Just as in (6), the word *kha* in (8b) cannot appear in (8a), and for the same reason:

(11)   **Zingzing nih Pa Sui cu, "**Na ka daw maw?**" kha a ti.*

In (8a) the quoted speech is a polar (yes-no) question, marked in Lai by the word *maw*. *Maw* may appear only in main clause questions, but not in subordinate questions. Thus (12) is ungrammatical.

(12) *Zingzing nih Pa Sui cu **amah a daw maw** kha a hal.*

The pattern of stem alternation is different for transitive verbs than it is for intransitive verbs. For the latter as illustrated in (1a) versus (1b), the base form is the default. But for transitive verbs, it is the alternate form which is the default. In (8a) the base form *daw* appears in the quoted speech because of the polar question structure: *maw* requires the base form. In (8b) *maw* does not appear and thus the alternate form *dawt* is used. One thing this shows is that verb stem choice in this case is not sensitive to semantics or pragmatics so much as to the morphosyntactic structure: the meaning of a polar question is equally present in both (8a) and (8b). In the reported speech variant (8b) *maw* is replaced by a disjoined structure *dawt le dawt lo* 'love or not love'. This disjoined structure can be used in main clauses or quoted speech, as in (13); (8a) can be regarded as an abbreviation of (13).

(13) *Zingzing   nih   Pa Sui   cu,*   "***Na   ka   daw   maw   daw   lo?***"   *a   ti.*
      Zingzing   BY   Pa Sui   that   2   1   love   Q   love   not   3   say
      'ZZ said to PS, "Do you love me or not?"'

3. Reported imperatives. Now compare (14) with the two previous pairs (1) and (8). Here (14a) is quoted speech while (14b) is reported speech.

(14) a   *Zingzing   nih,*   "***Hi-ka   ah   ra   (tuah)***,"   *a   ka   ti.*
          Zingzing   BY   this-place   to   come   please   3   1   say
          'ZZ said to me, "(Please) come here."'

      b   *Zingzing   nih   **cu-ka**   **ah**   **kal**   *ding-in   a   ka   fial.*
          Zingzing   BY   that-place   to   go   should-P   3   1   tell
          'ZZ told me to go there.'

The shifts from *hika* 'here' and *ra* 'come' in (14a) to *cuka* 'there' and *kal* 'go' in (14b) are parallel to the shifts in grammatical person discussed for the earlier examples. That is, they are an effect of the shift of context. *Hika ah ra (tuah)* '(please) come here' in (14a) must be interpreted in the context of Zingzing's speech act, while *cuka ah kal* 'go there' in (14b) is interpreted in the context of the speech act constituted by (14b) itself. That there is no grammatical person shift between these sentences is due to the absence of any agreement markers in either the quoted speech or reported speech in (14).

The absence of agreement with *ra* 'come' in (14a) or *kal* 'go' in (14b) is in turn due to the fact that both the quoted and reported speech are imperative. Main clause imperatives in Lai are not marked by any particle like *maw*; rather they are base forms of either transitive or intransitive verbs, without subject agreement. The word *tuah* in (14a) is itself the imperative form of the verb *tuah* 'do', and serves to soften a possibly abrupt command. It cannot occur in reported speech.

(15) *Zingzing nih **cuka ah kal** tuah dingin a ka fial.*

The word *dingin* in (14b) consists of a noun *ding* meaning something like 'should' combined with a postposition *in* 'from'. It helps convey the imperative meaning in reported speech. But *dingin* is not required to convey the intended meaning; (16) is a possible variant.

(16) *Zingzing   nih   **cu-ka**   **ah**   **kal**   *a   ka   fial.*
      Zingzing   BY   that-place   to   go   3   1   tell
      'ZZ told me to go there.'

Here the imperative meaning is clear from the main verb *fial* 'tell'.

4. The verb *ti*, and *tiah*. In the sentences examined so far, the main verb in all examples of reported speech is *ti*, which was glossed uniformly as 'say'. Lai has a rich inventory of other verbs which can refer to speech acts, but they are not all easily accompanied by quoted speech. Two of (17), (18) and (19) containing the same verbs in (1b), (8b) and (14b), are ungrammatical.

(17)   **Pa Sui nih, "**Ka ra**," a chim.*

(18) | *Zingzing* | *nih* | *Pa Sui* | *cu,* | "***Na*** | ***ka*** | ***daw*** | ***maw?***" | *a* | *hal.* |
|---|---|---|---|---|---|---|---|---|---|
| Zingzing | BY | Pa Sui | that | 2 | 1 | love | Q | 3 | ask |

         'ZZ asked PS, "Do you love me?"'

(19)   **Zingzing nih, "**Hika ah ra (tuah)**," a ka fial.*

If we wish to use verbs like *chim* 'say' or *fial* 'tell' with quoted speech, then we must insert a particle *tiah* after the quoted speech, which may also be used with *hal* 'ask'.

(20) | *Pa Sui* | *nih,* | "***Ka*** | ***ra***," | *ti-ah* | *a* | *chim.* |
|---|---|---|---|---|---|---|
| Pa Sui | BY | 1 | come | say-P | 3 | say |

         'PS said, "I am coming."'

(21) | *Zingzing* | *nih* | *Pa Sui* | *cu,* | "***Na*** | ***ka*** | ***daw*** | ***maw?***" | *ti-ah* | *a* | *hal.* |
|---|---|---|---|---|---|---|---|---|---|---|
| Zingzing | BY | Pa Sui | that | 2 | 1 | love | Q | say-P | 3 | ask |

         'ZZ asked PS, "Do you love me?"'

(22) | *Zingzing* | *nih* | "***Hi-ka*** | ***ah*** | ***ra*** | ***(tuah)***," | *ti-ah* | *a* | *ka* | *fial.* |
|---|---|---|---|---|---|---|---|---|---|
| Zingzing | BY | this-place | to | come | please | say-P | 3 | 1 | say |

         'ZZ told me, "(Please) come here."'

Tiah appears to consist of the verb *ti* combined with a postposition *ah*. *Ti* here takes no agreement, and *tiah* serves as a verbal 'close quote'.

Tiah cannot appear with reported speech, but it may be used optionally with the verb *ti*.

(23)   **Pa Sui nih **a rat** kha tiah a chim.*

(24)   **Zingzing nih Pa Sui cu **amah a dawt le dawt lo** kha tiah a hal.*

(25)   **Zingzing nih **cuka ah kal** dingin tiah a ka fial.*

(26) to (28) are variants of (1a), (8a) and (14a).

(26) | *Pa Sui* | *nih,* | "***Ka*** | ***ra,***" | *ti-ah* | *a* | *ti.* |
|---|---|---|---|---|---|---|
| Pa Sui | BY | 1 | come | say-P | 3 | say |

         'PS said, "I am coming."'

(27) | *Zingzing* | *nih* | *Pa Sui* | *cu,* | "***Na*** | ***ka*** | ***daw*** | ***maw?***" | *ti-ah* | *a* | *ti.* |
|---|---|---|---|---|---|---|---|---|---|---|
| Zingzing | BY | Pa Sui | that | 2 | 1 | love | Q | say-P | 3 | say |

         'ZZ said to PS, "Do you love me?"'

(28) *Zingzing nih, "**Hi-ka ah ra (tuah)**," tiah a ka ti.*
Zingzing BY this-place to come please say-P 3 1 say
'ZZ said to me, "(Please) come here."'

5. Variations (1). The pair of sentences (29) is to be compared with previous pairs such as (1), (8) and (14).

(29) a *Pa Sui cu, "**Ka ti a hal,**" ti in a au.*
Pa Sui that 1 water 3 ask say P 3 shout
'PS shouted, "I am thirsty."'

b *Pa Sui cu **a ti-hal** in a au.*
Pa Sui that 3 water-ask P 3 shout
'PS shouted that he was thirsty.'

One difference is that in (29) the verb in the quoted or reported speech is the compound *tihal*, which literally means 'ask for water', but is an idiom meaning 'be thirsty'. As in (29a), when it appears as a main verb, subject agreement (here *ka*) appears with the first member (*ti*) while a dummy third person singular (*a*) appears with the second member. In the corresponding reported speech (29b), not only does the subject agreement shift as in earlier examples, but the dummy third person singular marker disappears. The result is usually written as a single word, and could be interpreted as a noun, with the shifted subject agreement marker becoming a genitive. A second difference is the appearance of *ti in* in (29a) rather than *tiah*.

(30) *Pa Sui cu, "**Ka ti a hal,**" ti-ah a au.*
Pa Sui that 1 water 3 ask say-P 3 shout
'PS shouted, "I am thirsty."'

In and *ah* are two of the most common postpositions in Lai. In their basic locative or directional sense, *ah* means 'in' or 'to' and *in* means 'from', but they have a number of other uses. It is difficult to say what their meaning is in (29a) or (30). The use of *ti in* in (29a) suggests that *au* 'shout' is being used intransitively. (29b) also has the postposition *in* following *tihal* 'thirsty'; this *in* cannot be replaced by *ah*.

(31) **Pa Sui cu **a tihal** ah a au.*

6. Variations (2). (32) is another set of quoted speech (32a) versus reported speech (32bc).

(32) a *Keimah nih nangmah cu aho sin hmanh ah, "**Amah cu***
I BY youSG that who toward even to he/she that
***mifir a si,**" kaan ti bal lo.*
thief 3 be 1-2 say ever NEG
'I never said to anyone of you, "He is a thief."'

b   *Keimah   nih   aho sin   hmanh   ah   **mifir na   si**   kha ka   chim*

Keimah	*nih*	*aho*	*sin*	*hmanh*	*ah*	***mifir***	***na***	***si***	*kha*	*ka*	*chim*
I	BY	who	toward	even	to	thief	2	be	that	1	say

bal lo.

bal	*lo.*
ever	NEG

'I never said to anyone that you were a thief.'

c

Keimah	*nih*	*nangmah*	*cu*	*aho*	*sin*	*hmanh*	*ah*	***mifir***	*in*	*kaan*
I	BY	youSG	that	who	toward	even	to	thief	P	1-2

chim	*bal*	*lo.*
say	ever	NEG

'I never called you a thief to anyone.'

In (32a), the quoted speech consists of a sentence with a predicate noun. The verb *si* serves as a copula in Lai. (32b), then is the corresponding reported speech, preserving the clausal structure of the quoted speech in (32a). But (32c) conveys the same meaning with the reported speech reduced to a noun phrase.

(32a) contains three pronouns: *keimah* 'I', subject of the main verb *ti*; *amah* 'he/she', subject of the quoted speech copula *si*; and *nangmah* 'you'. The *a* in quoted speech shows agreement with *amah*, and *kaan* shows agreement with *keimah* as subject and *nangmah* as object. But the status of *nangmah* is interesting. Normally object agreement with *ti* reflects the indirect human object as in sentences like (14a) or (28). But the indirect object in (32a) is the indefinite *aho sin hmanh ah* 'to anyone', which is third person. *Nangmah* here serves to shift the quoted pronoun *amah* into the context of the entire sentence (where it corresponds to second person). This can be done in English with prepositions like 'of' or 'about', but in Lai such noun phrases may be treated as objects. In (32b) *nangmah* is not needed for this purpose and its accompanying object agreement disappears. *Nangmah* might appear as part of the reported speech in (33), paired with the subject agreement agreement marker *na*.

(33)

Keimah	*nih*	*aho*	*sin*	*hmanh*	*ah*	***nangmah***	***cu***	***mifir***	***na***	***si***
I	BY	who	toward	even	to	youSG	that	thief	2	be

kha	*ka*	*chim*	*bal*	*lo.*
that	1	say	ever	NEG

'I never said to anyone that you were a thief.'

In (32c) by contrast the reported speech clause is reduced to a noun phrase, and the same *nangmah* as in (32a) reappears with the accompanying object agreement.

7. Variations (3). (34) is a another set of quoted speech (34a) versus reported speech (34bcd).

(34) a

Kipte sin-ah,	"***Amah***	***cu***	***ka***	***duh***	***lo***,"	*ti-ah*	*na*	*ka*	*ti.*
Kipte toward-P	he/she	that	1	love	NEG	say-P	2	1	say

'You said to K of me, "I don't love him."'

b

Kipte sin-ah	***na***	***ka***	***duh***	***lo***	*kha*	*na*	*chim.*
Kipte toward-P	2	1	love	NEG	that	2	say

'You said to K that you don't love me.'

c

Na	***ka***	***duh***	***lo***	*kha*	*Kipte*	*na*	*chimh.*
2	1	love	NEG	that	Kipte	2	tell

'You told K that you don't love me.'

d   ***Na   ka   duh-lo-nak***   *kha   Kipte na   chimh.*
       2   1   love-NEG-NOM   that   Kipte 2   tell
       'You told K about your not loving me.'

(34a) resembles (32a) in containing an object (first person singular, but no overt pronoun) serving to shift the third person singular subject *amah* of the quoted speech to the context of the entire sentence. (34b) is the corresponding reported speech with two shifts incorporated. (34c) differs from (34b) in that the verb *chimh* takes an indirect object which *chim* does not. *Kipte* in (34ab) is an adverbial as indicated by the postposition *sinah* and the absence of object agreement. In (34cd) the same word is an object as indicated by the absence of *sinah* and the presence of object agreement. (34d) differs from (34c) in the use of a nominal marked by the suffix *-nak* in place of one marked only by *kha*.

    8. Variations (4). (35) is still another set of quoted speech (35abc) versus reported speech (35bcd).

(35)   a   *Pa Hu   nih   Tlemte   cu,*   "***Nangmah nih   pei,   'Kaan   duh   lo,'***
           Pa Hu   BY   Tlemte   that   youSG   BY   FOC   1-2   love   NEG
           ti-ah na   rak   ka   ti   ko   kha,"   *ti-ah a   ti.*
           say-P 2   PERF 1   say   EMPH that   say-P 3   say
           'PH said to T, "You were the one who said to me, 'I don't love you,'"'

       b   *Pa Hu   nih   Tlemte   cu,*   "***Nangmah nih   pei   na   ka   duhlonak***
           Pa Hu   BY   Tlemte   that   youSG   BY   FOC   2   1   love-NEG-NOM
           na   rak   ka   chimh   ko   kha,"   *ti-ah a   ti.*
           2   PERF 1   say   EMPH that   say-P 3   say
           'PH said to T, "You were the one who said to me that you didn't love me."'

(34a) has two instances of quoted speech, one inside the other. In (35b) the innermost instance of quoted speech in (35a) has been converted to reported speech; the nominalized form with *-nak* is used as in (32d).

    In (35c) the outermost instance of quoted speech in (35a) has been converted to reported speech, and in (35d), both instances.

       c   *Pa Hu   nih,*   ***amah   Tlemte   nih*** "***Kaan   duh   lo,***"   ***ti-ah a***
           Pa Hu   BY   he/she   Tlemte   BY   1-2   love   NEG   say-P 3
           rak   chim-mi   kha *Tlemte   cu   a   chimh.*
           PERF   say-REL   that   Tlemte   that   3   tell
           'PH told T that she was the one who said "I don't love you."'

       d   *Pa Hu   nih,*   ***amah   Tlemte   nih*** *a   ***duh-lo-nak***   ***a   rak***
           Pa Hu   BY   he/she   Tlemte   BY   3   love-NEG-NOM   3   PERF
           chim-mi   kha *Tlemte   cu   a   chimh.*
           say-REL   that   Tlemte   that   3   tell
           'PH told T that she was the one who said that she didn't love him.'

Of interest here is the focus particle *pei*, which requires a deictic following the predicate of its clause (*kha* in this case). Like the question particle *maw* in (8a) and (10), or like *tuah* in (14a), *pei*

cannot appear in reported speech. In (35cd) its meaning is captured by a cleft construction *a rak chimmi kha* 'the one who said.'

9. Variations (5). (36) is a final pair of quoted speech (36a) versus reported speech (36b).

(36) a   *Cerku*   *nu*   *nih*   *sayamanu*   *kha,*   *"Maw*   *ka*   *bawi-nu*   *te,*
        Cerku   mother   BY   teacher-F   that   VOC   1   lady   HON
        ka   *fa*   *cu*   *zangfah*   *ko*   *sawh!"*   *a*   *ti.*
        1   child   that   have.mercy   EMPH   HON   3   say
        'C's mother said to the teacher, "Madam, have mercy on my child!"'

     b   *Cerku*   *nu*   *nih*   *a*   *fa*   *ca-ah*   *sayamanu*   *kha*   *trihzah*   *ngai in*
        Cerku   mother   BY   3   child   for-P   teacher   that   veneration   much P
        a   *nawl-pat.*
        3   plead
        'C's mother pleaded with the teacher very respectfully for her child.'

(36a) contains a vocative phrase *maw ka bawinu te* 'madam' as well as the final particle *sawh*, which cannot appear in reported speech. In (36b) nothing corresponding to the vocative material appears, and the honorific particle *sawh* is reported by the descriptive adverbial *trihzah ngai in* 'very respectfully'. The verb of the quoted speech *zangfah* 'have mercy' is reported as a component of the main verb *nawlpat* 'plead for'.

10. Conclusion. The distinction between quoted and reported speech seems to be straightforward from a speaker's point of view: either you intend to give someone's exact words (which of course must be interpreted in their original context), or you don't and merely report the content of what was said in the context of your report. But it should be clear from the examples we have discussed that from a listener's point of view the matter is far from straightforward. Like other languages, Lai contains material which can appear only in main clauses, but not in subordinate clauses. When such material is to be conveyed in reported speech, paraphrases must be found. There may also be the contrary phenomenon: material which can appear only in subordinate but not in main clauses. But it is difficult to find clear evidence of this because there are no constraints on what can count as quoted speech. There is no question of providing well defined rules for finding reported speech forms which correspond to given quoted speech forms or vice versa. There is in general an indefinite number of reported speech forms for any particular quoted speech sentence and a similarly indefinite number of quoted speech forms for any particular reported speech sentence.

Abbreviations

1	first person
2	second person
3	third person
BEN	benefactive suffix
BY	agentive postposition (or ergative case marker)
CAUS	causative suffix
EMPH	emphatic particle
F	feminine suffix
FUT	future particle
HON	honorific particle
IMP	imperative particle

NEG	negative particle
NOM	nominalizing suffix
ORD	ordinal suffix
P	postposition
PL	plural suffix or particle
Q	interrogative particle
REL	relative suffix
PERF	perfect particle
youS	you (singular)

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Self-Discovery through Nature in Margaret Atwood's *Surfacing*

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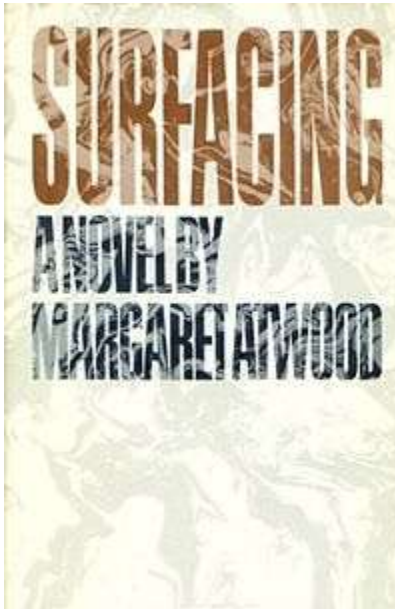
Abstract

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Destruction of land and environment and its consequences on living organisms is one of the modern problems that we are facing today. Eco-feminism derives an idea that all living organisms must be seen in relation to their natural surroundings. Margaret Atwood, a Canadian writer, has depicted the exploitation of nature and women in her novel *Surfacing*. The nameless protagonist or the narrator of the novel is an ecofeminist. The heroine goes to her birthplace in search of her lost father. She finds the place a "foreign territory". The heroine has deep sympathy towards nature. She finds that her birth place is being violated by Americans and Canadians in the name of civilization and this is leading to environmental degradation.

She realizes that as she has been exploited by the man whom she married, the sacredness of our planet earth is also exploited. In the process of her journey through nature, she understands the association between nature and women. In her struggle against oppression and domination, she associates herself with the natural world, with the landscape and with animals, and realizes both nature and women are the objects of domination. Her journey through wilderness gives her the ability to see things clearly.

In the final part of the novel, the heroine identifies herself with the natural world. She acquires a new identity and refuses to become a victim. She refuses to go back to the city. She wants to be free from the evil effects of materialistic and technological world. The present study attempts to recall the importance of returning to nature in order to experience harmony and peace in and around oneself.

Eco-Feminism and Margaret Atwood

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Courtesy: http://en.wikipedia.org/wiki/Margaret_Atwood

The term *Eco-feminism* seems to imply that Eco-feminist writers are mostly concerned about the oppression of women and the oppression of earth. The paper analyses the relationship between women and nature by examining nature as a capable means for women's self-discovery in Margaret Atwood's novel **Surfacing**.

The Story: Degradation of Nature in Male-constructed World

Margaret Eleanor Atwood is one of the most prolific writers belonging to Canada. Like the other novels of Atwood, *Surfacing* chronicles the heroine's struggle to begin her life anew. The unnamed heroine or the narrator is a commercial freelance artist, a talented painter of moderate success. The novel starts with the divorced heroine traveling from the city towards her family cabin near a remote Quebec lake. She is in search of her father, a botanist. She goes with her lover Joe and her friends, David and Anna, a married couple. Joe is a teacher teaching pottery and ceramics and David teaches communication in an Adult Education Programme. They have come to the island with a camera as David and Joe have planned to make a movie. They intend to take shots of strange and interesting

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things they come across during the course of the journey. The film will be titled 'Random Samples'.

As they come nearer to the town they pick up the essential needs for their stay in the cabin. The narrator is overwhelmed by memories and images from her childhood. She is disappointed to note the changes, the paved roads, the new metal, the concrete bridge etc. she finds the old church deserted. The place is loosing the purity and genuineness of her recollections. She has found to her great shock that people in power are destroying the earth. She notices that the old road have been closed for years and a new road is opened. The heroine feels very sad because 'nothing is the same'-Atwood, *Surfacing* (09). She was born and brought up in that place, the heroine doesn't know the way anymore. She asks herself, 'why is the road different, he (father) shouldn't have allowed them to do it'-Atwood, *Surfacing*, (10).the heroine expresses a deep concern for nature and helps us to understand the connection between nature and women. She has had an unhappy past. The man whom she loved and married proved himself a cheat after making her pregnant. She understands that as she has been exploited, the holiness of the planet earth is also exploited.

The desert attracts her more than anything. The journey into the wilderness is a chance for her. She wants to experience nature. She rejects to go back to the city as a male-constructed woman without any change. Then she decides to turn into a natural woman and lives in a natural way there. The narrator is tired of civilization and does not want to pretend anymore.   She wants to get rid of all the burdens of civilization.

> "It's true, I am by myself; this is what I wanted, to stay here alone.
> From any rational point of view I am absurd; but there are no longer
> any rational points of view." -Atwood, *Surfacing* (173)

The narrator cares nothing about reason anymore. The heroine is woken by the singing of birds instead of an alarm. She gets the experience in her lifetime to come into contact with nature and learn about it. Unlike her unfeeling companions, she believes and

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senses nature with ease. As she stays in the rural environment, she feels a kind of safety "How have I been able to live so long in the city, it isn't safe, ¨ the narrator says, 'I always [feel] safe here, even at night¨ - Atwood, *Surfacing* (70). In comparison with the stifling city, the narrator lives and breathes at ease on the island. For the narrator, living in the city is as if bearing numerous kinds of burdens.

The narrator lives happily on the island rather than the city. For her, life in the city is so difficult. She is unaccustomed to the pressure of modern life.

"In the night I had wanted rescue, if my body could be made to sense, respond, move strongly enough, some of the red light-bulb neurons, incandescent mole-cules might seep into my head through the closed throat, neck membrane. Pleasure and pain are side by side they said but most of the brain is neutral; nerveless, like fat. I rehearsed emotions, naming them: joy, peace, guilt, release, love and hate, react, relate; what to feel was like what to wear, you watched the others and memorized it". - Atwood, *Surfacing* (112).

As days go by the city bred David begins to like that place very much. Gazing up the sky he says, "We ought to start a colony, I mean a community up there, get it together with some people, break away from the urban nuclear family" - Atwood, *Surfacing* (105). Such a sight of heaven on earth is threatened when the American, Bill Malmstrom brings out his proposal of buying the farm from the heroine in order to use it as a kind of "retreat lodge". She refuses to sell it to him.

The narrator goes to fishing with her friends, and eats artificial food on the natural land; she even has a sense of complicity. A sense of crime rises gradually in her mind because she is aware of her taking part in doing something bad to nature.

"We knelt down and began to pull at the weeds; they resisted, holding on or taking clumps of soil out with them or breaking their stems, leaving their roots in the earth

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to regenerate; I dug for the feet in the warm dirt, my hands green with weed blood"

- Atwood, *Surfacing* (77)

Unfounded Hate

After realising her own complicity, she then turns to hate what the Americans do to the natural island and even compares them with dogs. In the novel, Americans are associated with machines, pollution and senseless killing. She blames American hunters for the death of the heron. The animal, killed for sport and pleasure is left on the island, mutilated and hanging in a tree. However, the hunters are Canadians, people from her own country, destroying their own landscape and wildlife. Therefore, the narrator, as a Canadian, takes part in the destruction process, not by killing animals herself, but by believing that Canadians, like herself, are innocent. They should preserve the beauty of the environment rather than destroy it.

"After we landed we found that someone had built a fireplace already, on the shore ledge of bare granite; trash was strewn around it, orange peelings and tin cans and a rancid bulge of greasy paper, the tracks of humans. It was like dogs pissing on a fence, as if the endlessness, anonymous water and unclaimed land, compelled them to leave their signature, stake their territory, and garbage was the only thing they had to do it with". - Atwood, *Surfacing* (111)

People unscrupulously do things bad to nature in order to demonstrate their power. They repeatedly devastate and plunder the landscape with their own will and neglect the mutual relationship between humans and the land.

Women are so humble that they can do nothing they really want to. The narrator's best female friend Anna provides the best example to present this inferior situation. Anna is depicted as a vulnerable character. She suffers from the fear that her husband does not love her enough. This obsessive alarm keeps her continuously nervous; she gets up before all and puts on make up so that David would not see her without make up. Anna embodies the role

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of victim. Within her marriage with David for nine years, she is submissive all the time. She does her best to please him from stem to stern. She is never in control of her life; instead it's David in control of her life. Anna is a" passive recipient and not an active agent" -Atwood, *Surfacing* (42). She makes herself fit in with all David's demands. David's and Anna's married life is not as ideal as the narrator thought. The narrator realizes that the relationship between David and Anna may be dissolved.

Preserving and Protecting the Land and Ecosystems – Self-Quest

Preserving and protecting the land and ecosystems have always been on Atwood's mind, and *Surfacing* reflects this concern. Ecological awareness is a constant theme throughout the novel, and the importance of nature in the protagonist's development expresses this newfound perception. Atwood exposes her protagonist to a self-reflective journey through nature. The heroine is initially in a state of inner apathy incapable of absorbing or generating human feeling. She has the divided self that almost threatens her own sanity. The deep routed cause for this is the guilt and anger she suppressed in her sub-conscious mind. The ruthless way in which she allowed her child to be aborted in her young days transformed her completely. The suppressed reality finally surfaces when she confronts her father's dead body in the lake. The protagonist subjects herself to a deep process of self-analysis throughout her quest. Using the search for her father as an excuse, she sets off on an inner journey. In the end, she finds herself. In the novel, the connection between woman and the land is established between the novel's protagonist and the Canadian wilderness. There is an interconnection between them, which leads the female character to undergo an empowering and rich experience.

Theoretical Foundations of Eco-Feminism

Eco-feminism is based on the theoretical foundations of feminism and environmentalism. Feminism, analyses why women are treated as inferior to men; environmentalism, in turn, shows interest in detecting why nature is treated as inferior to

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culture. From the environmental movement, eco-feminism derives the idea that all living organisms must be seen in relation to their natural surroundings. In her struggle against oppression and domination, she combines herself with the natural world, with the landscape and with animals. To be able to establish a connection with her past, she begins, then, to go further and further into the island, deep into the wilderness. Perhaps, with the help of nature, she will be able to make the right decisions for her future. As the narrator goes deep into the wilderness, she begins to see herself as part of the landscape Nature and civilization, women and men are not absolutely opposite. The narrator puts herself in the entire natural world. She immerses herself in the lake and gets a redemptive power and then finally gets a totally new vision towards life.

> "A fish jumps, carved wooden fish with dots painted in the sides, no, antlered fish thing drawn in red on cliffstone, protecting spirit. It hangs in the air suspended, flesh turned to icon, he has changed again, returned to the water. How many shapes can he take. I watch it for an hour or so; then it drops and softens, the circles widen, it becomes an ordinary fish again." -Atwood, *Surfacing* (193).

Effect of Technology, Pollution and Human Lust

The world of nature that surrounds the narrator and her companions is disregarded by technology, pollution and human lust. The narrator determines to accept the restrictions in the city and the obstruction of civilization. However, this time, she is different. She is ready to fit herself into the world. She does know that as a human being, coming back to the city is inevitable. The narrator is conscious that she will never be a woman like Anna. She has to resist. She has to fight. She has to walk her own path. . Nothing can conceal the fact that humans are part of nature. Man and Nature cannot be divided. Even the narrator chooses to come back to civilization at the end of the story does not deny this idea. Human beings exist in the natural world. They should give thanks and preserve it with all efforts. Without the support of natural system, it is impossible for humans to uphold themselves well.

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Effect of Online Education on Distance Learner's Achievement at AIOU

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Abstract

Online education is the development and production of the personal computer, the globalization of thoughts and other human acts of people. Audio, video, computer, and networking technologies are often collective to create a multifaceted instructional delivery system. The study aimed 1) To identify the access of OLIVE for distance learner. 2). To explore the use of OLIVE on achievement of distance Learner.3). To enlist the problems faced by distance learners in OLIVE. A sample of 60 students of PGD (CS)

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was taken. A questionnaire was used as a research tool for the collection of data. Collected data were analyzed by percentage and mean score. Main findings of the study revealed that online learning enhances the quality of learning and improves learning skill of the distance learner. Online education increases motivation and collaborative learning encourages competition. It was recommended that the online course developer, instructor, or teacher should focus on designing online learning environments that support exploratory and dialogical learning. Exploratory and dialogical learning environments engage learners in online learning activities that require collaboration, communication, social interaction, reflection, evaluation, and self-directed learning.

Key words: Online education, OLIVE, Achievement, Distance learner,

INTRODUCTION

Allama Iqbal Open University is a pioneer institution in non-formal and distance education in Pakistan. AIOU provides an opportunity for working people to upgrade their qualifications without giving up their jobs or homes. In Pakistan, distance education is particularly friendly to the female population as it offers them an opportunity to study at home. Similarly, people living in the tribal and far-flung areas far from conventional educational institutions, have a chance to be educated. Allama Iqbal Open University in its new paradigm, distance education encompasses and relies on the use of information and communication technologies.

Department of Computer Science engaged in E-learning activities in 1999 and the idea of Open Learning Institute of Virtual Education (OLIVE) was approved in 2001. This was first milestone towards E-learning. The work was started to establish

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infrastructure and facilities required for E-learning. Initially course materials and Learning Management System (LMS) were developed for E-education. Online classes were conducted at AIOU main campus, Lahore region and from other places during four semesters from spring 2002 to autumn 2003. Based on the experiences, DCS decided to offer PGD (CS) in online mode from spring, 2005 semester due to effectiveness of E-learning and its low cost, fast communication methods and automated performance measurement mechanisms that enhance the quality of learning.

Open Learning Institute of Virtual Education (OLIVE) is a teaching and learning management system that allows teacher and students to interact in a virtual classroom by enabling web-based management and delivery of courses. It provides an electronic framework for delivery of course work, syllabi, schedules, presentations, text-based discussions, chat, online digital resources, assignment grading, quizzes and test that are accessible from any part of the world at any time.

OLIVE an e-Learning Framework

OLIVE framework as outlined in Figure 1 was developed by Sangi. It is investigate to combine many online education, teaching, and research, operational and administrative activities which would be needed in future when online student enrolment grows rapidly. The OLIVE model of online education was approved in the Academic Council in year 2000. Multimedia courseware development (high quality electronic content) was considered essential for quality learning and was immediately started. To date some development work on OLIVE components from serial 1-7 have been performed. Multimedia courseware Design Center project helped to develop components

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1,2,4,5 and 6. Where as, the second project IT Services Networking helped to develop components 3, 5, 6 and 7 as shown in the figure. University Video Conference systems are also integrated to OLIVE framework to support postgraduate research. Components 8 and 9 are also developed and implemented.

Figure 2.1 Components of OLIVE E-Learning Framework

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(1) Academic Media Development	(2) Academic Services	(3) Admission & Counseling Services	(4) Media Production
Course Materials, Digital Content Assignments Exercises Knowledge Objects Databank Assessment Objects Databank	OLIVE LMS (Online media, Tutor schedules, Assignments, Forums, tests etc.) Tutor/Advisors Pool Academic Support	Academic Website Online Admissions Student Counseling Call Center	Graphics Design A/V Production MM Integration, Multimedia CD Content Web Media Production,

(5) Computing Infrastructure — Servers and PC's Software and Systems, Power and Maintenance Call Center Exchange

Open Learning Institute of Virtual Education

(6) Communication Infrastructure — Networking, Internet, Communication Equipment and Services Liaison

(7) Collaborative R & D	(8) Administration & Financial System	(9) Examination & Evaluation System	(10) Collaborative Services and Projects
Research Scholars New Tools, Methods and Technologies E-Publications Digital Library Communication Interfaces and Standards	Online Appointments, records etc. Emp. info. System Fee collection and payment System	Final Examinations date sheet Online Papers and Results Records & Certification	MM Courseware development services, Online Education Services, A/V Production External Projects Liaison

Source: Sangi (2005). "Engineering Quality Learning through ICT: An AIOU Model for Online Education and Research"

Learning management systems (LMS) are at the forefront of the online technologies making a serious impression on patterns of learning and teaching in higher

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education (Coates, 2006). LMS, also commonly referred to as course management systems (CMS) and virtual learning environments (VLE), are becoming everywhere at universities around the world, adding a virtual dimension to even the most traditional campus-based institution (Coates, 2005). In a relatively short time they have become perhaps the most widely used educational technology in higher education, only ranking behind the Internet and common office applications (West, Waddoups and Graham, 2006). They are being used for presenting online or technology-enhanced classes and it has been said that they influence pedagogy, and therefore engagement, by presenting default formats that are designed to guide instructors toward creating courses in certain ways (Lane, 2009). If LMS are affecting pedagogy, then they are likely to be affecting student study habits, learning and engagement (Coates, 2005).

According to Caruso, 2006), the fundamental measure of student experience with an LMS is the degree to which students use the system. This appears to align with the historical precedent where class attendance is used as a metric for measuring face-to-face student engagement (Douglas and Alemanne, 2007). Learning Management System is a broad term that is used for a wide range of systems that organize and provide access to online learning services for students, teachers, and administrators.

Achievement

According to Smitnen (1994) David McClelland has developed a theory on three types of needs 1) Power 2) Affiliation 3) Achievement. People with high need for achievement are more hard working because they have confidence in their own abilities. High need for achievement level is a prerequisite to set challenging goals and to put in
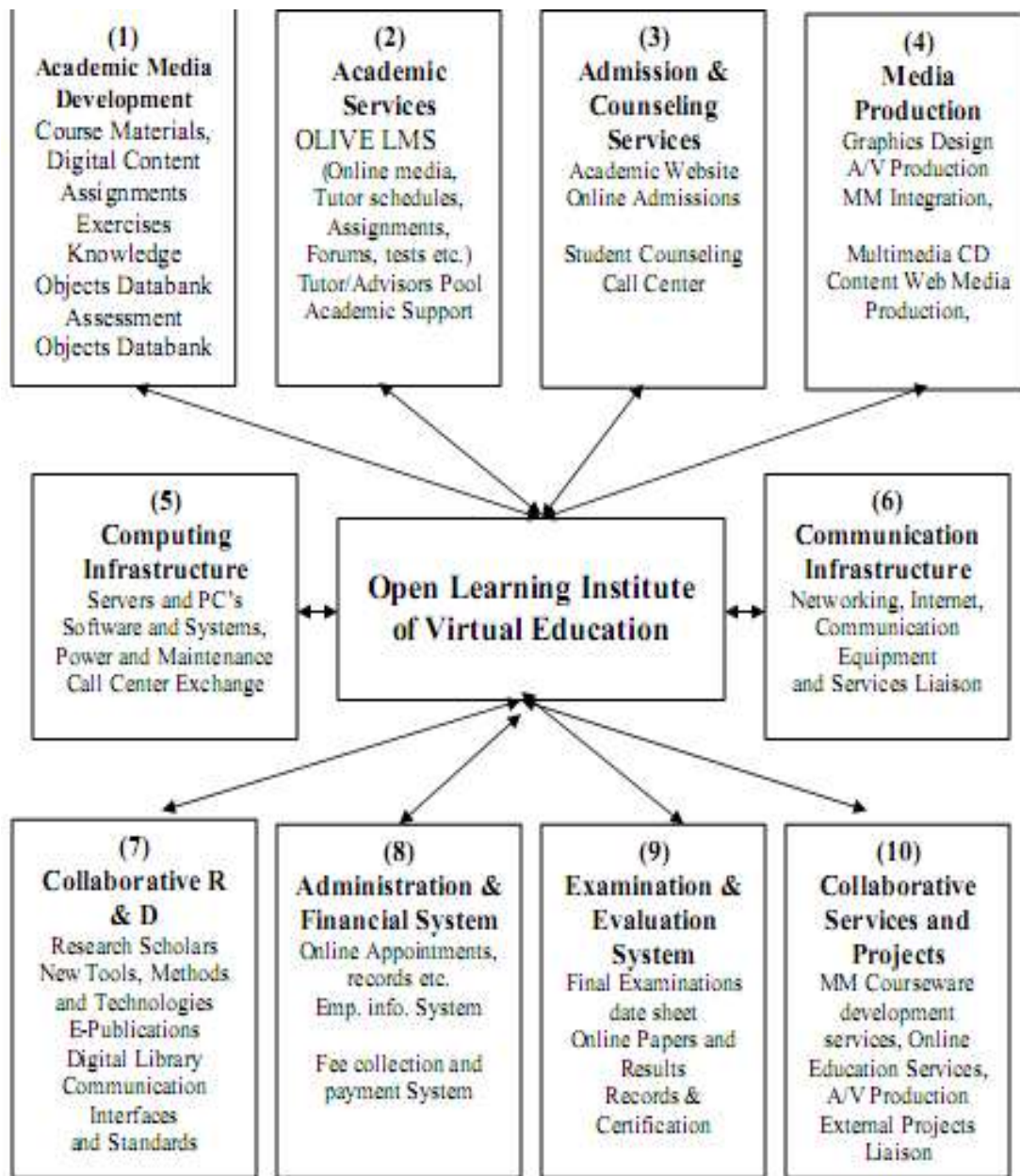
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efforts to achieve those goals. Achievement is the critical factor in determining individual level of performance. Student achievement means the skill, knowledge base expected of students for a particular subject area at a particular grade level.

Objectives of the Study

The study was designed to identify access of OLIVE for distance learner. To explore the use of OLIVE on achievement of distance Learner and to enlist the problems faced by distance learners in OLIVE were also ascertained in this study.

Methodology of the Study

The study was descriptive in nature therefore, survey was considered appropriate for this study.

Population

The population of the study consisted of all students of PGD(CS) spring 2010 enrolled at AIOU Islamabad was taken as population.

Sampling

100 % population was taken as a sample.

Development of Research Instrument

In this survey study, a questionnaire on five point (Likert scale) was used for the collection of data. In the questionnaire, items about Olive access towards teaching learning process, use of OLIVE on achievement of distance learners, individual development and problems faced by distance learners in OLIVE were asked in order to elicit the valuable opinions of the respective respondents.

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Administration of Research Tool

The questionnaire was administered personally. Questionnaire for students was given to them in a workshop held at main campus Islamabad, and some of them received the same through e-mail as well as by post. Questionnaires from 56 students out of 60 were returned back which were finally analyzed.

Analysis of Data

The data collected through Questionnaires were analyzed by applying percentage and mean score.

Table 1   **Olive access and teaching learning process**.

S.No	Statements	SA	A	UNC	DA	SDA	%	Mean
01	Student can easily access the educational material.	8	44	4	0	0	92.7	4.07
02	Content of study material is easy to understand.	4	34	6	10	2	67.9	3.5
03	OLIVE enhance the quality of learning in IT discipline.	4	34	2	14	2	67.9	3.42
04	Student can easily access	2	28	12	10	4	53.5	3.25

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S.No	Statements	SA	A	UNC	DA	SDA	%	Mean
	the online tutorial support.							
05	Student can easily access other online activities.	4	44	4	4	0	85.7	3.85
06	During the lecture friendly learning environment.	8	24	10	12	2	57.1	3.42

Scale value for this table is SA(Strongly Agree)=5, A(Agree)=4, UNC(Uncertain)=3, DA (Disagree)=2, SDA (Strongly Disagree) =1

Table 1 shows that in online education, students can easily access the education material, online tutorial support and other online activities. During the lecture, there is friendly learning environment, and content of study material is easy to understand. A large number of respondents was uncertain about online tutorial support and friendly learning environment. Similarly the mean score is above 3.24.

Table 2   Individual development and achievement

S.No	Statements	SA	A	UNC	DA	SDA	%	Mean
01	OLIVE develops motivation in the learner	6	38	4	6	2	78.5	3.71
02	OLIVE increases professional development in the learners.	8	36	6	4	2	78.6	3.75

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03	OLIVE provides collaborative learning opportunities.	6	36	4	6	4	75	3.60
04	OLIVE improves learning skill of the distance learner.	16	32	4	4	0	85.7	4.07
05	Learning management system helpful for better academic achievement.	4	36	6	8	2	71.5	3.60
06	It enables the learner to give online feedback on the spot.	10	40	6	0	0	89.3	4.07

Scale value for this table is SA (Strongly Agree)=5, A (Agree)=4, UNC (Uncertain)=3, DA (Disagree)=2, SDA (Strongly Disagree) =1

Table - 2 shows that online education has a positive effect on individual development and achievement. Majority of respondents 71% said that online education improves the learning skill of the distance learners and develops motivation and professional development. It provides collaborative learning opportunities to the learner and encourages for better academic achievement. Similarly, mean score is more than 3.59. It is very interesting to note that online education enables the learner to give online feedback on the spot.

Table .3   Problems of students in OLIVE

S.No	Statements	SA	A	UNC	DA	SDA	%	Mean

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01	At the lecture time, electricity is present.	8	20	12	2	4	49.9	3.28
02	Internet is easily available.	8	36	2	4	6	78.6	3.64
03	Computer service in case of disorder is difficult.	6	38	6	6	0	71.4	3.78
04	Student face problem of software.	6	34	4	8	4	71.4	3.55
05	Student face problem of virus.	7	33	4	8	4	71.4	3.55
06	Student may forgot his/her password.	12	12	10	14	8	43	3.10

Scale value for this table is SA (Strongly Agree)=5, A (Agree) =4, UNC (Uncertain)= 3, DA (Disagree)=2, SDA (Strongly Disagree)=1

Table -3 shows that students face problem of hardware, software and virus. Electricity and Internet accessibility are major problems. It was a great surprise that some of the respondents remain uncertain about power failure. The students have also problem of forgetting the password. Majority of the respondents agreed that the above mentioned barriers were major problems for them in online education.

Conclusions

Distance learners have easy access to educational material and other online activities. Online education enhances the quality of learning because the content of study material and language of lecture are easy to understand. Students have easy access to online tutorial support with friendly learning environment. Online education improves the

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learning skill of the distance learner with online feedback. Online education motivates students to make decision about the task assigned to them and this helps improve distance learning of distance learner. The analysis showed that male students perceived online education more useful than the female students. It was also concluded that collaborative learning encouraged competition among students. It also encouraged the students to ask questions about their queries and the problems they encountered. Internet is easily available but the students face problem of hardware, software and viruses.

Recommendations

On the basis of conclusions, following recommendations were drawn:

The online course developer, instructor, or teacher should focus on designing online learning environments that support exploratory and dialogical learning. Exploratory and dialogical learning environments engage learners in online learning activities that require collaboration, communication, social interaction, reflection, evaluation, and self-directed learning. Online courses may include weekly quizzes or assignments. Social interaction is very important for online collaborative group work. So, there is much need to improve online education. Learning centers should be available to students. For many students taking classes at home is not a viable option for a number of reasons. There is need to establish learning centers to meet the needs of such students.

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Economics of Ageing: A Study in Coimbatore District, Tamil Nadu

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Abstract

This paper examines the economics of ageing population in Coimbatore District, Tamil Nadu. The study analysed the problems of the male and female ageing population according to the economic status such as dependent, partially dependent and independent. The quality of life of the aging population differs according to their sex, age, economic status and living arrangements. The quality of life of the ageing population varies between male and female respondents. Moreover, the quality of life of the ageing population differs according to their living arrangements. This results warrant the need for the measures to promote the quality of life of the ageing thorough the introduction of new social welfare measures, widening the existing welfare schemes, involvement of civil societies and NGO's.

Key Words: *Economics of Ageing, Quality of Life of Ageing Population.*

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1. Introduction

The present paper examines economic of ageing population in Coimbatore District, Tamil Nadu. Population ageing refers to shifts in the age distribution of the population in which the relative share of persons at older ages increases, and the share at younger ages decreases. This is distinct from absolute increases in the number of older persons that can occur even if their share does not increase (Leete and Jacobs, 2002)

The increasing ageing population is an important demographic phenomenon in the world today and it is also one of the greatest challenges of the 21st century. The effective implementation of health care policies results the increases in elderly population in various developing countries. The blend of high fertility and declining mortality during the last two decades has rapidly increased the ageing population. Further, the drastic fall in fertility in recent years may lead to raise proportion of the elderly in the future (Liebig and Irudaya Rajan 2003).

The 2001 census has shows that the ageing population of India comprises for 77 million. While the elderly constituted only 24 million in 1961, it increased to 43 million in 1981 and to 57 million in 1991. The proportion of elderly persons in the population of India raised from 5.63 per cent in 1961 to 6.58 per cent in 1991 and to 7.5 per cent in 2001. The same trend is exists in categories of the ageing population in India (Irudaya Rajan, Mishra and Sharma, 1999). In 2001, the world's ageing population is10 per cent of the total population and it is expected 21.1 per cent in 2050. As per the current situation, the major segment of this growth takes place in developing countries and more than half in Asia, particularly in India and China (Irudaya Rajan, Sharma and Mishra 2003).

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In developing countries, nearly 90 per cent of the work forces are employed in the unorganized sectors such as less structured, small scale informal sector in urban areas, or in agriculture and allied sectors in rural areas. They retire from their job without any financial assurance like pension and other benefits. These factors force the ageing population to participate in the labour market. Since, the elderly workforce population is on rise and it is likely to increase at faster rates than expected rates. In India, 40 per cent of the elderly who are 60 and above are working. This has increased up to 61 per cent in the case of males (Bhagat and Unisa, 2006). In this situation, the elderly workforce faces the problems of low wage and increase in wage differentials across different segments of the labour market. The elderly could not take care of their health with low income where they have to depend their family members thereby increases the economic burden of the ageing population (Bloom et. al, 2010 and Sakthivel et.al, 2011).

In this context, the huge and rapid increase in population ageing is an important policy issue for growing economies. In the case of developed countries, ageing problem is managed by old age pension and through various saving schemes during their working period. However, it is more difficult to the developing countries where major segment are ageing population. Further, the changes in economic, social and family amplifies the economic problems of the ageing population. Therefore, population ageing is now considered as a most important development challenge where the social safety nets do not exist, limited institutional and human resource capacity and scarce resources to respond to the health and basic needs of older persons.

The studies on gerontology proved that there is a general lowering of social status of elderly people in India. Increasingly, older people may be perceived as burdens due to their disability or dependence. Rapid changes in the family system, even in rural areas, are reducing the availability of kin support. With modernization of the country, older values are being replaced by 'individualism'. The family's capacity to provide quality care, support and living facilities to older people is decreasing.

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At this juncture, the ageing population faces a number of problems and these problems are due to insufficient income to support themselves and their partner. Further, they suffer because of ill health, non availability of social security schemes, societal failure to support the ageing population and unhealthy living arrangements. In particular, these factors severely affect the quality of life of the ageing population. However, the quality of life of the ageing population may differ according to their gender, age, economic status and living arrangements. Thus, this paper analyses the economics of ageing in terms of quality of life of the ageing population.

2. Quality of Life of the Ageing Population

Quality of life is a subjective and multidimensional concept that is recognized as a useful tool to measure the welfare of the society. The World Health Organization has defined the quality of life as "an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns." Further, the idea of quality of life includes the aspects of health status, lifestyle, life satisfaction, mental health and well-being. Quality of life is a holistic approach that not only emphasizes on individuals' physical, psychological, and spiritual functioning but also their connections with their environments; and opportunities for maintaining and enhancing skills (Nilsson et.al., 2006). In this context, quality of life of the ageing population is important during the situation of functional decline, economic dependence, and societal failure.

Due to the demographic transitions, socio-economic and political changes, the ageing population faces the problem of isolation and lacks the resources for a better quality of life. Today, the aged not only demand the society to ensure their independence and participation, but also to grant them a life full of care, fulfillment and dignity. But a

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limited understanding of factors influencing their quality of life is largely responsible for the elderly being denied a dignified existence.

The ageing population in urban often unable to meet their needs due to the industrialization, urbanization and the changing trends in society. As a result, these factors force the ageing population to live in unhealthy living arrangements which are characterized by inadequate physical conditions, crime, elderly abuse and disparity in familial care. Besides, the ageing population in urban areas experiencing the problem of total or partial lack of public and community facilities such as drinking water, sanitation, planned streets, drainage systems and access to affordable healthcare services.

The co-residency with children does not always assure care and love for the ageing population. On the other hand, independent living also has its problems, particularly in cases of ill health and disability. It excludes the ageing population from participation in many activities in the society (Shankardass, 1998). The question of space and accommodation has consequences for the quality of life of the ageing population.

3. Methodology

In order to analyse the quality of life of the ageing population, this study incorporates scientific approach in identifying the study region and the details are discussed under four stages.

The first stage of the sampling design is to identify the study district. As per the Indian Census 2001, the old age dependency ratio is 13.66 in Tamil Nadu. Regard to districts, the old age dependency ratio in Coimbatore (13.51), Virudhunagar (13.53), Pudukottai (13.25), Thanjavur (13.63) and Thiruvarur (13.24) shows similar picture towards the state level. In case of potential support ratio, Coimbatore (7.31), Villupuram (7.29), Salem (7.22) and Vellore (7.29) districts are closer to the Tamil Nadu State (7.32).

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In this context, based on the old age dependency ratio and potential support ratio, Coimbatore district is selected for the study (see table 1).

The second stage of the sampling design attempts to select study region. The NSSO 52nd round survey entitled "Morbidity and Treatment of Ailments, July, 1995 - June, 1996" and 60th round survey entitled "Morbidity, Health Care and the Conditions of the Aged" categories the ageing population based on the economic status namely economically independent, partially dependent and fully dependent. But, the economic status of the ageing population shows only meagre difference between the rural and urban regions (see table 2).

However, the studies on ageing found that the elderly people living in rural areas are much healthier as compared to those in urban areas. This factor permits rural aged to involve in the economic activity (CSO, 2000). Thus, the economic problem of ageing is more vulnerable for urban elderly than the rural elderly (Irudaya Rajan, 2006). The study on content analysis reports that crimes against the elderly are much higher in urban areas as compared to rural areas.

Table 1 Details of Total Population, Ageing Population, Working Population, Old Age Dependency Ratio and Potential Support Ratio in the Districts of the Tamil Nadu State

Sl. No.	Districts	Total Population	Ageing Population	Old Age Dependency Ratio	Potential Support Ratio
1.	Thiruvallur	2754756	198251	10.96	9.12
2.	Chennai	4343645	350826	11.78	8.49
3.	Kancheepuram	2877468	233860	12.57	7.96
4.	Vellore	3477317	296324	13.71	7.29
5.	Dharmapuri	2856300	224075	12.89	7.76

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6.	Tiruvannamalai	2186125	205050	15.20	6.58
7.	Viluppuram	2960373	250144	13.72	7.29
8.	Salem	3016346	268793	13.85	7.22
9.	Namakkal	1493462	154945	15.68	6.38
10.	Erode	2581500	287089	16.72	5.98
11.	The Nilgiris	762141	51211	10.00	10.00
12.	**Coimbatore**	**4271856**	**391497**	**13.51**	**7.31**
13.	Dindigul	1923014	175032	12.88	7.76
14.	Karur	935686	96910	15.96	6.27
15.	Tiruchirappalli	2418366	218034	13.87	7.21
16	Perambalur	493646	45180	14.64	6.83
17.	Ariyalur	695524	63633	14.71	6.80
18.	Cuddalore	2285395	181559	12.53	7.98
19.	Nagapattinam	1488839	132079	14.10	7.09
20.	Thiruvarur	1169474	99242	13.24	7.55
21.	Thanjavur	2216138	194163	13.63	7.34
22.	Pudukkottai	1459601	122264	13.25	7.55
23.	Sivaganga	1155356	114974	15.76	6.35
24.	Madurai	2578201	217829	12.95	7.72
25.	Theni	1093950	100022	14.39	6.95
26.	Virudhunagar	1751301	151809	13.53	7.39
27.	Ramanathapuram	1187604	103539	14.08	7.10
28.	Thoothukkudi	1572273	151714	15.35	6.52
29.	Tirunelveli	2723988	262854	15.29	6.54
30.	Kanniyakumari	1676034	164498	15.05	6.64
	Tamil Nadu	**62405679**	**5507400**	**13.66**	**7.32**

Source: Census on India, 2001.

Note: Old Age dependency Ratio = The number of persons in the age-group 60 or

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more per 100 persons in the age-group of 15-59.

Potential Support Ratio = The number of working population per ageing population.

Further, the study entitled "Situation Analysis of Elderly in India" (Ministry of Statistics and Programmee Implementation, Government of India, 2011) reveals nearly 40 per cent of the aged (60 years and above) are working. In rural areas, 66 per cent of elderly men and 23 per cent of aged women are effectively participating in economic activity, while only 39 per cent of elderly men and about 7 per cent of elderly women in urban areas. This infers the level of economic dependency and severity of economic problem of the ageing in urban areas. As a result, the urban region of the Coimbatore district is selected for the study.

Table 2 Percentage of Ageing Population by Economic Status according to 60th and 52nd NSSO Surveys on Ageing

Sl. No.	Population Group		NSSO Survey	Percentage of Elderly Persons			Total
				Independent	Partially Dependent	Fully Dependent	
1.	Rural	Male	60th 2004	51	15	32	100
			52nd 1996	49	18	31	100
		Female	60th 2004	14	12	72	100
			52nd 1996	12	15	71	100
		Total	60th 2004	33	14	52	100
			52nd 1996	30	16	51	100
2.	Urba	Male	60th 2004	56	13	30	100

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n		52nd 1996	52	17	30	100
	Female	60th 2004	17	10	72	100
		52nd 1996	12	11	76	100
	Total	60th 2004	36	11	52	100
		52nd 1996	31	14	53	100

Source: National Sample Survey, 60th Round (January – June 2004)

National Sample Survey 52nd Round (July, 1995- June, 1996)

The Coimbatore district comprises of three municipalities (Pollachi, Mettupalayam and Valparai) and one corporation (Coimbatore Corporation). Since the study analysis the economics of ageing, the researcher has chosen Coimbatore Municipal Corporation where population is high as compared to municipalities. This is carried out in the **third stage**.

The Coimbatore Corporation includes four administrative zones namely East zone, North zone, West zone and South zone. In order to identify the economically independent, partially dependent and fully dependent of the ageing population, the researcher has conducted focus discussion in each of the administrative zone with the help of NGOs. Finally, stratified random sampling method is adopted to identify 40 male and 40 female ageing population in each category of economically independent, partially dependent and fully dependent. In total, 240 ageing respondents are surveyed with the help of pre-tested structured interview schedule, which is the **fourth stage** (see table 3).

Table 3 Details of Sample Selection according to the Economic Status and Gender of the Ageing Population in Coimbatore Corporation

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Sl. No.	Gender	Economic Status			Total
		Economically Independent	Partially Dependent	Fully Dependent	
1.	Male	40	40	40	120
2.	Female	40	40	40	120
	All	**80**	**80**	**80**	**240**

4. Quality of Life Index of Ageing Population (QLIAP)

In general, the quality of life index is framed by using the factors such as with the material wellbeing, health, political stability and security, family life, community life, climate and geography, job security, political freedom and gender equality. Though, the quality of life index for the ageing population may considerably differ from the general quality of life index. Thus, based on the past studies on ageing the parameters for quality of life of ageing population are identified. The parameters are economic status, level of dependency, family parameters, social factors, Health factors, psychological factors and environment factors. By using the five points Likert scale the satisfaction of the elderly population measured. In order to framing the quality of life index, the Composite Index Method is applied to attain to the single value. For constructing the index, minimum and maximum values have been fixed for each of the indicators. The QLIAP fixed a minimum and a maximum values for each dimension such as economic status, dependency, family, social, health, psychological and environment. The minimum and a maximum values are between 0 and 1. The following composite index equation used to calculate QLIAP.

$$Index = \frac{Actual\ Value - Minimum\ Value}{Maximum\ Value - Minimum\ Value}$$

Sl. No.	Dimension	Variable

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1.	**Economic status**	1. Stable Financial Situation
		2. Ability to meet the basic needs
		3. Freedom to spend
		4. Able to meet health care expenditure
		5. Satisfy the wants
		6. Capacity to help the children
		7. Capacity to borrow money
2.	**Dependency**	1. Economic dependent
		2. Lack of Money
		3. Physical dependent
		4. Financial aid from the children
		5. Financial aid from friends
		6. Financial aid from relative
		7. Financial aid from neighbors
3.	**Family**	1. Harmony within the family
		2. Moral support in the family
		3. Importance given in the family
		4. Participation in Decision making
		5. Care taken by the family
		6. Help from the family members
		7. Visiting relatives and others
4.	**Social**	1. Respected by the Society
		2. Participating in the social functions
		3. Participating in public works
		4. Participation in organizations
		5. Free from ill treatment
		6. Free from violence
		7. Social security measures

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5.	**Health**	1. Satisfied with your health 2. Access to medical services 3. Awareness about the health 4. Family support at the time of ill health 5. Having good nourishment 6. Free from physical disability 7. Free from visual disability
6.	**Psychological**	1. Free from worries 2. Free from depression 3. Free from burden 4. Having peace of mind 5. Having satisfaction in life 6. Satisfaction in family environment 7. Satisfaction in societal environment
7.	**Environment**	1. Peaceful living environment 2. Hygienic environment 3. Having recreation options 4. Pollution free environment 5. Opportunities for spiritual activities 6. Opportunities for friendship and discussion 7. Opportunities for senior citizen's associations

Example

Economic status

$$Economic\ Staus = \frac{Actual\ Value - Minimum\ Vlue}{Maximum - Minimum\ Value}$$

This calculation is made on each variables of the economic status of the ageing population and the values are aggregated and divided by seven. This method of

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calculation gives single value for economic status of the ageing population. Likewise, the single values all parameters are incorporated and divided by seven and the attained single value. The final value is treated as the value for quality of life index value for ageing population.

$$Economic\ Staus = \frac{Finance + Basic\ needs + Spent + Health + Wants + Help\ children + Borrowing}{7}$$

$$QLIAP = \frac{Economic + Dependency + Family + Social + Health + Psychological + Environmental}{7}$$

$$= QLIAP\ Value$$

5. Age-wise Classification of the Ageing Population

The type of ageing is one of the factors to determine the economic status and quality of life of the ageing population. The ageing-wise classification of surveyed ageing population confirms that the economically independent ageing populations are huge in young old followed by middle old and old old categories (see Table 4). At the same time, the partially dependent and dependent positions are predominantly occupied by the middle old and old ageing categories. The same trend could be seen both genders such as male and female. Though, concentration of partially dependent and dependent are high in female aged population as compared to male aged population in the study region. This result shows that increase in age leads the problem of visual and disabilities. Therefore, ageing populations are needed help of their spouse, children, relatives and neighbors for accessing the needs.

Table 4 Age-wise Classification of the Surveyed Ageing Population

Sl. No.	Details	Economic Status						All	
		Dependent		Partially Dependent		Independent			
		Male	Female	Male	Female	Male	Female	Male	Female
		(n = 40)	(n = 40)	(n = 40)	(n = 40)	(n = 40)	(n = 40)	(N = 120)	(N = 120)

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		6	11	15	23	21	22	42	56
1.	Young Old (60 - 69)	(15.0)	(27.5)	(37.5)	(57.5)	(52.5)	(55.0)	(35.0)	(46.7)
2.	Middle Old (70 - 79)	12 (30.0)	9 (22.5)	16 (40.0)	7 (17.5)	12 (30.0)	10 (25.0)	40 (33.3)	26 (21.7)
3.	Old Old (80 +)	22 (55.0)	20 (50.0)	9 (22.5)	10 (25.0)	7 (17.5)	8 (20.0)	38 (31.7)	38 (31.7)

Source: Computed   Note: Figures in

parentheses are percentages to sample

6. Living Arrangements of the Ageing Population

Living arrangements of the ageing population facilitates access to basic necessities, familial care and health care amenities (see Table 5). The study found that the own family, children's family and relative's family are the major source for the living arrangements of the surveyed ageing population in Coimbatore district. The sources of living arrangements are differ according to the economic status of the ageing population. The economically independent are mostly living with their own family, the children's family and relative's family are the major sources of living arrangements to the partially dependent and dependent. Of the sources of living arrangements, ageing population with their own family is prime followed by followed by children's family and relative's family. It is comparatively high in male population as compared to female population. Due to the expired of the life partner the female aged populations are need to live with their children's family. On the other hand, the ageing population living with relative's family is highly prevalent in male population. This due to the expired of their spouse and non-availability of children's support the male aged population loss their care taker and

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facilitators. As a result, the male aged population forced to live with their relative's family

Table 5 Details of Living Arrangements of the surveyed Ageing Population

Sl. No.	Details	Economic Status						All	
		Dependent		Partially Dependent		Independent			
		Male (n = 40)	Female (n = 40)	Male (n = 40)	Female (n = 40)	Male (n = 40)	Female (n = 40)	Male (N = 120)	Female (N = 120)
1.	Own Family headed by Respondents	26 (65.0)	22 (55.0)	34 (85.0)	31 (77.5)	35 (87.5)	34 (85.0)	95 (79.2)	87 (72.5)
2.	Children's Family	6 (15.0)	13 (32.5)	3 (7.5)	7 (17.5)	5 (12.5)	6 (15.0)	14 (11.7)	26 (21.7)
3.	Relative's Family	8 (20.0)	5 (12.5)	3 (7.5)	2 (5.0)	0 (0)	0 (0)	11 (9.2)	7 (5.8)

Source: Computed   Note: Figures in parentheses are percentages column total

7. Quality of Life Scores and Economic Status

Based on the above mentioned methodology, the quality of life index for the ageing population is calculated. The scores of the variables according to economic status of the ageing population are listed below (see Table 6). In all the factors, the ageing population those are independent has achieved high scores as compared to partially dependent and dependent ageing population. It is homogenous in both the genders. However, the male population has better situation as compared to female population.

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Table 6 Details of Quality of life Factors and Scores of the surveyed Ageing Population

Sl. No.	Details	Economic Status						All	
		Dependent		Partially Dependent		Independent			
		Male (n = 40)	Female (n = 40)	Male (n = 40)	Female (n = 40)	Male (n = 40)	Female (n = 40)	Male (N = 120)	Female (N = 120)
1.	Economic Freedom	0.03	0.03	0.41	0.33	0.77	0.57	0.40	0.31
2.	Non-dependency	0.19	0.19	0.51	0.36	0.85	0.60	0.52	0.38
3.	Familial Care	0.25	0.24	0.59	0.42	0.75	0.62	0.53	0.43
4.	Social Status	0.22	0.22	0.57	0.34	0.71	0.57	0.50	0.38
5.	Health Status	0.23	0.22	0.57	0.44	0.84	0.73	0.55	0.46
6.	Psychology	0.26	0.25	0.66	0.62	0.90	0.73	0.61	0.53
7.	Living Environment	0.23	0.22	0.51	0.44	0.73	0.52	0.49	0.39
	QLIAP	**0.20**	**0.20**	**0.55**	**0.43**	**0.79**	**0.62**	**0.51**	**0.41**

Source: Computed

8. Results and Discussions

The quality of life of the ageing population may differ according to their gender, age, economic status and living arrangements. Therefore, the Multi – variate ANOVA

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Model was applied to analyse the variation in quality of life of the ageing population in Coimbatore district.

8.1 Multi – variate ANOVA Model for Quality of Life of Ageing Population

The conditions for applying Multi-variate ANOVA model permits to analyze the variation in quality of life of the ageing population. In this analysis, the quality of life index is considered as a dependent variable. On the other hand, sex, age, economic status and living arrangements are treated as fixed factors. From the results of ANOVA model, the computed 'F' values are found to be statistically significant. It confirms the variation in quality of life of the ageing population due to sex (131.77), age (17.56), economic status (649.94) and living arrangements (16.07). The computed values are higher than the table value of 'F' at 5 per cent level. The significant parameters are compared pair wise. Pair wise comparison of parameters results is drawn below.

Table 7 Compared 'F' Ratios of Quality of Life: Multivariate ANOVA Model

Sl. No	Source of Variation	Sum of Squares	d.f	Mean Sum of Square	'F'
1.	Variations due to Sex	0.32	1	0.32	131.77*
2.	Variations due to Age	0.09	2	0.04	17.56*
3.	Variations due to Economic Status	3.17	2	1.58	649.94*
4.	Variations due to Living Arrangement	0.08	2	0.04	16.07*
	Error	**0.48**	**196**	**8.44**	**-**
	Total	**60.52**	**240**	**-**	**-**
	$\bar{R}^2$	**0.94***			
	F-value	**3.38***			

Source: Computed

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Note: *Significant at 5 per cent level

8.2 Sex-wise Comparison of Quality of Life of the Ageing Population

In this model, the 'F' values for quality of life of the ageing population by gender are found significant at 5 per cent level. The student 't' value for testing variation in quality of life due to genders is also found to be statistically significant at 5 per cent level. The result indicates that the quality of life index value is the maximum for male ageing population to the extent of 0.49 whereas 0.37 for the female ageing population. In general, the male population has more improvement in society and family than the female population. This factor helps the male population to attain a high score in quality of life. At the same time, prevalence of male domination, societal heritage and economic dependence adversely affect female ageing population to achieve betterment in quality of life.

8.3 Age-wise Comparison of Quality of Life of the Ageing Population

According to the age, the surveyed respondents are grouped into three categories such as young old, middle old and old old. The quality of life score is higher for middle old to the extent of 0.47 followed by young old 0.45 and it is least in old old to the extent of 0.39. The student 't' test indicates significant difference between young old, middle old and old old (see Table 8).

The results of age - wise comparison confirms the variation between age groups. In the study area most of the old are economically dependent and they have purely depended their family members and relatives for their daily needs. At the same time the level visual and physical disabilities are acute for old old as compared to middle and young old. These factors prevent them to actively participation in family, social, and senior citizen's organization. On the other hand, young old have the responses such as

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children marriage, education and family welfare. The responsibilities of young old lead the financial, psychological and health problems and affect the quality of life. However, there is no much variation between middle and young old ageing population.

Table 8 Ageing-wise Comparison of Quality of Life of the Ageing Population

Sl. No	Ageing (i)	Ageing (j)	Mean Difference	't' Value
1.	Young Old (0.45)	Middle Old (0.47)	- 0.02	2.85*
2.	Young Old (0.47)	Old Old (0.39)	0.06	4.20*
3.	Old Old (0.39)	Middle Old (0.47)	- 0.09	1.25 NS

Source: Computed

Note: * Significant at 5 per cent level, N.S represent the Not Significant.

8.4 Economic Status-wise Comparison of Quality of Life of the Ageing Population

In this analysis, the economic status of the ageing population has been classified as dependent, partially dependent and independent. The quality of life score is higher for the independent (0.67), followed by partially dependent (0.47) and least for dependent (0.18). The student 't' test is statistically significant between dependent and partially dependent (5.07), between dependent and independent (6.63) and independent and partially dependent (2.30) (see Table 9). The results prove the relationship between economic status and quality of life of the ageing population.

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Table 9 Economic Status-wise Comparison of Quality of Life of the Ageing Population

Sl. No	Economic Status (i)	Economic Status (j)	Mean Difference	't' Value
1.	Dependent **(0.18)**	Partially Dependent **(0.47)**	- 0.29	5.07*
2.	Dependent **(0.18)**	Independent **(0.67)**	- 0.49	6.63*
3.	Independent **(0.67)**	Partially Dependent **(0.47)**	0.20	2.30*

Source: Computed

Note: * Significant at 5 per cent level

The stable financial situation helps the economically independent ageing to satisfy their basic needs, access the health care facilities, social status, peaceful living environment, family support and peace of mind. It helps them to achieve a maximum score in quality of life. But those factors are not favourable to the partially dependent and dependent ageing populations.

8.5 Living Arrangement-wise Comparison of Quality of Life of the Ageing Population

Source of living arrangements of the surveyed ageing populations are own family of the ageing population, children's family and relative's family. The quality of life score is higher for the ageing population living with their own family (0.50), followed by living with children's family (0.46) and least for relative's family (0.32). The student 't' test is statistically significant between own and children's family (1.92), between own and relative's family (5.75) and relative's and children's family (3.94) (see Table 10). The respondent living with own family attained high scores in quality of life for the following reasons: The respondents living with own families are enjoying benefits of family care,

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health facilities and other amenities. In the case of living with children's and relative's family are viable to access the above mentioned facilities. Therefore, the quality of life of the ageing population living with children's and relatives family severely affected.

Table 10 Living Arrangement-wise Comparison of Quality of Life of the Ageing Population

Sl. No	Living Arrangement (i)	Living Arrangement (j)	Mean Difference	't' Value
1.	Own Family (0.50)	Children's Family (0.46)	0.04	1.92*
2.	Own Family (0.50)	Relative's Family (0.32)	0.18	5.75*
3.	Relative's Family (0.32)	Children's Family (0.46)	- 0.14	3.94*

Source: Computed

Note: * Significant at 5 per cent level

9. Conclusion

The quality of life of the aging population differs according to their sex, age, economic status and living arrangements. The quality of life of the ageing population varies between male and female respondents. Social and economic empowerment of the male population is greater as compared to female population. It helps male ageing population to achieve higher level of quality of life as compared to female ageing population. Due to the prevalence of domination, societal heritage, culture and economic dependence, the female ageing population is adversely affected.

Among the ageing groups, the middle age groups scores higher value in quality of life as compared to young old and old old. However, there is no such wide variation

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between young old and middle old. The old old are facing the problem of disability and loss of familial care. On the other hand, the young old are facing the problems of children's marriage and education. The family burden affects the quality of life of the young old and old old ageing population.

Of the total respondents, the economically independent ageing population has attained higher level of life than that of partially dependent and dependent ageing population. Due to their economic independent, they are capable to access the basic needs, medical needs, social status, family support and peace of mind. These factors adversely affect the quality of life of partially dependent and dependent ageing population.

Likewise, the quality of life of the ageing population differs according to their living arrangements. Among the different living arrangements, the respondents those head the family enjoy better quality of life as compared to those live with their children's and relative's family. The respondents those head the family are able to enjoy the benefits, protection and services from the family members. On the other hand, the ageing population loving with their children's and relative's are expecting the help from them. Some time the consequences of low family income and loss of family support worsen the living conditions of the ageing population.

The results of the Multi-variate ANOVA model confirm the variation in quality of life due to the sex, age, economic status and living arrangements of the ageing population. This results warrant the need for the measures to promote the quality of life of the ageing thorough the introduction of new social welfare measures, widening the existing welfare schemes, involvement of civil societies and NGO's.

10. Suggestions

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From the above findings and conclusion, few suggestions are given to the policy makers to take care of the well being of the ageing. The suggestions are as follows:

1. The ageing population those are economically dependent and partially dependent face huge economic problems. The government gives monthly financial assistance for those who live alone and without son / daughter. But, the ageing those who live with the children also suffer for their survival. Therefore, the Government has to address those problems by giving monthly financial assistance for the ageing.

2. Particularly, the female ageing faces huge problems as compared to male. The government has to look into this menace by introducing legal measures to secure the female.

3. The Government has to provide employment opportunities for both male and female ageing according to their age. This may end-up the economic problems of the ageing in the long run and income of the ageing may assure economic security.

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English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

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Globalization

Today there is a great variety of opinion regarding the meaning of the term *globalization*[1] Normally, however, the word is used in four senses: *internationalisation*, *liberalisation*, *universalisation*, and *westernisation*. When the term, *internationalisation* is used, it often refers to the steady growth of transactions and interdependence among the nations of the world. To many, *globalization* is synonymous with *internationalization*. Others understand the term *globalization* to mean *liberalization* and imply by this the borderless relations for their economic and cultural development. On the other hand, there are those who use this term in the sense of *universalisation* indicating worldwide expansion. There is one final meaning regarding the use of

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[1] See Nicos C. Sifakis Hellenic Open University, Greece, *Facing the Globalization Challenge in the Realm of English Language Teaching*.

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this word among scholars and that is *westernization*. In this use of the world, it is considered to be a kind of *universalisation* in which both the new social structures of modernity (capitalism, industrialism, rationalism, urbanism, etc.) are spread throughout the world to mix with existing cultures. In the process, older cultures and local self-recognition is destroyed in the process.

Academic Disciplines and the Challenge of Globalization

There is much discussion today regarding globalization. It is used for entering multipurpose projects, finding employment around the world, studying at international universities, and staying current with world media, literature, education and other socioeconomic fields.

Today the concept of globalization is widely used across disciplines, across the world, across theoretical approaches, and across the political spectrum. Countless academics have rushed to claim globalization as the cliché of the day. A host of research institutes, degree programmes, and textbooks now use the term in their titles. Since 2000, several new professional global studies associations have also introduced globalization in their title. Some theorists have even presented globalization as the focal point for an alternative paradigm of social enquiry. Globalization has become such a buzz word in almost every field of life that it is heard in the political arena, socio-cultural milieu or academic circles.

Similarly, its use is no longer confined to language and linguistics. References to globalization are found in the works of Block and Cameron, *Globalization and Language Teaching* (2002) and Wright's *Language Policy and Planning: From Nationalism to Globalization* (2003). This phenomenal rise in the concept of globalization has created an essential need for common intelligible code. There is a need for transacting the business of international trade, developing international awareness, and producing academic and educational know-how. The term which has emerged as a result of our globalized world is "Global English." This term clearly reminds us that English no longer remains the language of the British or American people, but has become a code which links people from diverse countries and cultural groups from all over the world. This global variety of English has predominantly emerged in just the past two decades. It has become a matter of concern for linguists the world over. In 1950, any notion of English as a world

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(Global) language was but a dim theoretical possibility surrounded by the political uncertainties of the cold war. It lacked any clear definition or sense of direction. Fifty years later, world English exists as a political and cultural reality (David Crystal, 1997)

But unfortunately, both the terms *globalization* and *global English* are unclear to a large extent. Despite their growing popularity, not only are these terms misused in non-informative and confused ways, but as Therese Steffen (2002:92) suggests, we currently lack the means of analyzing the process appropriately, only adding that much more to the misuse of the terms.

T. Ruanni Tupas (2001:85) criticises the field of applied linguistics for "largely ignoring the polemics of globalization and simply proceeding to use the term as if it is an unproblematic phenomenon." All three authors mentioned above (David Crystal, Therese Steffen and T. Ruanni Tupas) would certainly agree that there is a lack of meaningful investigation into the meaning of the terms *globalization* and *global English*. These two terms still remain unclear and need elaborate treatment for better understanding. In this regard, one writer (Elizabeth J. Erling 2004) says:

1. "they both remain ill defined
2. "they increasingly accumulate meaning as they develop and spread
3. "the spread of one implies the spread of the other, and
4. "they are both appropriated in each context that they affect resulting in localization and nativasation and they cannot truly be understood without analyzing their results in local contexts."

These two terms are interdependent in their use. Again, quoting Erling, (Elizabeth J. Erling 2004) she succinctly says this about globalization and global English:

> "The most used—and misused—and least often defined, probably most misunderstood, most nebulous and politically charged catchword which has created much debate in recent years and will continue to do so in years to come."

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The early relationship between English and globalization was complex. Economic globalization encouraged the spread of English, but the spread of English also encouraged globalization" (David Graddol 1997, *The Future of English*). Again Graddol says, "We must also understand that English is still not a done deal" (David Graddol 2006, *English Next*).

The Start of Globalization

It is extremely difficult to decide when globalization started as we know it today and where it is now. Robertson (2003:3) says, "Globalization as a human dynamic has always been with us, even if we have been unaware of its embrace until recently." He then argues that the third phase of globalization is currently going on: "the first, after 1500, centred on the globalization of regional trade; the second, after 1800, gained impetus from industrialization; the third derived from the architecture of a new world order after 1945" (Robertson 2003:4). The most recent debate regarding globalization is attributable to two factors; first, the disintegration of the Soviet Union, and secondly, the use of technology enabling people to become more connected and mobile than ever before in human history.

English in the Global Perspective

It is now a well-established fact that English has become a world language (see Graddol 1997, Jenkins 2000; McKay 2002). To understand the concept of English as a global language, it is necessary to know the definitions of *world language*, *international language*, or *global language* which have been used interchangeably in this thesis. It is also necessary to understand the abbreviation ELF.

For some, any language with a large number of native speakers is a global language (Graddol 1997, McKay 2002). If this assumption is accepted, then Mandarin (China), Spanish, and Arabic must also be considered as international languages because they are also spoken by large numbers of people. However, as McKay explains, "Unless such languages are spoken by a large number of native speakers of other languages, the language cannot serve as a language of wider communication" (McKay 2002:5). English is not only used among people from the English

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speaking countries but also by those whose mother tongue is not English. This is well supported by Graddol (1999, cited in McKay 2002), who states that:

> … based solely on expected population changes, the number of people using English as their second language will grow from 235 million to around 465 million during the next 50 years. This indicates that the balance between L1 and L2 speakers will critically change, with L2 speakers eventually overtaking L1 speakers. (Graddol 1999:62 cited in McKay 2002:13)

In fact, Jenkins (2000) maintains that:

> For the first time in the history of the English language, second language speakers outnumber those for whom it is the mother tongue, and interaction in English increasingly involves no first language speakers whatsoever. (Jenkins 2000:1)

Both Graddol (1999) and Jenkins (2000) believe that the increasing popularity of English as a language of communication among the non-native speakers will certainly give them ample opportunity to determine the future of English, and to some extent, a prominent "norm-providing" status as well.

According to Crystal (1997), another element ensuring the status of English as a global language is its prominent recognition in almost every country of the world. This particular role of the language can be achieved only by making English an official language used in government offices, law courts, and in the media and education systems of the country. This is why English is sometimes called a *second*, an *additional*, or an *auxiliary* language. In addition to English as the official language of the country, it is also given preference in foreign language teaching even if it is not the second language.

Crystal (1997) asserts that English is the most widely taught foreign language in almost 100 countries of the world. Some other scholars opinion that a global language has no boarders of usage but goes across borders and various cultures.

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Widdowson (1994) defines a global language as one that serves "a whole range of different communities and their institutional purposes, and these transcend traditional, communal and cultural boundaries" (Widdowson 1994 cited in Jenkins 2000:7). Smith (1976, cited in McKay 2002), one of the first scholars to define the term *global* or *world language*, suggests that a world language is one used by people from different nations to communicate with each other. His assumptions regarding pedagogy used for learning an international language is cited in McKay (2002:12). They are as follows:

1. International learners do not need to internalize the native speakers' cultural norms,
2. the ownership of international language becomes "de-nationalized," and
3. the role of education in the learning of international language is to enable the learners for the communication of their ideas and cultures to others.

According to Pennycook (1994), the concept *global* implies not only that the language is used across nations but also within a nation. Therefore McKay (2002) suggests a modification of Smith's second assumption. McKay (2002) claims that with regard to the use of English in the outer circle countries, the ownership of English should be re-nationalized rather than de-nationalized. This means that the use of English should be embedded in local contexts of use (see Kramch 1993, Holliday 1994, Pennycook 1994, Cook 2001, and McKay 2002). Based on this concept, McKay (2002) reframes Smith's assertions as follows:

1. As a global language, English is used both in a global sense for international communication between countries and in local sense as a language of wider communication within multilingual societies.
2. As English is a global language, the use of English is no longer connected to the culture of the inner circle countries.
3. As a global language in a local sense, English becomes embedded in the culture of the country in which it is used.

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4. As English is a world language in a global sense, one of its primary functions is to enable speakers to share with others their ideas and culture.

Finally, Brutt-Griffler (2002, cited in McKay 2002) puts forward four central features characterizing the development of a world language:

1. A world language is the product of the development of a world econocultural system, which includes the development of a world market and business community, as well as the development of a global scientific, cultural, and intellectual life.
2. A world language tends to establish itself alongside local languages in multilingual contexts composed of bilingual speakers.
3. A world language, unlike an elite lingua franca, is not confined to the socioeconomic elite but is learned by various level of society.
4. A world language spreads not by speakers of that language migrating to other areas but rather by many individuals acquiring that language.

Today, no other language apart from English fulfils these parameters which are of a global language.

RESEARCH METHODOLOGY

Both quantitative and qualitative data were collected by:

1.   a questionnaire for quantitative data, and
2.   interviews, for qualitative data.

The qualitative data enriched and validated the quantitative data obtained through the questionnaire on 20 items using the Lickert Scale. The pilot study of the questionnaire was done

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to ensure its validity and reliabilty.The detailed description of the data tools are given in the following.

Instruments for Data Collection

Questionnaire

The basic purpose of the questionnaire was to determine the teachers' and students' perceptions regarding the topic of this research, *The Global Spread of English and Its Pedagogical Concerns for English Language Teaching* (ELT) *in Pakistan*. The questionnaire was adapted from an article *The Question of Global English-Language Teaching* by Rana Yildirin, an assistant professor in the ELT department and Zuhal Okan, an associate Professor, both at Cukurova University, Turkey. It was a twenty-item questionnaire based on a Lickert Scale with these five dimensions:

1. English as a global language.
2. Ownership of English language.
3. The status of native speakers as opposed to that of non-native speakers.
4. Cultural content of ELT.
5. Appropriateness of methods and materials developed by the Inner Circle for Pakistani students.

Population

The questionnaire was given to 60 English teachers and 300 students. Forty one questionnaires were returned by teachers and 104 were returned by students. Five percent of the teacher population was female. The teachers' minimum qualification was a master's degree, while a Bachelor's degree was a maximum qualification for students. The teachers varied in age and experience; similarly students differed in age

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Sampling

Sixty questionnaires were given to the English language teachers of two Universities; the University of Management and Technology, Malakand University and some questionnaires at the Post Graduate Jehanzeb College. Forty one questionnaires were returned. The questionnaire consisted of five parts. The first part concerned English as a Global language. The second part related to the ownership of English language. The third part compared the native speaker of English to the non-native speaker. The fourth part queried cultural content of ELT, and the final part of the questionnaire evaluated the appropriateness of methods and materials developed by the Inner Circle for Pakistani students. It also included demographic information such as age, experience, and qualification.

Interviews

The day following the administration of the questionnaires, interviews with available teachers were conducted. The medium of communication during the interviews was English. Each interview lasted from 6 to 13 minutes. The questions of the interview were also adapted with slight modification from Zacharias T. Nugrahenny (2003). The following questions were asked from the respondents:

1. What is the importance of English in Pakistan?
2. What is your understanding of English as a global language?
3. Which variety of English do you think represents the best model?
4. Is the students' mother tongue useful when teaching English?
5. Whose culture do you think students should learn when learning English?
6. How do you feel about the textbooks used? Which materials do you prefer; locally published or those from English speaking countries?
7. What kind of co-curricular activities do you provide in your University or College?

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8. Do you think Globalization of English endangers local languages?

9. Do you think English threatens our local culture?

All interviews were video- and audio-recorded. They were then transcribed for further analysis and the transcripts were analyzed in accordance with the dimensions of the questionnaire. This included English as an international language, ownership of English language, cultural content of ELT, appropriateness of methods and materials developed by the Inner Circle and the status of native speakers as compared with that of non-native speakers.

The next chapter will provide a detailed analysis of the data collected through questionnaires and interviews.

DATA ANALYSIS

This chapter describes and analyzes the data used to answer the main questions of this study regarding the global role of English and the pedagogical concerns it creates for ELT in Pakistan. The data will be analyzed according to the following criteria:

1. English as a global language.
2. Ownership of English language.
3. The status of native speakers as opposed to that of non-native speakers.
4. Cultural content of ELT.
5. Appropriateness of methods and materials developed by the Inner Circle for Pakistani students.

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To carry out this research study, a slightly modified[2] twenty-question Lickert-scaled questionnaire was prepared. Before its actual administration, a pilot study with English teachers and students was conducted in order to check its validity and linguistic reliability. Along with the questionnaire, interviews of the teachers were also video- and audio-recorded and subsequently transcribed for analysis.

The following four tables show the age, gender, teaching experience and qualification of the English language teachers. Sixty questionnaires were distributed and 41 were returned.

Teachers' Data

Table 1

Gender of the Respondents

			Percent	Valid Percent	Cumulative Percent
	Male		Frequency	87.5	87.5
Valid	Female	5	12.2	12.5	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

Table 1 shows 35 male (87.5%) and 5 female (12.2%) teachers participated in the study. Many of these participants were later interviewed to record their perception of English as a global language.

Table 2

Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28 to 35	25	61.0	62.5	62.5
	35 to 60	15	36.6	37.5	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

There were 25 teachers between the ages of 28 and 35, while 15 were between 35 and 60. Males between the ages of 28 and 35 represented 61 percent, while those between the ages of 35 and 60 represented only 36 percent.

Figure 1: Age of the respondents
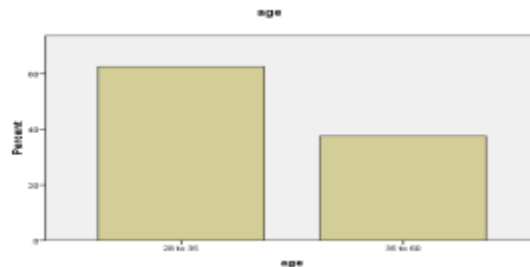
Table 3

Qualification of the Respondents

			Frequency	Percent	Valid Percent	Cumulative Percent
All	Valid	Masters	40	97.6	100.0	100.0
	Missing	System	1	2.4		
	Total		41	100.0		

teachers held master's degrees as well as having some teaching experience at the time the study was conducted.

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Figure 2: Qualification of the respondents
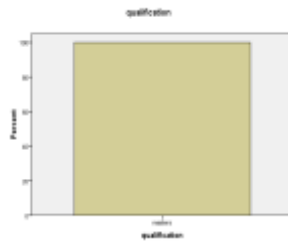
Table 4

Experience of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
1 to 5	8	19.5	20.5	20.5
5 to 10	11	26.8	28.2	48.7
10 to 15	8	19.5	20.5	69.2
15 to 25	12	29.3	30.8	100.0
Total	39	95.1	100.0	
System	2	4.9		
Total	41	100.0		

The teachers involved in the study had a varying degree of teaching experience. There were four categories of experience. First, eight teachers (19%) had between 1 and 5 years of teaching experience. In the second category, 11 teachers (26%) had between 5 and 10 years of experience. In the third category, eight teachers (19%) had between 10 and 15 years of experience. In the final category, eight teachers (29%) had considerable experience ranging from 15 to 25 years.

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Figure 3: Experience of the respondents
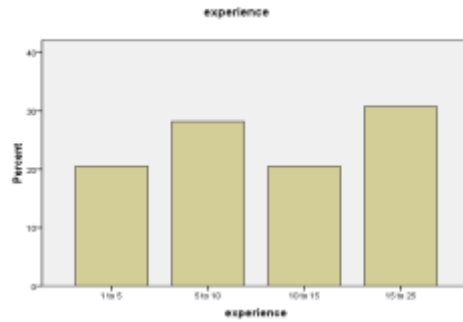
Table 5

English has Become a Global Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	4.9	4.9	4.9
	D	1	2.4	2.4	7.3
	U	3	7.3	7.3	14.6
	A	23	56.1	56.1	70.7
	SA	12	29.3	29.3	100.0
	Total	41	100.0	100.0	

Regarding the perception of global language, 23 participating teachers *agreed*, 12 *strongly agreed*, only two *strongly disagreed* and 1 *disagreed* indicating that English is perceived as being a global language. The following chart shows the frequency of their agreement.

Later during the interview, almost all of the teachers agreed with the statement that English is *the* global language. One participant said, "It is of course global language because it is almost spoken all over the world" another said, "where you travel in the world, it makes you convenient

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to communicate with people whose culture and almost everything is different but still you interact because this."

All teachers expressed a similar opinion regarding the global nature of English.

Figure 4: English has become a global language

Table 6

We Need a Global Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.4	2.4	2.4
	D	2	4.9	4.9	7.3
	U	6	14.6	14.6	22.0
	A	25	61.0	61.0	82.9
	SA	7	17.1	17.1	100.0
	Total	41	100.0	100.0	

The second question was written to confirm the participants' agreement with the first question. In the second question, 25 out of 41 *agreed* that we need a language for global communication.

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The percentage of disagreement was very low. Only 2.4 and 4.9 percent *disagreed* in comparison with 61 percent who *agreed*.

Figure 4 shows this comparison quite clearly. Among the teacher respondents, English was perceived as the global language of the world.

A large majority of teachers concurred with the need of a global language. They further agreed that English has become the global language of choice and that it must therefore be incorporated into our social context. One teacher said, "It is the need of the hour to be in constant touch with the rest of the world and it is not possible until we have a full grip on English language"

Figure 5: We need a global language
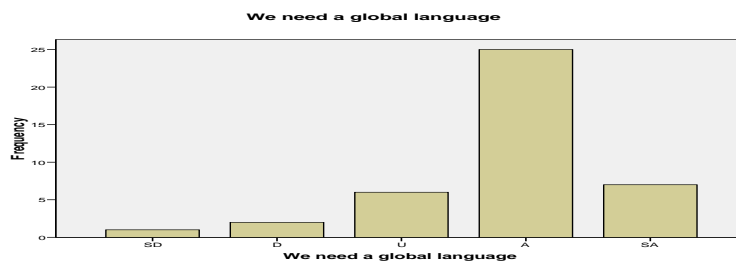
Table 7

There are Drawbacks to Having English as a Global Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	7.3	7.3	7.3
	D	8	19.5	19.5	26.8
	U	5	12.2	12.2	39.0
	A	24	58.5	58.5	97.6
	SA	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

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On the third question which indirectly attacks the global status of English, the percentage of agreement is much higher. Twenty four out of 41 participants *agreed* that having English as the global language has many drawbacks, while 12.2% of the respondents were *undecided* in answering the question. Only 19%—a significant minority—actually *disagreed* with the statement. Consensus indicates agreement that even though English as a global language has many disadvantages for indigenous and local languages of the world, it is nonetheless, a necessity. Figure 5 shows the agreement ratio in this question.

Even though there might be drawbacks to English as a global language, without it we are ineffective in world affairs.

Figure 6: There are drawbacks to having English as a global language
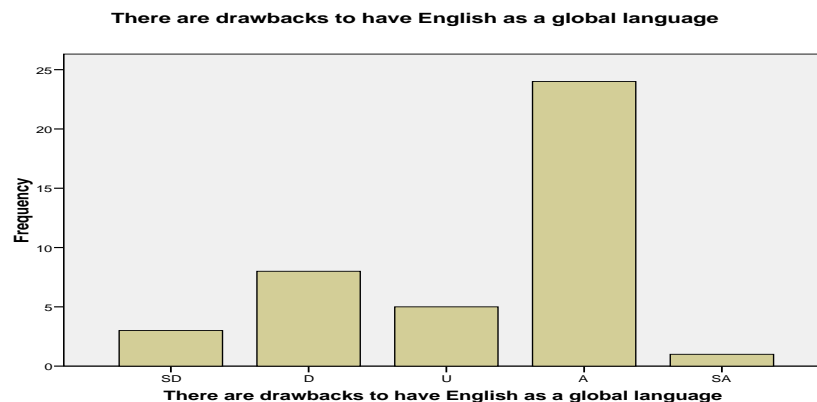
Table 8

The Rise of English will Continue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.4	2.5	2.5
	U	8	19.5	20.0	22.5
	A	25	61.0	62.5	85.0

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		Frequency	Percent	Valid Percent	Cumulative Percent
	SA	6	14.6	15.0	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

Again, the participants generally agreed with this statement; 61% *agreed*, 15% *strongly agreed* and only 2% *disagreed*. Surprisingly, 19% were *undecided* about the future rise of English as a global language. On the other hand, some participants unequivocally agreed in their interviews that the importance of English will remain for 50 year

Figure 7: The rise of English will continue

The rise of English in the world will continue

Table 9

A Global Language is Useful in Communication

	Frequency	Percent	Valid Percent	Cumulative Percent

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.4	2.6	2.6
	U	1	2.4	2.6	5.1
	A	26	63.4	66.7	71.8
	SA	11	26.8	28.2	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

Twenty six (26) participants *agreed* with the usefulness of the globalization of English in communication and 11 *strongly agreed*. Only 1 *disagreed* and 1 was *undecided*. This means that 63% and 26% were of the opinion that English is quite useful so far as its role in communication is concerned.

Many teachers during the course of their interviews agreed that English—especially in the Pakistani context—is very important because it is the official medium of instruction, technology and science.

Figure 8: A global language is useful in communication

A Global language is useful in communication
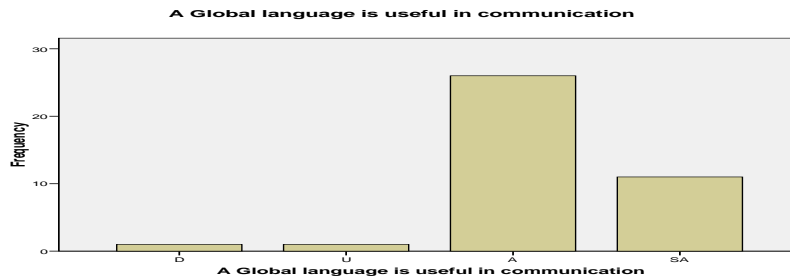
Table 10

A Global Language is Useful in Economic Relations

	Frequency	Percent	Valid Percent	Cumulative Percent

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.4	2.5	2.5
	U	1	2.4	2.5	5.0
	A	29	70.7	72.5	77.5
	SA	9	22.0	22.5	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

A global language is beneficial for economic relations with the rest of the world. Seventy percent (70%) of the respondents *agreed* with this statement while 22% *strongly agreed*. The *disagreement* and *undecided* ratio was quite small. Table 4.10 and the following Figure 4.9 show their agreement in favour of this statement.

Figure 9: A global language is useful in economic relations

Table 11

A Global Language is Useful in Political Relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	12.2	12.2	12.2
	U	1	2.4	2.4	14.6

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A	24	58.5	58.5	73.2
SA	11	26.8	26.8	100.0
Total	41	100.0	100.0	

The participants of the study again agreed that the global status of language is very important in political relations. Twenty four (24) *agreed* with this statement and 11 *strongly agreed*. Five (5) *disagreed* and only 1 was *undecided*, meaning that the statement was clear to the respondents.

Figure 10: A global language is useful in political relations
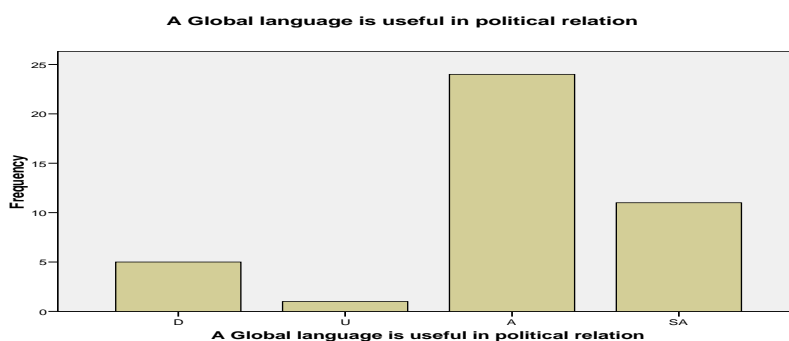
Table 12

A Global Language is Useful in Educational Settings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	12.2	12.5	12.5
	U	1	2.4	2.5	15.0
	A	24	58.5	60.0	75.0
	SA	10	24.4	25.0	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

Globalization of language plays an important role for education as well. The respondents found no problem in agreeing with this statement. Fifty eight percent (58%) of the respondents *agreed*,

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24% *strongly agreed*, and only 12% *disagreed* with the statement. These responses clearly show the perceived significance of a global language for education.

Table 12 above, and the chart below, show the percentage of agreement and disagreement.

Figure 11: A global language is useful in educational settings
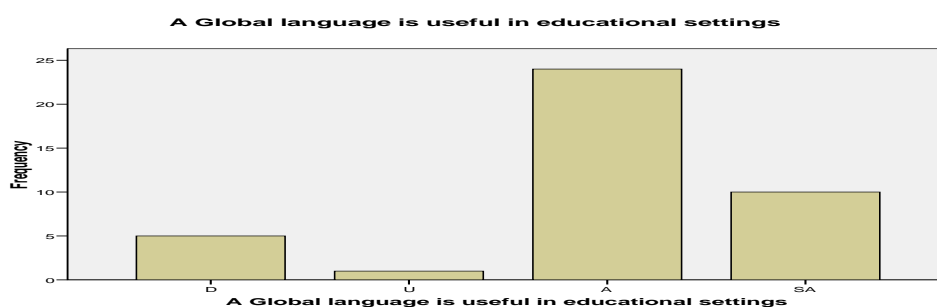
Table 13

Nobody Owns English Anymore

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	7.3	7.7	7.7
	D	9	22.0	23.1	30.8
	U	4	9.8	10.3	41.0
	A	17	41.5	43.6	84.6
	SA	6	14.6	15.4	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

Regarding the question of the ownership of the English language, many of the respondents agreed that it no longer remains the property of the Inner Circle, but that it has become a global

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language. The question of British and American authority for the language has largely disappeared in the face of its emerging varieties. Forty one percent (41%) *agreed* with the statement that it is owned by no one authority today. Only 9 respondents *disagreed* with the statement. During their interviews, various teachers said that it is now the domain of the expanding circles of emerging Englishes as new varieties are developing.

Figure 12: Nobody owns English anymore

No body owns English any more.
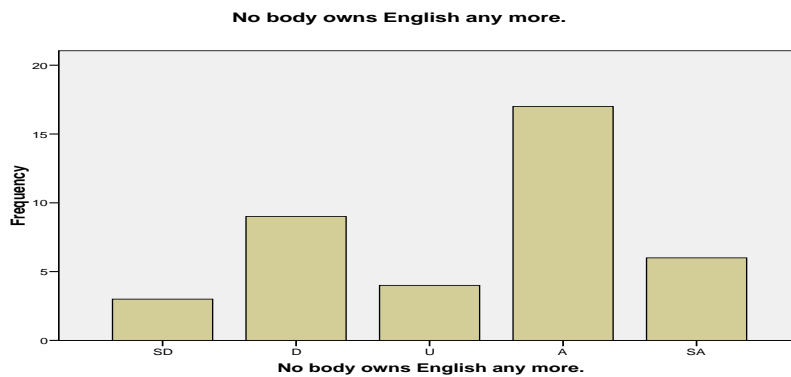
Table 14

English Belongs to Native English Speaking Countries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	12.2	12.8	12.8
	D	20	48.8	51.3	64.1
	U	1	2.4	2.6	66.7
	A	9	22.0	23.1	89.7
	SA	4	9.8	10.3	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

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Table 14 indicates that English is perceived as becoming a world language which no longer belongs to English and native speaking countries. Twenty (20) out 41 respondents *disagreed* with the statement that it belongs only to the English speaking countries. Only 22% of the respondents *agreed* with the statement while 5 respondents *strongly disagreed*. The variation in percentage shows the difference of opinion regarding the ownership of English by native speakers. One respondent said, "The Englishes of the expanding circle must be recognized as much as the English of the native people."

Figure 13: English belongs to native English speaking countries
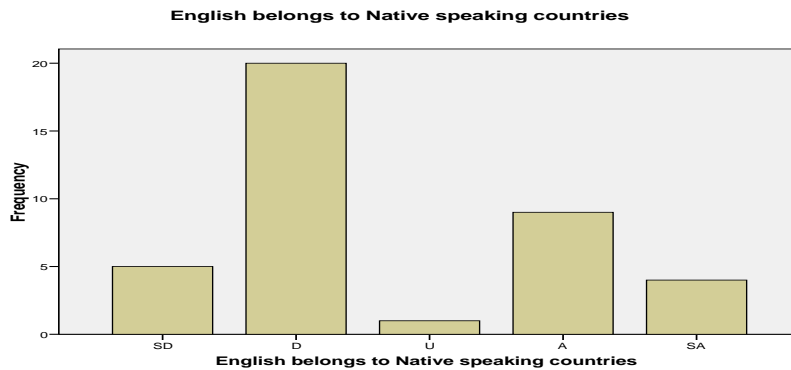
Table 15

As a Pakistani, I am Aware of My Strengths and Weaknesses in Relation to Native English Speaking Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.4	2.4	2.4
	D	6	14.6	14.6	17.1
	U	4	9.8	9.8	26.8
	A	26	63.4	63.4	90.2
	SA	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

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Even though English is coming out of the inner-circle influence, native speaking teachers have not lost their importance, even in Pakistan. The data above shows that 63% of the teachers *agreed* that they know their weaknesses and strengths relative to native speakers. Only six respondents *disagreed* with the notion of native speaker superiority. Four were *undecided* while only 1 *strongly disagree*

Figure.14: As a Pakistani, I am aware of my strengths and weaknesses in relation to native English speaking teachers
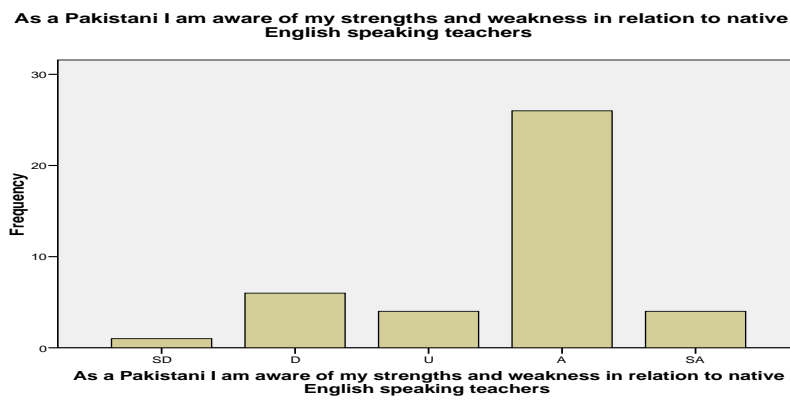
Table 16

It is Necessary to Introduce Native English Speakers in My College or University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	9.8	9.8	9.8
	D	7	17.1	17.1	26.8
	U	7	17.1	17.1	43.9
	A	16	39.0	39.0	82.9
	SA	7	17.1	17.1	100.0
	Total	41	100.0	100.0	

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Looking again at the table above, it becomes evident that despite the expanding circle of English, native teachers are still the source of reference for many. Regarding the question of bringing native English speaking English teachers to our universities and colleges, most of the respondents agreed that native speakers are better English teachers than non-native English speakers. Thirty nine percent (39 %) *agreed*, 17% *strongly agreed*, and 17% *disagreed* with the idea that native speaking teachers are better English teachers than non-native speakers. Four respondents strongly disagreed. The above data indicates the respondents' preference for native speaking English teachers. Some of the respondents agreed that native speaking teachers are better English teachers, but only so far as pronunciation and speaking skills are concerned.

Figure 15: It is necessary to introduce native English speakers in my college or university
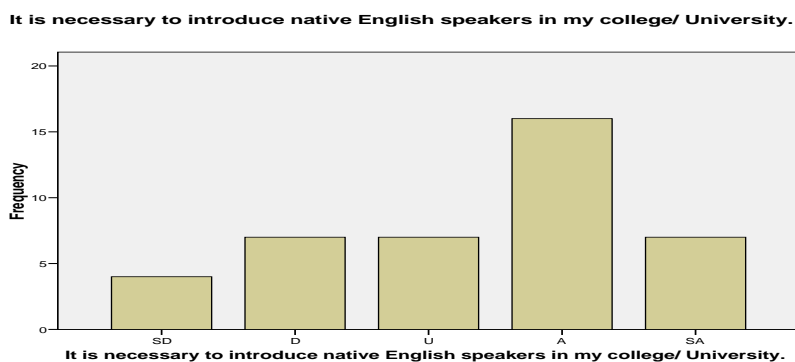
Table 17

Culture Exists Independent of Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	12	29.3	29.3	29.3
	D	10	24.4	24.4	53.7
	U	4	9.8	9.8	63.4
	A	11	26.8	26.8	90.2
	SA	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

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Culture and language are co-dependent. On the question of culture independency, only 11 respondents *agreed* and 4 *strongly disagreed*. Twelve (12) respondents *strongly disagreed* indicating their perception that culture is not independent of language but both are interdependent, meaning that neither culture nor language can be separated from each other. Twenty four (24%) respondents *disagreed* with the statement which further supports the perception that culture does not exist independently of language. Regarding the question of culture and language, many teachers were split. Some said that culture can not be affected by language while others said that language and culture are concomitant and one affects the other

Figure 16: Culture exists independent of language
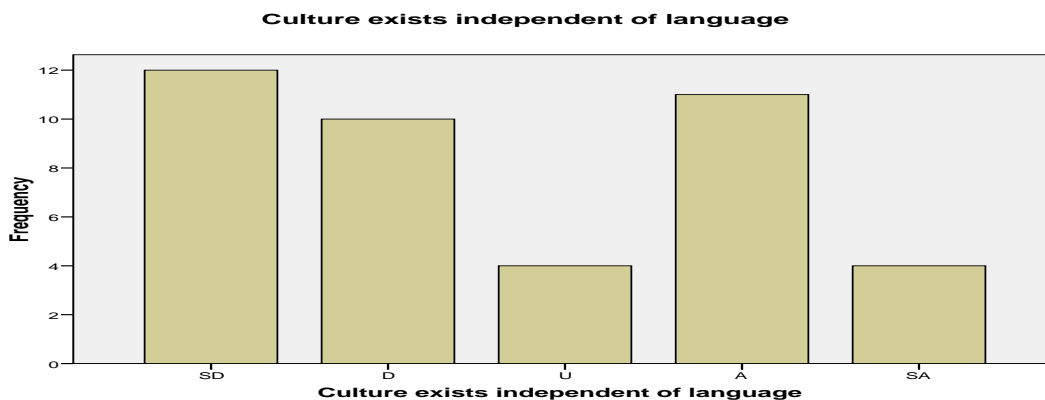
Table 18

English has a Negative Impact on Pakistani Languages

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	4.9	4.9	4.9
	D	10	24.4	24.4	29.3
	U	6	14.6	14.6	43.9
	A	19	46.3	46.3	90.2
	SA	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

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Pakistanis generally believe that any foreign language has a negative impact on the indigenous languages and our respondents reflect that belief. Nineteen (19) out of 41 *agreed* that English is causing negative impact on our indigenous languages. To date, English words have replaced many indigenous words. To this statement 9% ticked the *strongly agreed* column. Ten (10) respondents *disagreed* that English has any negative impact on the Pakistani languages but the majority opined the opposite. Some of the teachers strongly rejected this idea that English has some negative impact on the culture, saying that English is the need of the hour and that we must use it to our advantage**.**

Figure 17: English has a negative impact on Pakistani languages

English has a negative impact on the Pakistan languages
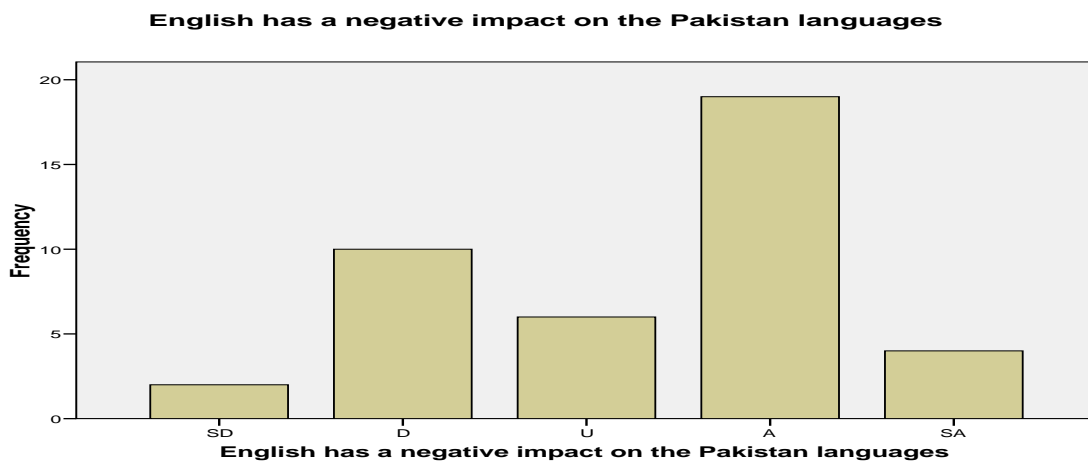
Table 19

English has a Positive Influence on Pakistani Culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	7.3	7.7	7.7
	D	10	24.4	25.6	33.3
	U	5	12.2	12.8	46.2
	A	17	41.5	43.6	89.7

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	SA	4	9.8	10.3	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

Earlier it was stated that culture and language are co-dependent. In this question regarding English's positive influence on Pakistani culture, 17 respondents *agreed*, 10 respondents *disagreed*, 3 *strongly disagreed*, and 4 *strongly agreed* that English has a positive influence on the culture. Some respondents said that English does impact our local culture but that it is not harmful where it is in full consonance with our socio-cultural milieu. They cautioned, however, that we must discard these influences if they are not complimentary with our culture.

Figure 18: English has a positive influence on Pakistani culture

English has a positive influence on Pakistan culture
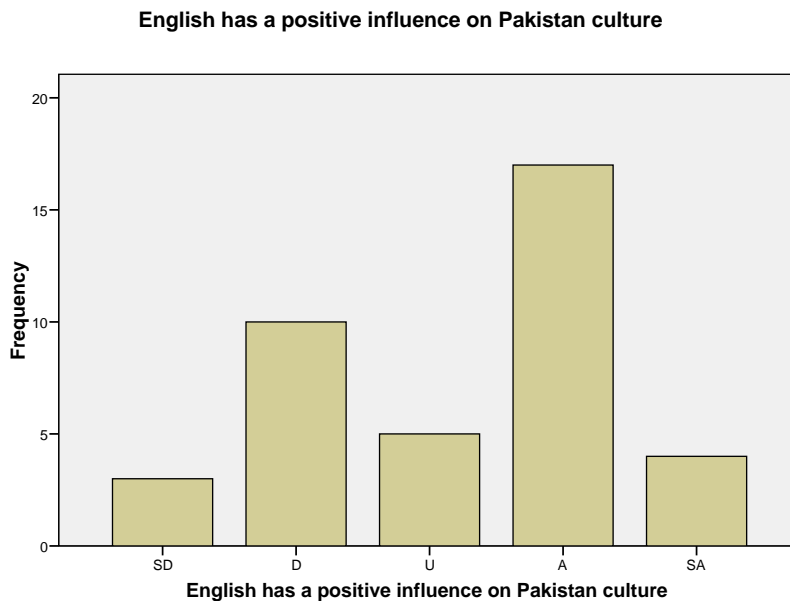
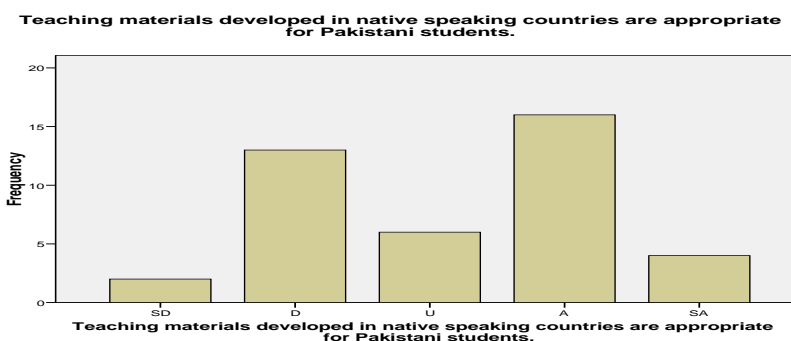Table 20

English has a Negative Influence on Pakistani Languages

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	9.8	9.8	9.8
	D	13	31.7	31.7	41.5
	U	5	12.2	12.2	53.7
	A	17	41.5	41.5	95.1
	SA	2	4.9	4.9	100.0
	Total	41	100.0	100.0	

Surprisingly, regarding the question of the negative impact of English, 17 respondents again *agreed*, 13 *disagreed* , 2 *strongly agreed*, and 4 *disagreed*. Looking at the above two tables' data, there is an obvious perception that English can exert either a negative or positive impact on the Pakistani culture. In the face of this dilemma, the respondents generally understand the need for carefully preserving Pakistani culture.

Figure 19: English has a negative influence on Pakistani languages

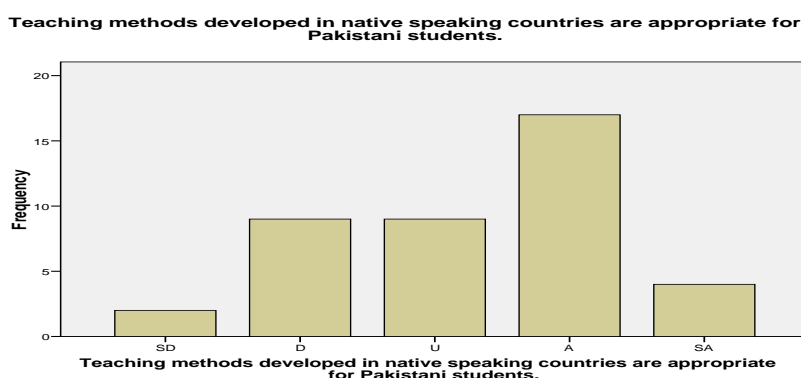English has a negative influence on Pakistani culture
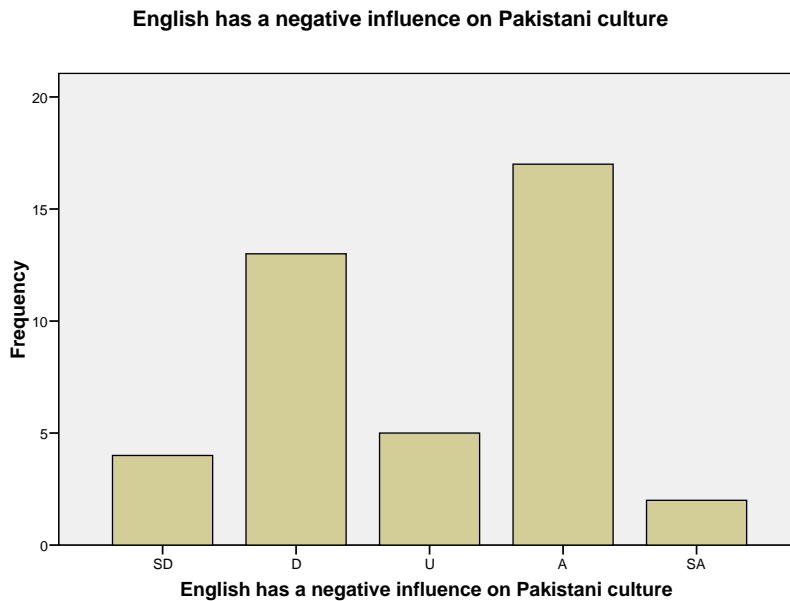
Table 21

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English has a Positive Impact on Pakistani Languages.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.4	2.4	2.4
	D	16	39.0	39.0	41.5
	U	6	14.6	14.6	56.1
	A	16	39.0	39.0	95.1
	SA	2	4.9	4.9	100.0
	Total	41	100.0	100.0	

The response to the statement that English has a positive impact on Pakistani languages was evenly divided with 16 *agreeing* and 16 *disagreeing*. In other responses, only 2 *strongly agreed* while 1 *strongly disagreed* with the statement. Equal agreement and disagreement implies the perception that if English is used positively for the sake of progress and development, then it can have a positive impact on Pakistani languages, while if not, the results will be detrimental.

Thus, regarding the question of its linguistic influence on indigenous languages, there is essentially equal and opposite opinion as to the effect of English on local languages in Pakistan.

Figure 20: English has a positive impact on Pakistani languages.
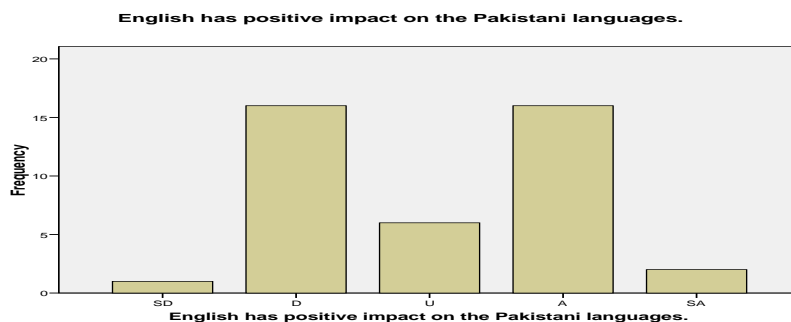
Table 22

Teaching materials developed in native speaking countries are appropriate for Pakistani students.

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	4.9	4.9	4.9
	D	13	31.7	31.7	36.6
	U	6	14.6	14.6	51.2
	A	16	39.0	39.0	90.2
	SA	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

Regarding the question dealing with materials which are developed in the native countries, 39% of the respondents *agreed* with the idea that teaching materials developed in the native countries are better for the Pakistani students, 13 respondents *disagreed*, 2 *strongly disagreed*, and 6 were *undecided*. These responses clearly indicate the perception that materials from abroad are more effective for Pakistani students.

Many also commented that materials which normally come from native countries merit use because they are professional quality. The observation was made that locally published materials up to this same standard would be equally acceptable.

Figure 21: Teaching materials developed in native speaking countries are appropriate for Pakistani students

Teaching materials developed in native speaking countries are appropriate for Pakistani students.

Table 23

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Teaching Methods Developed In Native Speaking Countries Are Appropriate For Pakistani Students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	4.9	4.9	4.9
	D	9	22.0	22.0	26.8
	U	9	22.0	22.0	48.8
	A	17	41.5	41.5	90.2
	SA	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

Regarding the statement that teaching methods developed in the native countries are appropriate for the Pakistani students, 17 respondents *agreed*, 9 *disagreed*, 9 were *undecided*, and 2 *strongly disagreed*. This also suggests that, like materials developed in the native countries, teaching methods developed in native countries are also perceived as being good for Pakistani students.

On the question of the teaching methods, the respondents were of the view that even though teaching methods developed in those countries are good, they would be more convenient for Pakistani students with slight modification for our cultural context.

Figure 22: Teaching methods developed in native speaking countries are appropriate for Pakistani students.

Table 24

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Native Teachers are the Best Learning Models for English Language Teaching (ELT) in Pakistan.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	4.9	4.9	4.9
	D	12	29.3	29.3	34.1
	U	7	17.1	17.1	51.2
	A	17	41.5	41.5	92.7
	SA	3	7.3	7.3	100.0
	Total	41	100.0	100.0	

Regarding the controversy that native speakers are better English teachers than non-native speakers, 17 respondents *agreed* while just 12 respondents *disagreed*. This clearly confirms the generally held opinion that native speakers are well-trained and better qualified than the non-native English teachers. Data here confirms the perception of native speaker superiority.

Even in the interviews, many of the respondents agreed with the notion that native speaking English teachers are better English teachers because they are normally well-trained and well-taught. However, some remarked that the problem had more to do with the teachers' training because well trained non-native teachers such as Dr.Amar Mahboob and Dr. Fauzia have become excellent teachers in the native countries of English speaking people.

Students Data

Table 25

English as a Global Language

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	M%	F%	M%	F%	M%	F%	M%	F%	M%	F%

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#	Statement										
1	English has become a global language	49.1	71.4	41.8	20.4	3.6	8.2	1.8			
2	We need a global language	38.2	61.2	45.5	32.7	3.6		9.1	2.0	1.8	2.0
3	There are drawbacks to having English as a global language	7.3	18.4	40.0	38.8	18.2	12.2	21.8	16.3	9.1	8.2
4	The rise of English in the world will continue	27.3	36.7	45.5	40.8	7.3	12.2	16.4	6.1	1.8	2.0
	A global English is useful in:										
5	Communication	49.1	71.4	43.6	20.4	3.6	2.0		2.0		
6	Economic relations	36.4	53.1	41.8	38.8	7.3	4.1	10.9		1.8	
7	Political relations	23.6	51.0	61.8	38.8	7.3	6.1	3.6	4.1	3.6	
8	Educational settings	36.4	55.1	41.8	26.5	3.6	6.1	9.1		5.5	2.0

As mentioned above, some three hundred questionnaires were given to the students' study group, though only one hundred and four were returned, including 55 from male and 49 from female students. Students Table 4.25 above shows the perception of students regarding English as a global language. There are eight statements in this category which explain the nature of English as a global language. In response to the first statement that "English has become a global language," just 1.8% of the respondents *disagreed*. Both males (49.1%) and females (71.4%) *strongly agreed* with the statement while 41.8% of the male and 20.4% of the female students *agreed*. Regarding the statement, "we need a global language," again the percentage of *strongly agreeing* among the participating respondents was remarkable with 38.2% of the male and 61.2% of the female students responding accordingly. This strong response again indicates the perceived need of a global language. Regarding the third statement, the percentage of agreement was less, but again 18.4% of the male and 40% of the female students *agreed* that though "there are drawbacks to having English as global language," we cannot do without it. The fourth statement saying that "the rise of English will continue in the world," was *agreed* to by 45.5% of the males and 40.8% of the females, suggesting their understanding that the rise of English will

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continue because no other language has emerged as a global language to replace it. Regarding the statement that the "English language is useful in communication," 49.1% of the males and 71.4% of the females *strongly agreed.* The "economic relations" statement received a *strongly agree* response from 36.4% of the male and 53.1% of the female students; the "political relations" statement received a *strongly agree* response from 23.6% of the males and 51% of the females while the "educational settings" statement received a *strongly agree* response from 36.4% of the males and 55.1% of the females.

Table 26

Ownership of English Language

		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		M%	F%	M%	F%	M%	F%	M%	F%	M%	F%
9	Nobody owns English any more	7.3	18.4	32.7	36.7	21.8	8.2	14.5	26.5	18.2	8.2
10	English belongs to native speaking countries.	7.3	10.2	32.7	24.5	21.8	10.2	14.5	36.7	18.2	16.3

The questionnaire is based on five dimensions. Regarding the second dimension, which is the ownership of English language, both the male and female students expressed their opinions in favour of the statement; 32.7% male and 36.7% female students *agreed* that English has spread to such an extent that it no longer strictly remains in the custody of native speaking people. Today, its new varieties need to be recognized because non-native speakers outnumber native speakers. Nonetheless, the degree of *disagreement* cannot be ignored because 18.2% of the male and 8.2% of the female students *strongly disagreed* that "English belongs to native speaking countries" despite its aggressive spread throughout the world. Regarding this same statement, the ratio between *agree* and *disagree* responses cannot be ignored; 32.7% of the male and 24.5% of the female students *agreed* with the statement while 36.7% of the female and 14.5% of the male

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students *disagreed.* The perception is certainly that English has now become a global language and that it would be extremely difficult for any country to have sole claim on its ownership.

Table 27

Native and Non-Native Controversy

		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		M%	F%	M%	F%	M%	F%	M%	F%	M%	F%
11	As a Pakistani I am aware of my strengths and weakness in relation to native English speaking teachers	6. 14	14.3	54.5	51.0	10.9	24.5	14.5	8.2	3.6	
12	It is necessary to introduce native English speakers in my college/ University.	32.7	44.0	45.5	35.0	9.1	8.1	9.1	8.2	1.8	2.0
20	Native teachers are the best learning models for English language teaching (ELT) in Pakistan.	32.7	24.5	34.5	42.9	5.5	12.2	18.2	16.3	9.1	4.1

Students Table 4.28 indicates the students' perceptions regarding a comparison of native and non- native speaking English teachers. Regarding statement 11, 54.5% of the male students and 51% of the female students *agreed* that they were aware of their strengths and weaknesses as compared to native English teachers. To some respondents among both male and female students, this statement was almost incomprehensible; 10.9% of the male and 24.5% of the female students were *undecided* on this statement. Regarding statement 12, they were remarkably clear and *agreed* and *strongly agreed* with it. Regarding the statement "native teachers produce better learning than non-native teachers," 32.7% of the male and 24.5% of the female students *strongly agreed* while 34.5% of the male and 42.9% of the female students

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agreed. Clearly, the student respondents' perception is that native English speaking teachers are better English instructors than non-native speakers.

Table 28

Cultural Content of ELT

		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		M%	F%	M%	F%	M%	F%	M%	F%	M%	F%
13	Culture exists independent of language	9.1	12.2	30.9	24.5	18.2	18.4	23.6	28.6	14.5	10.2
14	English has a negative impact on Pakistani languages	16.4	6.1	29.1	38.8	9.1	8.2	27.3	28.6	18.2	12.2
15	English has positive impact on Pakistani culture	12.7	12.2	32.7	34.7	9.1	18.4	25.5	22.4	16.4	4.1
16	English has negative impact on Pakistani culture	14.5	6.1	18.2	36.7	12.7	10.2	34.5	42.9	12.7	4.1
17	English has a positive impact on Pakistani languages	14.5	14.3	32.7	36.7	16.4	14.3	25.5	22.4	9.1	6.1

Regarding the statements concerning cultural content and English language influence on indigenous languages and cultures, the above table indicates an interesting mix in the students' perceptions. To the statement that "culture exists independently of language," 9.1% of the male and 12.2% of the female students *strongly agreed* and 30.9% of the male and 24.5% of the female *agreed*. Yet, 23.6% of the male and 28.6% of the female students *disagreed* while 14.5% of the male and 10.2% of the female students *strongly disagreed* with the statement. These responses indicate that the perception of the relationship between language and culture is very controversial.

Twenty nine percent (29.1%) of the male respondents and 38.3% of the female respondents *agreed* that the "English language negatively impacts local languages." In contrast, however,

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27.3% of the male and 28.6% of the female respondents *disagreed* that English impacts local languages negatively but rather that English actually promotes preservation of indigenous languages.

Another statement on the questionnaire dealt with the positive impact of English language. Thirty two percent (32.7%) of the male and 34.7% of the female respondents *agreed* that English had a positive impact on the local languages while 25.5% of the male and 22.4% of the female respondents again *disagreed* with the statement. We conclude from this mix of responses that the actual role of an external language or culture is not easily determined and is subject to a wide diversity of opinion. Though obviously the respondents would be biased in their support of English language, the degree of disagreement was conspicuous.

Regarding the statement that "English has a positive impact on the Pakistani culture," the respondents were split with 34.5% of the male and 44.9% of the female *disagreeing* that English had a positive impact on the Pakistani culture.

Thus, the above table clearly indicates these respondents' perceptions of the possible impact of English on the local cultures and languages.

Table 29

Teaching Methods and Materials

		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		M%	F%	M%	F%	M%	F%	M%	F%	M%	F%
18	Teaching materials developed in native speaking countries are appropriate for Pakistani students.	10.9	10.2	45.5	36.7	12.7	16.3	27.3	24.5	3.6	12.2

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19	Teaching methods developed in native speaking countries are appropriate for Pakistani students.	12.7	10.2	40.0	40.8	10.9	20.4	32.7	18.4	3.6	8.2

This section dealt with the students' perception of whether or not "teaching materials developed in native speaking countries are appropriate for Pakistani students." To this, 45.5% of the male and 36.7% of the female students *agreed* with the statement, while stressing the importance of native original materials for the students. Only 27.3% of the male and 24.5% of the female students *disagreed* with the statement. Regarding "Teaching methods developed in native speaking countries," 40% of the male students and 40.8% of the female students *agreed* that teaching methods developed in the native countries were appropriate for Pakistani students. Thus, it is evident from the above table that both teaching methods and materials developed in the native countries are perceived as being good for Pakistani students.

The study was based on the following research questions:

1. To what extent is the global role of English a part of the pedagogical system in Pakistan?
2. How should English be taught in light of its role as an international language?
3. Why has the Native Speaker-Based Pedagogy for ELT failed in Pakistan?
4. What is the impact of English on Pakistani culture?
5. What is the influence of English on the local languages in Pakistan?

Summary

The researcher would expect both globalization and English to be strongly perceived as threats to Pakistani culture and languages. However, the data indicated otherwise with very mixed reactions from the respondents. Before the study was conducted, there was some fear that the researcher would find a dislike of cultural imperialism due to the dominance of American

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language and culture. However, the results showed altogether different results with English being considered a source of cultural enrichment rather than a threat. English does not function simply as an adversary of the Pakistani languages because it can also work as an effective tool in our communication with other peoples or nations of the world. With this in mind, it is time to think beyond our own mother tongue and our local cultures and work toward more effective communication with other cultures of the world.

Globalization is a field which is open for further research which should be undertaken from a new perspective in the present century. Chapter Two summarized some of the major academic investigations to determine and rightly assess the role of globalization in the spread of the English language. Chapter Two further shows that globalization has had an important effect on the spread of the English language. There is an abundance of literature on the uses of English across the world which has created significant confusion to such a degree that there is no agreed definition of English which can be universally applied. Therefore, there is much need for case studies which would examine the use and status of English in specific contexts.

A theoretical approach alone does not solve this dilemma; it must be accompanied with practical applications in Pakistan's real world.

The results of this study clearly demonstrated that the English language is used in a wide range of global contexts, that there is much linguistic awareness regarding English, and that there are many difficult relationships with the language. In response to what the researcher has discovered, there is a great need of a corresponding shift in English pedagogy. Therefore, ELT should reflect the global diversity of the language and prepare learners with the skills they require for successful communication in multiple contexts.

Yet, considering the diversity in the use of English, the focus should not be on a single model; rather, the goals of ELT should stress expertise in using English as a medium of communication and not on acquiring a specific language model.

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Furthermore, the content of ELT courses should extend beyond L1 dominated discourse. As English is often used in a lingua franca context, university courses in English should heighten students' awareness of the different varieties of English. Students need to be exposed to a wide range of English accents in order to increase their perceptive abilities concerning L2 varieties (Brutt-Griffler and Samimy 2001; Rampton 1990).

As Jenkins (1998) suggests, the emphasis in teaching oral skills should be placed on communication, reception and accommodation. Furthermore, it should be stressed that communication is about negotiation of meaning, irrespective of the variety the interlocutors speak. In using English globally, speakers must adjust to one another in order to understand each other. This flexibility is just as important as, if not more than, the mastering of prescribed linguistic forms. Courses in English should thus place more emphasis on the ability to communicate using the medium of English rather than on the teaching of a particular form of English. Reaching beyond teaching national models of English also implies the need to move away from teaching the philologies. As another linguist Lam says, the reality of English "necessitate[s] a turning away from the study of the *national cultures* of the metropolises and from simply using the language to describe *local* life ways" (emphasis added) (Lam 1999:391).

Findings

In this chapter, the researcher has analyzed the teachers' and students' responses to the questionnaire used in *The Global Spread of English and Its Pedagogical Concerns for English Language Teaching* (ELT) *in Pakistan* study. Following are the major points of findings which are being discussed as under.

English as a Global Language

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Many of the respondents viewed English as a global language and agreed that it has gained a prominent position among world languages. They also agreed that its emergence would continue and that there is no indication that its dominance will diminish. All the respondents, whether male or female, agreed that its role in communications, political affairs, economic relations and education was important. They agreed with the statement that a global language is needed and that there was no alternative other than English.

Ownership of the English Language

Keeping in view the claims of Kachru and his Concentric Circles of English, many of the respondents agreed that English has now spread so broadly that it would be difficult for any cultural or national entity to claim sole control or authority. In today's world, the emerging varieties of English need equal recognition.

Native speakers versus non-native speakers

In this part of the questionnaire, many of the respondents agreed that native English speaking teachers had the potential of being better English instructors than non-native speakers. Nonetheless, they also agreed that with proper training, non-native speakers of English could become competent English teachers in their own right. The respondents agreed that they knew their strengths and weaknesses in relation to native English speaking English teachers.

Cultural Content of ELT

This is the section of both the questionnaire and interview which dealt with the influence the English language exerts on indigenous culture and languages. The respondents gave a wide range of responses to their understanding of the impact English is having on local languages and cultures. Many of them said that English had a positive impact in this area though some considered English to be a destructive threat.

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Recommendations for Future Research

The following points are considered the main recommendations for the future studies regarding English as a global language within the Pakistani context.

- Future studies on this subject need to use a large population sample from many universities in Pakistan. This would result in a higher degree of representation. It would also draw out the differences between rural and urban areas.
- Enough time should be allowed for the study to assure accurate and usable results.
- It would be interesting to give more attention to the students' and teachers' beliefs with regard to the global role of English because they are the ones who will be the most affected by any development in language teaching methodologies. It is only fair that they have a say about the *way* they are taught as well as *what* they are taught.
- It will also broaden the concept of all those English Language Teachers (ELTs) who have always considered English language teaching from the Inner Circle aspects.
- It will help all the language experts who design English language courses for graduate and post graduate levels.
- It will also help the ELTs to take English language teaching from the global perspectives.
- It would be highly required for English language teachers to keep in contact with the English language diversity across the world.

The researcher also hopes that this research study will help those teachers who are in the field of ELT, and that it will encourage future research in this field as well.

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Appendix A: Questionnaire

The researcher is conducting research to know the perceptions regarding English as a global language. Your participation in this survey will help the researcher to complete his MS leading to PhD thesis. Kindly spare a few minutes to fill out this questionnaire. Your responses to this questionnaire will be treated with utmost confidentiality. Thank you for your cooperation.

> Sincerely
>
> Mian Shah Bacha
>
> MS leading to PhD Scholar (Applied linguistics) UMT, Lahore.

Concerning your own background, please fill in the following:

1. Gender: ☐ Male ☐ Female **2.** Age: years _____

3. Highest academic qualification.

☐ Bachelor's degree ☐ Master's degree ☐ Other; please specify _____

4. Teaching experience _____ years

Questionnaire

Please tick the appropriate Nos (1, 2, 3, 4, 5) of each statement

1 Strongly Disagree (SD) **2** Disagree (D) **3** Undecided (U)

4 Agree (A) **5** Strongly Agree (SA)

No	Questions	SD	D	U	A	SA
1	English has become a global language	1	2	3	4	5
2	We need a global language	1	2	3	4	5
3	There are drawbacks to having English as a global language	1	2	3	4	5
4	The rise of English in the world will continue.	1	2	3	4	5
5	A global language is useful in communication.	1	2	3	4	5
6	A global language is useful for economic relations.	1	2	3	4	5
7	A global language is useful in Political relations	1	2	3	4	5
8	A global language is useful in Educational settings.	1	2	3	4	5

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9	No body owns English any more.	1	2	3	4	5
10	English belongs to native English speaking countries.	1	2	3	4	5
11	As a Pakistani I am aware of my own strengths and weaknesses in relation to native English speaking teachers.	1	2	3	4	5
12	It is necessary to introduce native English speakers in my college/university.	1	2	3	4	5
13	Culture exists independent of language.	1	2	3	4	5
14	English has a negative impact on the Pakistani languages					
15	English has a positive influence on the Pakistani culture.	1	2	3	4	5
16	English has a negative influence on the Pakistani culture.	1	2	3	4	5
17	English has a positive impact on Pakistani languages.	1	2	3	4	5
18	Teaching materials developed in native English speaking countries are appropriate for Pakistani students.	1	2	3	4	5
19	Teaching methods developed in native English speaking countries are appropriate for Pakistani students.	1	2	3	4	5
20	Native teachers are the best learning models for English language teaching (ELT) in Pakistan.	1	2	3	4	5

Appendix B: Teachers Interview Questions

Topic: Teachers beliefs with regard to English as a global language

1. What is the importance of English in Pakistan?

2. What is your understanding of English as a global language?

3. Which variety of English (British or American) do you think represents the best model?

4. Is the students' mother tongue useful when teaching English?

5. Whose culture do you think students should learn when learning English?

6. Do you think native speakers of English are better teachers? In what ways? For what purpose?

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7. How do you feel about the textbooks used? Which materials do you prefer; locally-published or those from English speaking countries?

8. What kinds of extracurricular activities do you provide in your college or university?

9. Do you think globalization of English is endangering the local languages?

10. Do you think English threatens our local cultures?

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Depiction of Unusual Women -
A Study of Gloria Naylor's *The Women of Brewster Place*

Preetha. C., M.A., M.Phil., Ph.D. Scholar

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Afro-American Novel

Afro-American novel is an extended prose narrative written by an Afro-American who depicts or explains in detail the experience of black Americans in a formal,

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imaginatively distinctive manner. It can be different from the other works thematically, structurally or stylistically. The Afro-American writers are very keen in giving importance to their tradition. By tradition they mean the customs beliefs and conventions inherited from the past. The Afro-American novel in general attempts to reveal how race, class and sex compound the anxiety of black men and women in search of a distinctive voice.

Black Women

The Black women suffered from the twin disadvantages of racial discrimination and a pronounced gender bias. No other social group has been subjected to the worst kinds of exploitation and oppression. They were forced to endure the horrors of slavery and as a worker she was the object of continuous exploitation, occupying the lowest place on the wage scale and restricted to the most filthy and uncreative jobs. As a woman her physical image was defamed and became the target of white man's lust. A well-known scientist Calvin Hernton has described the position and fate of the black women thus:

> The Negro women through the years has suffered (and endured)
> every sexual outrage (withal of the psychological
> ramifications) that a democratic society can possibly inflict
> upon the human -being. The sexual atrocities that the Negro
> women has suffered in the united states, south and North and
> what these atrocities have done to her personality as a female
> creature is a tale more bloody and brutal that most of us can
> imagine. (123)

Attempt to Regain Collective and Individual Self

Black women have tried to gain their lost humanity and collective and individual self through their art and literature. They have also succeeded in establishing themselves as writers and creative artists of reputation. Many black women writers have provided a great deal of space to the problems of black women's life and existence in their writing,

Gloria Naylor and Her Novels

Gloria Naylor is a key voice in the rich outpouring of literature by African-American

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women in the 1980s and 1990s.Her novels dramatize issues of community, connection and identity, often through their focus on powerful but careworn women who tend to be the culture bearers for their community. Naylor's portrayal of women, their relationships, and their battles represent the same intense struggle all human beings face in their quest for long and happy lives. In a review published in *Freedomways*, Loyle Hariston says that her characters. "...throb with vitality amid the shattering of their hopes and dreams". (12)

General Focus of Black Narrative Literature
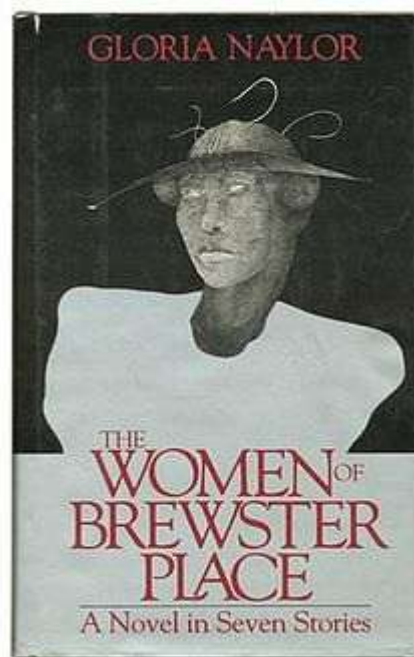
Historically, black narrative literature has been devoted to portraying whites oppressing blacks and the blacks surviving and struggling to overcome that oppression. Gloria Naylor's *The Women of Brewster Place* depicts the black-on-black oppression much in the same tradition of Alice Walker's *The Colour Purple* and Toni Morrison's novel *Sula,* for example. In these novels, all the sympathetic characters are women. "Women squabble; women support, women love, and women heal each other..," (6)

In the novels of Gloria Naylor suffering becomes an environment which is identified with the collective fate of the community while pride is what inspires her individual characters to pursue their separate dreams.

The Women of Brewster Place

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Naylor portrays *The Women of Brewster Place* as a novel of seven stories which focuses on different women who experience and endure conflicts within themselves and as the result of their interaction with others. One may also suggest that the central characters and themes are fused into one entity, and that the novel characterizes the struggles of not one, but seven black women, who in the common setting, have different versions of their confrontations with racism and sexism. These seven women constitute the major characters or protagonists of this literary work, and their struggle comprises the theme of the novel.

The novel focuses on the Brewster Place and the black women who live in this locality in the form of community. To give homogeneity to their living. Naylor describes the "coloured daughters" of Brewster Place as follows:

> ...where they stood together - hands on lips, straight backed,
> rounded -bellied, high-behind women who threw their heads
> back when they laughed and exposed their strong teeth and
> dark gums. They cursed, badgered, worshipped, and shared their men...
> They were hard- edged, soft-centered, brutally demanding, and easily
> pleased, these women of Brewster place,(WBP 4-5)

Human Relations in a Racial Context

The novel addresses the issues of human relations in a racial context in advanced capitalism. On closer examination it can be seen that this destiny is an extension of the capitalistic framework of modern American society which corrupts individual dreams. By placing her individual characters in such graphically defined geographic settings, Naylor has been able to bring out the dialectic of contradictions that exists between the separate dreams

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pursued by the members of the community and its collective destiny which is in the hands of historic forces. The very factors which contribute toward the economic progress of the Blacks undermine their identity.

Commenting on the moral issues raised by the chapter "The Two" Naylor has commented:

Lorraine wasn't raped because she is a lesbian, they raped her

because she was a woman. And, regardless of race,

regardless of sexual preference, the commonality is

the female experience. When you reduce that down

in this society even to something as abysmal as rape,

there is no difference between women.(36)

Black Women - Alienated from Their Families

In *The Women of Brewster Place,* the women support one another, counteracting the violence of their fathers, boyfriends, husbands and sons. All the women in the novel are alienated from their families, other people and God.

Gloria Naylor tries to project black women's predicament in America and delineates the way they become aware about themselves and their life. She stresses that African Americans must maintain their identity in the world dominated by whites. Thus, living in Brewster Place partly defines who the women are, and becomes an important part of personal history. The story is replete with the feelings of passion, symbolic overtones, protest, discrimination foisted on the blacks of Brewster Place from the mainstream of life of the city by the wall at the end of the street. Naylor is a tragic artist who feels that only a revolution in consciousness can save the black community from imminent disaster.

Sexual Exploitation

The closed- mindedness in this case of the residents is an obvious example of such "human stupidity". Naylor must understand that the difference between individuals should push them away from each other; if the differences cannot be used to enhance the relationship, then they should at least be ignored. In this novel, Mattie and Etta Mae Johnson were sexually exploited. Cora Lee, to fulfil her lustrous desires, begets many children. Kiswana's mother was the mistress of a white master. To keep her husband with herself Ciel

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aborts her baby. Lorraine and Theresa are lesbians. Though, most of the women are debased by the male tyrants, the women form a community and at the end of each chapter they seek identity within themselves. Mattie, deserted by her father and finally by her son seeks her identity in the Brewster place.

Etta, like Mattie was outplayed by a man with whom she involved. It is at her last stage Etta understands that she must depend on her own for salvation. Cora Lee, at the end understood her follies and decides to lead a life with her children. Ceil, having been rescued by Mattie, decides to live after her husband's separation from her. Thus, at the end of their chapters the women realize her plight to seek to live a better life. Also, at the end, the community of women joins together to dismantle the wall. It indicates that, they want to break the barriers that separate them from the rest of the city and seek their communal identity.

Needed – A Revolution in Consciousness

Naylor is a revolutionary artist who feels that only a revolution in consciousness can save the black community from imminent disaster. If the choice is between the soul and success she wants the black community to select the soul. She wants her people to struggle to keep their dreams from going sour or getting polluted. She would like her community to suffer to keep their pride. Naylor summed up her views in these words in an interview:

For the Afro-Americans, regardless of where you climb
on the ladder of success there will be racism. Under these
conditions, if you give up what centers you, what is unique
in you, then you are lost. The greatness of this country is
the uniqueness of its people. But there is pressure to
amalgamate and that is suicidal when it happens to the
Afro-American. (54)

Thus, within the context of Brewster Place, these seven women tell stories of their passions, disappointments, frustration and their struggles, tragedies and triumphs with a pride.

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Attitude of Teachers towards Professional Development Trainings

Misbah Muzaffar, M.S. Research Scholar
Samina Yasmin Malik, Ph.D.

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Abstract

The research was conducted to explore the attitude of teachers toward professional development trainings. The objectives of the study were: to examine the attitude of teachers toward professional development trainings, to explore the reasons for not taking interest in the professional development trainings and to explore the impact of teachers trainings on the professional development of the teachers. Quantitative approach was used in the study. Questionnaire was developed by the researchers. Study is delimited to the six public sector universities (NUML University, Islamic International University, Urdu university, Arid University, Fatima Jinnah University and Air University Islamabad). All the teachers from these universities were the population of the study. Purposive sampling technique was

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used for selecting the study sample. Results showed many factors due to which teachers do not take interest in the professional development trainings. It is recommended that proper planning should be done for professional development trainings. Teachers may be motivated and encouraged to participate in the professional development trainings.

Key Words: Professional training, Teachers attitude, teacher's professional development

Introduction

Attitudes and attitude change discussed from the beginning of the century. Attitude has very distinct place in psychology and psychologist take great interest in this area.

Same as other disciplines the educators also show great interest towards the attitude due to its great impact on learning. The concept of the attitude is difficult to define in satisfactorily ways but it has been define by different psychologist, philosophers, and educationist. The earliest definition was proposed by Thomas and Znaniecki (1918). They stated that it is state of readiness (mental and neural) which is organized with the help of experience which in turn have a strong effect on one's reaction to the situations and objects one's deal (Thomas and Znaniecki, 1918).

Attitude Formation

Behavior and formation of attitudes are directly influenced by the situational stimuli or events in the environment. Strict behaviorists argued that internal events are very important in attitude formation. Reinforces have direct influence on attitude change. This assumption is supported by social learning theorist. According to them, behaviors are not only learned through reinforcement as it is supported by traditional psychologist. Most of the learning occurs by observation and verbal instruction which have strong influence on attitude and attitude formation (Zimbardo and Leippe, 1991).

Theories of Attitude Change

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Literature showed many types of attitude change (Eagly and Chaiken, 1993; O'Keefe, 1990). There are four categories of attitude theories:

- Consistency theories
- Learning theories
- Social judgment theories
- Functional theories

Consistency Theories

These theories are based on the assumption that there is the need of consistency for individuals. It says that there must be consistency among attitudes and behaviors. It is assumed that lack of the consistency between attitude and behavior is one of the reason of discomfort for the individual, one try to ease his/her tension through maintenance of the balance between attitude and behavior. In begging, consistency theory was termed as balance theory (Himmelfarb and Eagly, 1974; Kiesler, Collins and Miller, 1969; O'Keefe, 1990). Balance theory mainly focuses on relationships. Another theory "Affective Cognitive consistency theory", presented by Rosenberg (1956), investigates and examines the relationship between attitude and beliefs.

Learning Theories

Learning theories can be called the behavioral theories of attitude change, developed during 1950 and 1960. Bem (1967), quoted in Himmelfarb and Eagly (1974), used Skinnerian approach to the study of attitude change. He assumed those attitudes occur due to prior environmental. He also assumed that attitude change occurs when a person has not direct knowledge of internal stimuli available to learner.

Social Judgment Theory

Social judgment theory involves the application of judgmental principles to the study of attitude change.

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Functional Theories

Functional theories of attitude emerged in 1950s. The main theme of these theories is that change in attitude needs to have the motivational bases as well as the functions for individuals. Having information regarding function as well as attitude performers helps a lot person for persuasive information whishing attitude change. (Himmelfarb and Eagly, 1974).

Teachers Training and Attitude Change

Basic concern of teachers training is to bring changing in the attitude of the teachers. Lortie (1975), as quoted by Hogben & Petty (1979), stated that in the area of attitude change or to modify the attitude , the basic concern of the teachers' training programs is to have the desirable changes in the teachers attitude towards their students as well to their profession(teaching). Teachers training contribute towards not only to shape and modify teacher's attitude but also develop certain teaching skills which are necessary for teaching profession. Several studies are conducted on teachers training and their professional development and these studies reported that teacher's trainings shows positive change in attitude of the teachers and prove fruitful for the professional development of the teachers. One study was conducted on the same topic which shows the significant positive changes, as reported with regard to expansion, and reorganization of curriculum, formal discipline, recognition of individual differences and personality development. Teachers those who do not avail teachers training programs, they cannot show their performance up to the mark.

Researches showed that teachers who have great deal of training are much concerned about their pupil's social relation, their growth and development in respect to social, mental, physical, emotional, and these trained teachers are less concerned with control and restraint. As the number of training programs increased, these teachers become more logical, rational, and their attitude of warmth increased. Hogben and Petty (1979) also

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remarked in his study which was conducted on teachers training. His study showed that professional development courses have positive impact on teacher's attitudes.

Professional Development of Teachers

Professional development and professional attitude is vey essential for every employee. Professional development is very important for every professional member to develop in their profession. They must struggle to improve their performance quality. A professional development program gives chances for the growth of individual's career through workshop, seminar, research, travel and through working with other person and colleagues those who are more experienced. Different professional development courses are offered for the teachers all over the world. If training programs enhance the quality of teaching, then they can serve more enthusiastically the growing population. In Pakistani teacher's training institutes, activities like seminars, conferences, training practices and surveys etc., are used and teachers' performance is evaluated through reflective journals, portfolio, group work, class room observation, discussion and presentation.

 Many societies try to change their educational system. Teacher's professional development is the essential aspect of these reforms. Societies agreed that only through teacher's professional development, they can have positive change in their societies. It is only possible through if we generate trained and fully equipped teacher who prop the existing education system and bring positive change for the improvement of this educational system.

 In Pakistan, there are many teachers training institutes, but unfortunately these institutes are not functioning effectively. Reimers (2003) found some reasons due to which educational standards are not fully met. He reported factors for low quality performance which include unmotivated faculty and students, lack of supervision and inactive Deans.

 In Pakistani institution, there is dire need to pay full attention to acquire knowledge through textbooks, lectures, seminars, workshops, conferences and also to acquire

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expertise in the relevant field. Professional development gives great care towards the skills, knowledge, and attitude.

Professional development has great deal of importance for the teachers as it is directly connected with students' learning. Professional development not only updates the knowledge and skills of the teachers but also increase the productivity and potential of the teachers as well as students' achievements. Ostern and Kenp (1933) recommended that teachers need professional development opportunities and team work which improves professional growth and development.

Professional development is offered to bring changes on different areas like teacher's practices, attitudes and beliefs. Teacher development programs have very distinct role in teacher's careers but, if teachers are not taking interest in these programs or the programs are ineffective, fruitful results will not be obtained. Majority of the programs did not achieve their aims and objectives as teachers do not take much interest in these programs to enhance their professional skills. They just attend these programs for the sake of certificates (Makrani, 2010).

Impact of professional development trainings on teachers

It is obvious from many researches that when teachers spend plenty of the time on their professional work or in attending the professional programs professional competencies are developed which bring positive change in their professional attitude and skills.

Desimon et, al. (2002) concluded that professional development programs have positive impact on teachers for enhancing their working capabilities and teaching practices. Broko and Putnam (1955) provide evidence to support the fact that professional development programs plays an essential role in teacher's career and it changes teacher's methodologies. Gibbs and Coffey (2004), reported that professional development training courses and programs bring positive changes for increasing the knowledge and skills of university teachers.

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Nature of Professional Development Trainings

Leithwood (1992) remarked in his study that Professional development trainings are very crucial in teacher's career as Professional development courses and programs develop the survival skills of teachers. It also aids to develop competency in basic skills of teaching, expanding instructional flexibility and in increasing instructional expertise. It contributes towards professional growth and increase participation in decision making. Nature of professional development trainings determines the effectiveness of these trainings. Factors that determines the effectiveness of these programs include content of training program, duration of training, time span daily spent, collective participation, collaboration, active learning, teachers interest, motivation elements, use of modern technologies and practical implications.

Desimon et, al. (2002) and Baker and Smith (1999) identified some characteristics of professional development as being the most effective in sustaining change in teachers. These are given as under:

- ➢ A great emphasis on providing concrete, realistic and challenging goals

- ➢ Include those activities that take support from both technical and conceptual aspects of instructions

- ➢ Get support and guide from colleagues and other fellows

Lack of Motivation and Enthusiasm

According to Remez and Sasson (2011), motivation and enthusiasm are important factors which push anyone to take actions. Lack of motivation and enthusiasm can be important factors of failure. Usually people with low motivation are passive and blame everything around them. Conversely, people with high level of motivation are more energetic and positive. They argued that reasons for lack of motivation and enthusiasm in professional

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development training can be lacking confidence on abilities, fear of failure, low self esteem, lack of enough interest, laziness, no awareness of the importance of goal, stressed or nervous, absence of enough stimuli or incentives, teachers conservativeness, conflict with work schedule, family responsibilities and not having pre requisites. According to Teaching and Learning International Survey (2010), the reasons faced by German teachers for lacking interest in professional development trainings were no suitable professional development and conflict with work schedule.

Methodology

This research is descriptive by nature as it is measuring the current beliefs attitudes of the teachers regarding their professional development training. The researchers used quantitative approach to achieve the objective of the present study.

The basic purpose or the aim of the study was to explore the teacher's attitude towards professional development trainings.

The objectives of the study were:

- ➢ To examine teachers attitude towards professional development trainings

- ➢ To explore the reasons for not taking interest in the professional development trainings

- ➢ To investigate the impact of teachers training on professional development of teachers

Study was delimited to the six public sector universities (National University of Modern Languages, Islamic International University, Urdu University, Arid University, Fatima Jinnah University and Air University). All the teachers from these universities were the population of the study. Purposive sampling technique was used to select the sample for the study. 10 teachers from each university were selected to explore their attitude towards

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professional development training. Questionnaire was used to explore teacher's attitude towards professional development trainings. Both close and open ended questions were included in the tool to explore teacher's attitude towards professional development trainings. Validity of the tool was determined through expert opinion.

Result analysis

Questionnaire was used for data collection purpose. There were both open and closed ended item in the tool. Percentages were calculated for the close ended items. Open ended items were analyzed qualitatively. The whole data was tabulated and analyzed the percentages of each statement. Description and discussion of each statement given as under:

Table: 1. *Professional development trainings are essential for teachers.*

Responses	SA	A	UD	DA	SD
No of responses	42	18	0	0	0
%	70	30	0	0	0

It is obvious that professional development trainings are essential for successful survival in any profession. In this question, majority said that professional development trainings are necessary for teachers.

Table: 2. *Professional development trainings boost the individual career.*

Responses	SA	A	UD	DA	SD
No of responses	30	28	2	0	0

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Responses	SA	A	UD	DA	SD
%	50	46	4	0	0

Majority of the teachers were strongly agreed with this statement. They considered professional development important for boosting their carrier.

Table: 3. *Professional training is the process of enhancing teacher's status through imparting awareness and knowledge.*

Responses	SA	A	UD	DA	SD
No of responses	20	35	5	0	0
%	33	58	9	0	0

When teachers were asked that professional training is the process of enhancing their status through imparting awareness and knowledge, majority of the teachers showed willingness on this statement.

Table: 4. *Professional development trainings are efforts to bring changes in the teaching methodologies, attitudes and in teaching beliefs.*

Responses	SA	A	UD	DA	SD
No of responses	24	30	4	2	
%	40	50	6	4	0

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Teacher's trainings influence teacher's philosophies of teaching, their attitudes and their teaching practices. When they were investigated about this aspect, majority was agreeing.

Table: 5. *Teachers are motivated to participate in professional development trainings.*

Responses	*SA*	*A*	*UD*	*DA*	*SD*
No of responses	25	19	7	9	0
%	41	31	13	15	0

Researches indicated a lot of factors for not taking interest in the professional development trainings. When teacher were inquired about it, 41% said that teachers are motivated to participate in professional development trainings. While, 9% teachers were disagree with this statement.

Table: 6. *In Pakistan, professional development is concerned with knowledge but professional development means acquiring expertise in the relevant filed.*

Responses	*SA*	*A*	*UD*	*DA*	*SD*
No of responses	18	24	9	9	0
%	30	40	15	15	0

Basically, trainings are not the theoretical aspects but they enable trainees to learn such tips and techniques which are essential for their career. Professional development involves acquiring expertise. Majority of the teachers agreed that in Pakistan, trainings

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are concerned with knowledge. 15% were neutral while 15% disagreed with the statement.

Table: 7. *Reason of low quality education in Pakistan is lack of teacher's professional development.*

Responses	SA	A	UD	DA	SD
No of responses	18	24	4	14	0
%	30	40	7	23	0

Researches indicate that one reason for low quality of education in Pakistan is lack of teacher's professional development. As indicated above, it is one reason for low quality of education in Pakistan.

Table: 8. *Research indicates that majority of professional development programs fails because teachers are not too much interested in professional development trainings.*

Responses	SA	A	UD	DA	SD
No of responses	14	23	15	5	3
%	23	38	25	9	5

One reason for the failure of professional development trainings can be lack of teacher's enthusiasm and interest in the trainings. 23% teachers were strongly agreed, 38% were agreed, 25% were undecided, and 8% were disagreed while 5% were strongly disagreeing.

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Table: 9. *Teachers may take part in the professional development trainings just for getting certificates.*

Responses	SA	A	UD	DA	SD
No of responses	18	22	9	11	0
%	30	36	15	19	0

Majority of the teachers were agreed that mostly teachers participate in the professional development trainings just for the sake of getting certificates.

Table: 10. T*eachers lack interest in professional development trainings due to fear of failure.*

Responses	SA	A	UD	DA	SD
No of responses	8	7	14	23	8
%	13	11	23	38	15

In response to this statement, 13% were strongly agreed, 11% agreed, 23% undecided, 38% disagreed and 13% were strongly disagreed.

Table: 11. *Teachers lack enthusiasm in Professional development trainings because they are not aware of importance and usefulness of the professional development training.*

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Responses	SA	A	UD	DA	SD
No of responses	15	19	7	14	5
%	25	31	13	23	8

Teacher's lack of awareness regarding importance of professional development trainings can also be a reason for teacher's lack of enthusiasm in professional development trainings. Majority of the teachers agreed with this statement.

Table: 12. *One reason for the lack of interest in professional development trainings can be much emphasis on the theoretical aspects than practical.*

Responses	SA	A	UD	DA	SD
No of responses	23	21	6	5	5
%	38	35	10	9	8

Mostly it is said that professional development trainings have big theoretical portion than practice. It is obvious form teacher's responses that this is also one aspect of teacher's lack of interest in the professional development trainings. While 16% showed disagreement with this statement.

Table: 13. *Teachers lack motivation and enthusiasm due to absence of enough stimuli and incentive.*

Responses	SA	A	UD	DA	SD

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No of responses	16	30	6	5	3
%	26	50	10	8	6

Researches indicate that there is absence of incentive or stimuli in the professional development trainings, there is lack of teacher's motivation and enthusiasm in the teachers. Majority was agreeing with this statement. While some teachers showed disagreement on this statement.

14: Barriers for not taking interest in professional development trainings.

Teachers were asked regarding barriers for not taking interest in the professional development trainings. They gave different responses. Several reasons and factors were identified by teachers which hinder their active participation and interest in professional development trainings. Identified elements were extra workload, insufficient time, absence of incentives in professional development trainings, much emphasis on theoretical aspects than practice, family responsibilities, teacher's conservativeness, lack of awareness regarding usefulness of training and conflict with teachers working schedule. These were some barriers or reasons which were identified by teachers.

15: Suggest some ways through which they can be motivated for taking interest in professional development trainings.

Different ways were suggested by the teachers through which teachers can be motivated to take interest in the professional development trainings. They suggested that first of all teacher should be aware that how important professional development training is, for their successful carrier. Much emphasis should be given on practical aspects than theoretical aspects. Teachers should be rewarded for good jobs. Incentives or stimuli should be offered during professional development trainings. There should be proper

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monitoring of teachers teaching practices after trainings. Traveling and accommodation funds should be given to the teachers if trainings centers are far away from their accommodations. Teachers should be encouraged and motivated during trainings. These were some suggestions which can be used for motivating teachers to take interest in the professional development trainings.

Results & Discussion

Data was collected through questionnaire. Data indicated that there are many reasons due to which teachers do not take interest in the professional development trainings. Reasons or barriers were absence of incentive of enough stimuli, teachers' workload, and work stress, much theoretical aspect then practical aspect, family responsibilities, lack of opportunities and not having awareness regarding usefulness of professional development training. Data indicated that majority of the teachers attend professional development trainings just for the sake of getting certificates. Some ways were suggested by the teachers through which they can be motivated to take interest in the professional development trainings. By using these ways teacher's positive attitude towards professional development trainings can be developed. As awareness regarding usefulness of professional development trainings can be given to the teachers. Presence of incentive, reward for good jobs, monitoring of the teachers work after trainings, provision of traveling funds and encouragement of teachers during training are some ways through which teachers positive attitude towards professional development trainings can be developed.

Reimers (2003) reported that successful professional development experiences have a powerful impact on teacher's work both in and out of classroom, especially considering that a number of teachers throughout the world are underprepared for their profession. In Pakistani context, teachers have negative attitude towards professional development trainings due to many reasons which were mentioned above. Teachers are mostly reluctant to participate in the professional development trainings. Data has indicated barriers due to which teachers are reluctant to participate in professional development trainings. Efforts can be made by concerned authorities to remove these barriers so that positive outcome of the

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professional development trainings can be obtained and positive attitude of teachers can be developed regarding professional development trainings.

Recommendations

Professional development is very essential for teachers as it inculcates curiosity, motivation, and new ways of thinking. It becomes most influential when it is adopted on continuous bases with well planned trainings. It is recommended that proper planning may be done for professional development trainings. Teachers may be motivated and encouraged to participate in the professional development trainings. Incentives and rewards can be offered during trainings for good jobs. Proper framework may also be designed for monitoring of teachers performance after training.

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"Why am I what I am?": Hoja's Impatience at Turkish Identity in Orhan Pamuk's *The White Castle*

Abdur Rahman Shahin, M.A. in English

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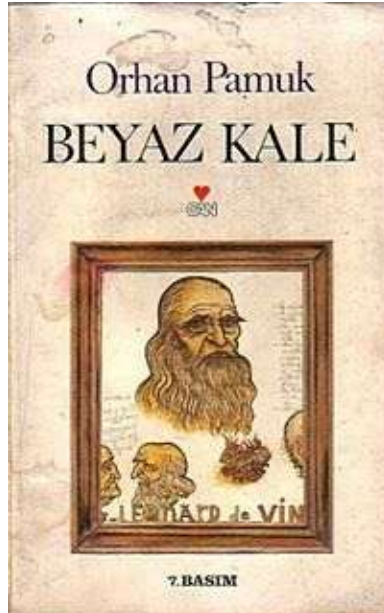
Abstract

The quest for identity is a human predicament in this universe which is also pervasive in

Orhan Pamuk's novel *The White Castle*. Hoja, the protagonist of this novel, was searching for

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a stable identity and finally he exchanged his vulnerable identity with the Italian scholar who was captured as a slave in the hand of Turkish Ottoman sultan. In Pamuk's other novels, this change of identity takes place for romantic notion or getting a new life but in *The White Castle* Hoja changed his identity being impatient at the foolish activities of Ottoman pashas and sultans. Hoja was the imperial astrologer who had to answer of many questions about science and the world. However, with his European slave, Hoja designed an enormous iron weapon for the sultan that eventually failed and consequently he was going to face execution. As, he shares the strong physical resemblance with the European captive scholar, finally he accepts his slave's identity to get rid of this execution order of the Ottoman sultan. But the mystery is that Hoja and the slave were capable of knowing the thought of each other, even the intimate secret of their lives and finally they easily succeeded to change their identity. Michael Mcgaha, a prominent critic of Pamuk's novels, says in his book *Autobiographies of Orhan Pamuk* that the master in *The White Castle* could not tolerate being himself, or being Turkish, so he exchanged identities with his Italian slave. The aim of this paper is to explore the reasons of Hoja's intolerance to his Turkish identity that finally compelled him to change it. In fact, the gloomy oppressive relationship with the sultan during the Ottoman Empire in 17th century Istanbul impelled this imperial astrologer to exploit his slave's identity.

Key words: Identity changing, Ottoman Legacy, Westerner, Turkish intelligentsia, Sultan, Pasha.

Courtesy: http://www.orhanpamuk.net/

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Introduction:

Orhan Pamuk's *The White Castle* (1985), tells us the story of a young Italian scholar who was imprisoned by pirates and brought to the Istanbul slave market for auction. He is bought by a Turkish pasha who gives him to Hoja who wanted to learn Western technological developments and at one stage, their relationship becomes more complex than master and slave because both of them were engaged by the sultan and in this way they faced the interrogation of identity in this novella. From the very beginning, Hoja was showing his disliking towards the activities of the Pashas and the Sultans for their too much depending on the astrology and the illogical interpretation of the dream. He also disliked them because they showed very little interest in science and scientific research for inventing different wonders by which they could upgrade their life styles. He thought of them to be foolish and childish as they used to spend much time on hunting and gossiping. As he was a Turk, he did not like all these imperial meaningless activities though Hoja spent a long period there for getting appreciation from the sultan by doing many unnecessary activities. The events of this story take place in the 17th century Turkey and at that time, Hoja wanted to learn Western science and technology from the Western slave. But the Ottoman sultan didn't show interest to establish the observatory or the house of the science rather he used to remain busy with silly ideas in a playful manner.

Consequently, Hoja faced the most fundamental and individual question of his life- "Why am I what I am?" From then he started suffering from identity crisis. That is why, Hoja could not tolerate his being a Turkish and when he got the opportunity to change his identity, he did it spontaneously. Through this novella, allegorically, Orhan Pamuk highlights the evil of oppression during the Ottoman Empire for which Turkish scholars preferred to flee from that territory. In the hand of Ottoman sultan, Hoja lost his own identity and to regain this lost self, he ran away to Italy with a changed identity.

Analysis

The story begins with the Venetian slave and the Ottoman Hoja who at last adopted the slave's identity for rescuing himself. In fact, this Venetian was an Italian scholar who was given to Hoja so that he could teach him everything he knew. But very soon they began to despise one another and they try to establish them as distinct by making use of different

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hierarchies. In this attempt, Hoja faced a fundamental question of life: "Why am I what I am?" (Pamuk 48) This basic question about one's own identity reflects the notion of a fatal dissatisfaction which finally leads him to the thought of changing his identity. Mysteriously Hoja and the Italian slave were very similar to look at. But their physical similarity is a crucial question that must be solved to get them as individual. So, their gradual learning from each other proves that they are getting changed slowly. Hande Gurses states in an article that " the interchangeability of the Venetian and Hoja not only illustrates the fragility of the identity, but also shows how the East and the West cannot be defined through binary oppositions due to the blurriness of the line that separates them" (JTL-114).

However, in the first paragraph of this novella, Pamuk utters his obsession with the term 'change'. We hear the slave says that, "In later years I often thought that this moment of cowardice changed my whole life." (Pamuk 5) So, the demon of inevitable perception of the changing identity came to his mind just after being captured by the pirates. The slave thinks that, "Many people believe that no life is determined in advance, that all stories are essentially a chain of coincidences, when they look back, that events they once took for chance were really inevitable." (Pamuk 5) In this way, the issue of identity changing under different crucial moments of life is considered unavoidable in the novels of Orhan Pamuk.

In *The White Castle*, the sultan and the pashas are depicted in a way that they are far away from the European scientific advancement and they only depend on the foretelling for their policy making and they utterly depend upon the comment of the imperial astrologers. The slave arriving at Istanbul says that "Istanbul was indeed a beautiful city, but that here one must be a master, not a slave" (Pamuk 9). As a slave, he could understand that being a master, not a slave, is more important to enjoy the beauty of Istanbul. His consciousness of being a slave shakes the perception of identity when he is in a new country. He cannot but think to be happy there and he could feel that only the master would be happy there, not the slave. So, the question of identity is linked to the sense of happiness. It also can be said that with the identity of a slave, the Venetian scholar was not satisfied there. In this way, both of them were searching for the meaning of their identity but not within themselves but somewhere else. The narrator says at the end of the novel:

But we should search for the strange and surprising in the world, not

within ourselves! To search within, to think so long and hard about our own

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selves, would only make us unhappy. This is what had happened to the characters of my story: for this reason heroes could never tolerate being themselves, for this reason they always wanted to be someone else. (Pamuk 139)

The same thing happened to Hoja who was searching happiness being with the sultans and getting favor from them but finally he could realize his mistake and changed the identity with his slave and moved towards Italy. The slave was afraid of losing his own identity after seeing his master Hoja who physically alike him and the slave thought that Hoja may steal his identity. What was important to Hoja is the 'Westernness' of his slave and he "desperately wants to understand the secret of the slave's identity as a Westerner." (Mcgaha 95) Hoja could feel the difference between Turkish people and the Western and he was searching to know in which way they are different from them. Hoja asked the slave a very fundamental question about his identity saying, "Why am I what I am?" To give the answer of this question, the slave took time and finally he could not give his master any satisfactory reply. Mcgaha writes in his book:

Historians have often argued that the development of a confident sense of personal identity, based on self-awareness and introspection, was concomitant with the rise of individualism, which occurred in Western Europe during the Renaissance but only much later- perhaps as late as the mid-nineteenth century-in the backward Orient. (95)

So, Orhan Pamuk in this novella focuses the question of identity of the Turkish people which is not only a contemporary issue rather since the Ottoman Empire; they had to face this interrogation concerned with identity. Through the character of Hoja and his Venetian slave, Pamuk shows us the predicament of the Ottoman Turks who were searching their identity in the satisfaction of the pashas and sultans. Failing to do that, they started thinking about the Western values rendered by the scientific inventions. That's why at the end of the novella, Hoja interchanged his identity with the slave who was more knowledgeable and educated than Hoja. Hoja ordered the slave to write down why he was what he was and the Italian slave simply wrote down that because of his good and bad experiences of life. This dissatisfied the master. But later he would use the information 'to usurp the slave's identity' (Mcgaha 95).

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As, the Western nation shows a tremendous fascination towards science, Hoja felt inclined to know more about them from his slave. Because Hoja could realize working with the sultan that "Esaterners are fatalistic, resigned to what they view as God's will, whereas Westerners struggle relentlessly to stave off the inevitability of death", and consequently he became more dissatisfied with the childish activities of the sultans and pashas. (Mcgaha 96) Hoja's need to change his identity with the Western slave was his interest to know the West more closely. And at the same time, he had no way to save himself except changing the identity as he knew the measurable fate of the former Imperial Astrologer in that typical situation like him; they had been murdered.

Once Hoja was afraid of being affected by the plague and when his slave told him that plague is a contagious disease and not to go outside of the house, Hoja then replied that:

> He didn't fear the plague; disease was God's will, if a man was fated to die he would die; for this reason it was useless to talk cowardly nonsense as I did about shutting oneself up in one's house and serving relations with the outside or trying to escape from Istanbul. If it was written, so it would come to pass, death would find us. (Pamuk 61)

For the Oriental setting, Hoja who knows about scientific explanation of disease, asserted the traditional belief like other Turkish people who don't believe in preventive caution. Later, he admitted all of his shortcomings in his knowledge of science and modern medical approaches that were in Europe more advanced. Gradually, Hoja tried to know so many things from his slave and he tried to have courage from him. Spending a long time together, Hoja succeeded to understand what his slave was thinking about him. Changing of the identity began to take place from then when Hoja was dependent on his slave for the consolation of getting rid of the plague. Pamuk describes that "he said he had taken possession of my spirit; just as a moment before he'd mirrored my movements, whatever I was thinking now, he knew it, and whatever I knew, he was thinking it." (Pamuk 71) From Hoja's part the spiritual transformation started here when he says, "Now I am like you…I knew your fear. I have become you!"(Pamuk 72)

The idea of identity changing started in Hoja when he thought himself very wick and became tired of the meaningless treaties with the sultans. Being affected with the fear of plague, he

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started living in the house and spent time with his slave and concentrated on their physical similarities looking in the mirror together and he could perceive that the previous life of the slave was more happier in Italy than Hoja's life here and still a better life is waiting for the slave in his native land if he can go back there. But considering his miserable and dissatisfied relationship with the sultan, he thought of changing his identity with the slave. In the sixth chapter of *The White Castle* , The Venetian slave talks about the Hoja's thought of changing his identity:

> He spoke for a while about how he wanted to pick up from where I had left off. We were still standing half-naked in front of the mirror. He was going to take my place, I his, and to accomplish this it would be enough for us to exchange clothes and for him to cut his beard while I left mine to grow. This thought made our resemblance in the mirror even more horrible, and my nerves grew taut as I heard him say that I would then make a freedman of him: he spoke exultantly of what he would do when he returned to my country in my place. I was terrified to realize he remembered everything I had told him about my childhood and youth, down to the smallest detail, and from these details had constructed an odd and fantastical land to his own taste. My life was beyond my control, it was being dragged elsewhere in his hands, and I felt there was nothing for me to do but passively watch what happened to me from the outside, as if I were dreaming. But the trip he was going to make to my country as me and the life he was going to live there had a strangeness and naïveté that prevented me from believing it completely (Pamuk 72-73)

In fact, during the illness of Hoja, he found no alternative except changing his identity. Moreover, he was exhausted about his " false predictions, the sultan's stupidity and worse, his ingratitude, about his own beloved fools, 'us' and 'them', about how he wanted to be someone else." (Pamuk 74) So, all these complexities compelled Hoja to like the identity of his slave whose life was more peaceful in Europe where people don't depend on prediction and interpretation of the dream and stars. The slave says that, "he kept repeating that I was he and he was I. He's doing this because he enjoys going outside himself, observing himself

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from a distance." (Pamuk 74) So, Hoja was obsessed on his identity changing by which he wanted to live in happiness in Italy with the disguise of the Venetian slave.

When sultan asked him "when this plague would end, how many more lives it would take, whether or not his own life was in danger" (Pamuk 77), Hoja was very much excited and he took time saying that it would take time to work from the stars. He danced home wildly and was thinking "how to manipulate the sultan's interest to his own advantages". (Pamuk 77) Because Hoja knew it very well "prediction is buffoonery, but it can be well used to influence fools" (Pamuk 78), he tried to know from his slave about what to do for stopping the plague. The entire city was divided into two groups on the issue of whether lifting the health caution or not to eradicate the plague from the city. After one month, Hoja was appointed as Imperial Astrologer when the former Imperial Astrologer Sitki Efenfi was found dead. After this, there developed a more close relationship between the sultan and Hoja. He told that "he'd soon have the sultan in the palm of his hand" and he described to his slave how, "he had seduced the sovereign's mind while interpreting his dream." (Pamuk 91) In this way, they wanted the sultan "to be interested in our science after he took control of the government…exploited his nightmares towards this end." (Pamuk 91) Moreover, they were trying to influence the sultan to make a weapon or establish an observatory or a house of science in the kingdom. Then the slave observed closely the inactivity of the sultan with his dreams and his hunting excursion. But they wanted to help the sultan by making him more active by increasing his interest in science and scientific explanation of everything. They had a great plan to save the kingdom from the ruin but the most important task is to motivate sultan and his other people around him. Unfortunately they found that "the idiots here don't even realize this." (ibid 94) Then Hoja, finally, raised the question that "was it mere coincidence that so many fools were collected together in one place or was it inevitable? Why are they so stupid?" (ibid 94)

Following these meaningless activities of the sultan, Hoja became frustrated. He just could not bear the burden of all these meaningless questions and ridiculous replies from the interpreters. Sultan asked questions to Hoja that:

> "Whether or not animals had souls, if so which ones, and which would go to
> heaven and which to hell, whether mussels were male or female, whether
> the sun that rises each morning is a new sun or simply the same sun that sets
> in the morning on the other side?" (ibid 96)

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These entire primitive questions prove that the sultan's knowledge of science is so poor and misleading.

 To rescue the sultan and the Ottoman Empire from its fall, both Hoja and his slave collaboratively wrote down a book that tells the story of defeat and its fatal consequences. After reading the book, the sultan ordered Hoja to start work on that incredible weapon. And at last, the sultan discovered it that the slave was teaching everything to his master Hoja. From then till to the end of this novella, sultan concentrated on the Venetian slave and he always used to keep the slave beside him. This gave Hoja the opportunity to work devotedly on super weapon project but simultaneously it brought the gap between Hoja and the sultan. In this way, the Italian slave occupied the place of the Hoja in the palace. When they, finally moved towards the white castle and sultan ordered Hoja to use the weapon in the war, that canon proved to be useless. This massacre made the sultan furious and ordered to kill Hoja for his failure. Hoja, somehow, managed to come to his home where he met his slave and then they finally exchanged their identity and Hoja ran away towards Italy. Hoja "was rushing about like someone about to leave on a journey". (Pamuk 129) At last, they changed their clothes and Hoja became the Italian slave. The slave describes:

> We exchanged clothes without haste and without speaking. I gave him my ring and the medallion I'd managed to keep from him all these years. Inside it there was a picture of my grand-mother's mother and a lock of my fiancée's hair that had gone white; I believed he liked it; he put it around his neck. Then he left the tent and was gone. I watched him slowly disappear in the silent fog. It was getting light. Exhausted, I lay down in his bed and slept peacefully. (Pamuk 130)

In the midst of thick fog, Hoja escaped to Italy where he was pretending the role of Venetian slave successfully. Later the Italian slave could know that Hoja is doing there very well. He was delivering lectures, writing books and leading a happy life over there. And now it was the Venetian's part to play the role of Hoja and to convince the sultan that he was the real Hoja.

Considering the Ottoman sultan's childlike foolish treatment of everything, disinterest in science, and the whimsical order to interpret the dream, Hoja considered them as stupid and

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fool. During the beginning of his career, Hoja made endless effort to please the pasha with the hope of getting favor from him. But later the silly questions asked by the sultan made him tired and he thought that the sultan knows very little about the universe. In fact, Hoja showed his dissatisfaction on the total Turkish perception of the world. The child king began to ask questions, and Hoja to find answers for them. He asks:

> How did the stars stay in the air? They hung from the transparent spheres!
> What were the spheres made of? Of an invisible material, so they were invisible
> too! Didn't they bump into one another? No, each had its own zone, layered as in
> the model. There were so many stars, why weren't there as many spheres? Because
> they are very far away! How far? Very, very! Did the other stars have bells that
> rang when they turned? No, we attached the bells to mark each complete revolution
> of the stars! Did thunder have any relation to this? None! What did it relate to?
> Rain! Was it going to rain tomorrow? Observation of the sky showed it would not!
> What did the sky reveal about the sultan's ailing lion? It was going to get better,
> but one must be patient, and so on. (Pamuk 32)

These questions made Hoja bored and he thought of the less knowledge of the sultan but he must answer of all these. Basically, the education of the Turkish people in the 17th century was not so update like the Europe; they depended for the bright future on the observation of the stars in the sky. They believed in many superstitions and didn't like the scientific explanation of the incidents. The sultan asked that, "How many cubs will this lion give birth to, how many will be male, how many female?" Hoja had to predict of all these questions without knowing what is going to happen really. Allegorically the sultan's poor knowledge and his foolishness represent the condition of the Turkish people of 17th century Ottoman Empire. All these things motivated him to take the Identity of the Venetian slave who enlightened the dark world of Hoja with various new scientific and medical concepts that Hoja never knew before. Then Hoja tells him that, "it was necessary to build an observatory to watch the stars; like that observatory his grandfather Ahmet the First's grandfather, Murat the Third, had built for the late Takiyuddin Efendi ninety years ago, and which later fell into ruin from neglect". (Pamuk 34) This is how the Turks neglected the scientific study from many days ago and there started decline of the Ottoman Empire.

Then, Hoja explained why the sultan and his people in the palace were fool. He says:

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Because they were 'fools' they didn't look at the stars moving over their heads and reflect on them, because they were fools they asked first what was the good of the thing they were about to learn, because they were fools they were interested not in details but in summaries, because they were fools they were all alike, and so on. (Pamuk 34-35)

Even, they killed the previous astrologer who was close to the sultan like Hoja. They came to know that the body of the Imperial Astrologer Huseyn Efendi had been found floating by the shores of Istinye. So, in this way some times the imperial astrologers engaged into disagreement with the pashas and they had to die in an inhuman way because the office of imperial astrologer was an " inauspicious one as was clear from the fact that all who occupied it were murdered sooner or later, or worse, vanished into thin air" (Pamuk 40). For all these meaningless heinous activities, Hoja was anxious about his own fate. And gradually Hoja decided to change his identity and finally, leaving his own country he went to Italy.

Conclusion

This is how, Orhan Pamuk depicts the weakness of the legacy of the Ottoman Empire where the people of the harem were busy in different intrigues and they were deprived of the light of education which could enlighten their hearts. Haliloglu writes in her article that, "the uneasy relationship between a distrusting public and the Turkish scholar keeps surfacing throughout the novel with the Hoja referring to his pupils and staff repeatedly as fools". (115) However, Hoja at one point of his utter despair runs away in the presence of the Italian slave and he frequently thought that "Was it mere coincidence that so many fools were collected together in one place or was it inevitable? Why were they so stupid?" (Pamuk 94) Thus, Orhan Pamuk portrays the forefathers of the westernizing republican intelligentsia of Turkey and their administrative weaknesses. At last, Hoja became impatient with these "backward people" around him and also at the cruelty of the "oppressive sultan". For all these reasons, Hoja felt suffocated in his Turkish identity and being frustrated at the foolish metaphysics of the Ottoman Empire, he finally changed the identity with his European slave.

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A Study of the Teaching of English Pronunciation in Indian High Schools

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Abstract

This paper is based on a research project undertaken by the author. When the teaching of English pronunciation was introduced in the high schools for students from Marathi medium schools in Maharashtra, a study of the teaching of English pronunciation was undertaken in a few high schools from Maharashtra. It was found that students were motivated to learn English pronunciation, but some teachers were not motivated to teach or not trained enough to teach English pronunciation. A few problems were found in the teaching, when actual lessons were observed. When students were interviewed, it was found that not enough time was devoted to the teaching of pronunciation. It was also found from an interview with a teacher who had worked as an expert at training programmes that the scheme of training teachers was defective. The author has made

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some suggestions as to what can be done to make teachers better equipped for teaching and make it easier for students to learn English pronunciation.

Introduction

This paper is based on a research project undertaken by the author. The problem taken up for the present study is related to the English school texts in Maharashtra (published by Maharashtra State Bureau of Textbook Production and Curriculum Research) that were introduced as per a communicative syllabus. It was said in the Preface to the 5th Standard textbook that learning a language is acquiring the four basic skills in it – listening, speaking, reading and writing and also using the language in everyday situations.[1] Accordingly, every unit in the book was divided into five parts – listening, speaking (i.e. pronunciation), talking (i.e. conversations), reading and writing.

It is the exercises in pronunciation (pronouncing words for practising difficult sounds, exercises on stress, and exercises on intonation) that the present study is concerned with. It was especially in the textbooks of Standard 5th, 6th and 7th that such exercises were used extensively. Furthermore, as far as the structure of school curriculum was concerned, there was a separate unit from 5th to 7th Standard. They can be a part of a high school, or can also be attached to a primary school. Therefore, for these two reasons, the English texts for 5th, 6th and 7th Standard were taken up for the present study.

Bansal and Harrison (1994) describe the phonology of Indian English. They analyse the problems in learning and teaching the features of General Indian English. In this paper, teaching of English pronunciation is studied, keeping in mind the analysis of the phonology of GIE given by Bansal and Harrison (1994).

The Nature of the Problem

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The following is a list giving examples of the exercises given in the High School English texts.

5th Standard textbook –

1. Exercises for practising /f/, /v/, /s/ and /z/ (Exercise nos. 3 & 4 on p. 2)
2. Exercises for practising /f/, /v/ and /z/ (Exercise nos. 1 & 2 on p.8)
3. Exercises for practising /θ/, /ð/ and /ʒ/ (On p.16)

6th Standard textbook –

1 Exercises for practising /f/, /v/, /θ/, /ð/, /z/ and /ʒ/ (Exercise no. 4 on p.3)

2 Exercises for practising stress (Exercises nos. 3 & 5 on p. 3)

3 Exercises for practising /tʃ/, /dʒ/, /n/, /w/, /t/, /d/, /i:/, /ɒ/, /e/ and /æ/ (Exercise no. 1 on p. 19)

4 Exercises for practising stress and the Falling Tone (Exercises on p. 41)
5 Exercises for practising stress and the Rising Tone (Exercises on p. 64)

7th Standard textbook –

1. Exercises for practising stress and intonation (Exercises on pp. 4-6)
2. Exercise for practising stress (Exercise on p. 54)
3. Exercises for practising stress, the Falling Tone and the Rising Tone (Exercises on pp.63-66)
4. Exercises for practising intonation and tone groups (Exercises 2 & 3 on p. 89)

Bearing in mind the problems concerning the phonology of English spoken in India, it was necessary to find out –

1. the variety of English considered as the ideal for the teaching of English pronunciation,
2. the methods suggested for the teaching of English pronunciation,

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3. the methods actually used in the teaching of English pronunciation,

4. the results achieved by the said parts of the new syllabi, and

5. the problems encountered.

Bansal and Harrison (1994) find that some pure vowels in GIE, such as /o:/ as in 'all', are different from RP. The three central vowels of RP are replaced by only one in GIE, which is /ə/. The diphthongs /eI/ and /əU/ of RP are replaced by pure vowels /e:/ and /o:/ in GIE. They also observe that there are certain consonants of British RP that speakers of GIE (General Indian English) find it difficult to pronounce (pp. 59-62). They are replaced by nearest equivalents in the speaker's first language.

The following shows some distinct differences between R.P. and GIE as regards consonants.

RP	GIE
• /f/ - labio-dental fricative • /v/ - labio-dental fricative • /θ/-dental fricative • /ð/ - dental fricative	• [pʰ] - bi-labial plosive • /ʋ/ - frictionless continuant • [tʰ] – dental plosive ⊓ • [d] – dental plosive ⊓

Table 1

Word stress (or also termed as 'accent') is an important feature of English. In words that consist of more than one syllable, not all the syllables are equally prominent. The relative prominence of a syllable is due to stress, which means greater breath force. For example, the first syllable in 'able', the second one in 'because' and the third one in 'disappoint' are more prominent than the other syllables in the words. The position of stress in every word in English is fixed. An Indian language, such as Marathi, is spoken

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with equal prominence given to all the syllables in a word. But, in English, every word with more than one syllable has one syllable with primary stress.

Bearing in mind these problems regarding GIE, the teaching of English pronunciation was studied.

Collection of Data

In order to study the teaching of English pronunciation in high schools, the following steps were taken –

1. An interview with the Member Secretary, English Language Committee, Maharashtra State Bureau of Textbook Production and Curriculum Research.
2. Collection of the required information regarding the methods of teaching, from the Teacher's Handbooks for the English textbooks used in Standard 5 and Standard 6.
3. Observation of the teaching and learning of English pronunciation in a classroom situation, with special reference to the teaching of the same at Standard 5, Standard 6 and Standard 7 levels in Sangamner *tehsil* of Maharashtra.
4. Interviews with some representative students of the said classes from Sangamner *tehsil* of Maharashtra.
5. An interview with a representative subject expert from Sangamner *tehsil* of Maharashtra.
6. Collection of the opinions and experiences of teachers of English at the levels of Standard 5, Standard 6, and Standard 7 in Sangamner *tahsil*, regarding the teaching of English pronunciation, with the help of a questionnaire.

An interview with the Member Secretary, English Language Committee

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The Member Secretary of the English Language Committee of Maharashtra State Bureau of Textbook Production and Curriculum Research ('Balbharati') was interviewed. When she was asked about what variety of English was to be followed in the teaching of English pronunciation, she said that the British RP was to be followed. She was aware that there may be problems in teaching and learning the RP. But, but there was no well-defined *Indian* model of English pronunciation available to us yet. She was of the opinion that unless and until a well-defined description of the phonology of Indian English is available, we cannot introduce it in the teaching of English. Therefore, there was no alternative to British English, even in respect of pronunciation.

The Methods of Teaching Suggested in the Teacher's Handbooks for the English Textbooks for Standards 5 and 6

The Handbook for Standard 5 spells out the objectives of teaching the present syllabus. It expects a teacher of English to use various approaches in the teaching of English, according to the need of the teaching item – the structural approach, the situational approach, the aural/oral approach and the multi-skill approach. It expects a teacher to employ an integrated approach to the teaching of the four basic skills of language. Regarding the teaching of pronunciation, the Handbook says," The teacher should realise the importance of pronunciation in language learning. Stress should be laid on fluency. Practice of pronunciation will be conducted as an integral part of language learning class."[i]

While spelling out the specific objectives of the teaching of 'the Skill of Speaking', the Handbook states that special attention is to be paid to the following consonants - /f/, /v/, /z/, /ʒ/, /θ/, /ð/.[2] It is clear that these are consonants used in the British variety of English, and a teacher is supposed to teach them to his students of Standard 5. As regards vowels, the Handbook for Standard 5 says that special attention is to be paid to vowel sounds like /æ/, /ə/, /ʌ/, /u/, /ɪə/ and /eɪ/. As shown above, in 'Introduction', /ʌ/ is

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usually replaced by /ə/ in Indian pronunciation. /eɪ/ is replaced by a pure vowel /e:/, which is absent in British English. Therefore, these vowel sounds can also be problematic for a teacher or a student in the said context.

There is a more specific reference to practising /f/, /v/, /z/ etc in the Handbook for Standard 5. "The third exercise is for drilling the relatively difficult (for Indian learners) sounds /f/, /v/, and /z/. /f/ and /v/ sounds are *labio-dental* and not *bi-labial* as in Marathi. That is, they are produced using the upper teeth and lower lip in English. The /z/ sound is *alveolar*. First of all, the teacher must learn to pronounce these sounds correctly himself/herself, if necessary with the help of an expert or a cassette-player. Since the teacher's pronunciation is a model the students are expected to follow, the teacher must take special care in this respect." [ii] About another exercise in the book, the same Handbook says that it "introduces peculiar English consonant sounds such as '/θ/, /ð/ and /ʒ/'. The teacher should practise them at home with help of cassettes or a person who speaks English well. ."[iii]

The Handbook for Standard 6 explains, at various places, the need to teach distinction between long vowels and short ones (like /i:/ and /ɪ/), to practise stress and intonation patterns. For instance one exercise "provides an oral drill for practising words receiving stress on the first or the second syllable. …it must always be remembered that in such exercises spellings or meanings of words have no value."[iv]

The Handbooks reinforce the assumption that British pronunciation is to be taught at these levels. They also suggest the number of periods that would be required for every exercise.

An Observation of the Teaching of English Pronunciation in a Classroom

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At the request of the present researcher, two teachers from a high school called Amriteshwar Vidyalaya at Sangamner Khurd facilitated an observation of the actual teaching of English pronunciation in the classes of Standard 5 and Standard 6. For convenience, the teachers will be referred to as 'Teacher A' and 'Teacher B'. Both the teachers repeated an exercise that had already been conducted in their classes.

In a class of Standard 5, Teacher A conducted an exercise given on page 30 of Standard 5 textbook. The following things observed are notable.

1. The teacher pronounced the word 'ship' as /si:p/, in which there are two problems. Firstly, the short vowel in the word is replaced by a long one. Secondly, the consonant /ʃ/ is replaced by /s/.

2. As mentioned above, the Handbook states that /f/ is labio-dental in English, not bi-labial as in Marathi. But, the teacher himself pronounced the word 'feet' as [pʰi:t].

3. The teacher pronounced 'three' with the dental plosive [tʰ], not with /θ/.

4. The teacher pronounced 'wheat' as [ʋʰi:t]. In R.P., it is pronounced as /wi:t/.

5. It was also observed that from approximately 50 students present in the class, at least 90% students did not pronounce /w/ in the initial position in 'wall'. Apart from that, after the teacher they pronounced the words 'ship' and 'van' like the teacher did.

One of the purposes of the exercise given in the Handbook is to make students practise the consonants /f/, /v/, /θ/ and /ð/. It was observed that this purpose was not served as stated in the Handbook.

In the 6th Standard class, the Teacher B conducted the exercises in stress and the Falling Tone given on page 41 of the textbook. The exercises had already been taught and practised once in the same class. The following observations were made.

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1. Though the teacher *theoretically* explained to the students that in every word in the exercise to be practised for stress, the second syllable was to be stressed, he himself stressed the first syllable in each of the following words – 'agree', 'complete', and 'control'. So, the students also stressed the first syllable in each of these words.

2. There are some phrases given in the exercise in which the second word is to be stressed. For example, 'her ˈhand'. But, after explaining it theoretically, the teacher stressed the first word in each of these phrases – 'her hand' and 'his house'. Likewise, the students stressed the words not supposed to be stressed.

3. The teacher explained that the Falling Tone was to be used in each of the sentences given for practice in the exercise. But the teacher used the Rising Tone in the following sentences – "Moti can help you" and "I will hide". The students did the same, after the teacher.

The purpose given in the Handbook for 6th Standard is to practise stress on the second syllable in a disyllabic word like 'agree' and to practise the Falling Tone. But, the conduct of the exercise had the drawbacks mentioned above.

An Interview of a Resource Person

As a part of the collection of the required data, a teacher, Mr Pratap Aher, who had worked as a resource person at teacher training workshops for high school teachers of English at the level of Ahmednagar district, was also interviewed. He made an observation that sometimes, schools tend to depute the same teachers for workshops again and again. Therefore, it is quite possible that at every school there are some untrained English teachers. When he was asked about the parts of pronunciation exercises that teachers find difficult, he said that rather than finding something difficult, the obstacles are caused by lack of seriousness on the part of teachers. They do not take the

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teaching of English pronunciation quite seriously. But, especially, according to him, they find /f/, /v/, /z/, /θ/, /ð/, and the distinction between /i:/ and /I/ etc, rather difficult.

When asked about students' difficulties, he observed that, naturally, students find those aspects difficult that teachers do. They pronounce things as they are *taught* to pronounce. Especially, they do not make /w/ as rounded as in R.P. Commenting on the difficulties of students identified by teachers, he said that teachers themselves cannot make distinction between some consonants. Perhaps that is why they cannot notice the mistakes their students commit. When asked about the teaching of stress, he observed that students find putting stress on the first syllable easy, but putting stress on the second or the third syllable is difficult for them. He was of the opinion that it is necessary to teach pronunciation of vowels and consonants, stress and intonation at the high school level. He also made an observation that teachers are not motivated to teach phonology exercises, and many of them are not trained to do so.

Interviews of Students

Five students, three from Standard 6 and two from Standard 7, from different schools, were interviewed. The following observations were made on the basis of their answers to questions.

1. They did not find exercises on the pronunciation of vowels and consonants difficult.
2. They found exercises on stress difficult, to some extent.
3. Most of them did not find exercises on intonation difficult.
4. Teachers did not devote enough time to the exercises on phonology.
5. Some teachers asked students to *write* the words given for pronunciation practice in the exercises.
6. Students were always asked to speak out words/sentences together, never individually.

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7. They were all of the opinion that 'Let's speak' exercises are necessary for students.

When they were asked whether they found pronunciation of vowels and consonants in the exercises difficult, they said that they found it easy. But when they were asked to read out words/sentences from exercises given in their texts, there were many problems, such as the following.

1. Difficulty in pronouncing /θ/ and /ð/
2. Difficulty in pronouncing /f/ and /v/
3. Replacing /v/ by [ʋʰ]

Questionnaire Given to Teachers

In order to find out the experiences and opinions of high school teachers of English, a survey was conducted by using a questionnaire. There are about 100 schools that run 5th, 6th and 7th classes in Marathi medium from Sangamner *tahsil* of Maharashtra. Copies of the questionnaire were sent to the schools chosen as representatives for the sample. About 50 teachers were selected at random. They were from 46 schools belonging to Sangamner *tahsil*. The analysis of the data collected with the help of the questionnaires is as follows.

The following are the findings of the survey made by using the questionnaire.

1. At least 86% of the teachers thought that their students had some difficulties in articulating some English consonants. Those consonants not only included those given for practice in the texts, like /ʒ/, which was difficult for students according to 76% of the teachers; but they also included some other sounds like /j/ and /w/. The sounds /f/, /v/, /s/, /z/, /θ/, /ð/, /ʃ/, /ʒ/, /j/ and /w/ are problematic to many students. It is not only because of the interference of the mother tongue, but also

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owing to lack of proper competence in the area of phonology and of proper training on the part of teachers.

2. It was found that at least 52% of the teachers who filled the questionnaires gave concrete examples of exercises in stress and intonation that students find difficulties in. As stated by a local resource person Mr Pratap Aher, and as observed in the classrooms, students have problems in putting stress on a particular syllable of a word, Marathi or Hindi being syllable-timed languages. There is an interference of the mother tongue in using intonation patterns of English, too. For example, students and teachers tend to use the Rising Tone in wh-questions, for which the falling Tone is used in the R.P.

3. About 84% of the teachers were not absolutely sure that they could teach British pronunciation to their students. About 64% of the teachers were sure that it was impossible to do so. Only 16% of them were hopeful about it. About 68% of the teachers were of the view that the General Indian English pronunciation should be taught. Only 22% were sure that there is no need to introduce the GIE in the high school texts.

4. It was found that 42% of the teachers selected for the questionnaires had not attended any orientation programmes or teacher-training workshops. Though many of had attended workshops for other classes, it would not of any direct use for them to teach the 5th, 6th and 7th Standard classes. Out of the 50 teachers, 4% had attended state level workshops, 12% had attended district level workshops and 54% had attended *tahsil* level workshops. As per the procedure, a teacher who gets training at the state level becomes a resource person at the district level. From such resource persons, some teachers get training at the district level, and, in turn, they become resource persons at the *tahsil* level.

The implication is that a teacher who gets training from another trainee (who himself/herself got training at a workshop of three days) in three days' time gives training to other teachers. Evidently, it is not enough to get training in this manner, in order to be able to teach the phonology of English, which is a technical topic. Teachers need more

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and better training in the phonology of English, no matter whether it is R.P. or the GIE. As a number of teachers themselves may have problems regarding pronunciation, they tend to neglect the exercises in pronunciation given in the texts. About 24% of the teachers did not mention any clear details of how much time they devoted to the teaching of English pronunciation. 20% of the teachers used less than 4 periods per month for the exercises in pronunciation. 16% wrote that they devoted periods "as per the syllabus". But, even if at many places, the Handbooks expect the teachers to spend 2-3 periods on an exercise, the students who were interviewed all said that their teachers used only one period for every 'Let's speak' exercise. This observation was strengthened by a similar opinion held by a local resource person Mr Aher. It implies that, in addition to problems like a large number of students in every class, there is negligence regarding the teaching of English pronunciation on the part of some teachers. A possible reason might be that not all teachers are sufficiently and properly trained in the subject.

5. It was found that students of the rural schools are quite enthusiastic about learning the pronunciation of English, stress and intonation. 70% of the teachers said that their students like to practise pronunciation of sounds, and 72% said that their students liked to practise stress and intonation. It implies that students are motivated to learn and practise pronunciation. Whatever difficulties they face, are because of the interference of their mother tongue, lack of training or motivation or both on the part of their teachers and large classes. It is possible to overcome some of their problems by giving more and proper training to their teachers and motivating the teachers. Teachers can be motivated by making these exercises a part of the examination.

Conclusions and Suggestions

Therefore, the general conclusions of this project are as follows.

1. Majority of the students are motivated to learn English pronunciation.
2. Though students enjoy the exercises in phonology, they have a number of problems about them, some of which are caused by the interference of the mother

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tongue. Apart from the general features identified in the texts, like the consonants /f/, /v/, /s/, /z/, etc, there are some particular problems of the local students, such as difficulty in pronouncing consonants like /j/ and /w/.

3. Students' problems are partly because of the lack of knowledge about or training in English pronunciation on the part of teachers. Teachers should all be trained. They should be sufficiently and properly trained. The frequency and duration of workshops should be increased.

4. Students' problems are partly because of lack of motivation on the part of teachers. The reasons for the lack of motivation are lack of training, large classes, absence of the spoken component in the examination. Another possible reason is that some teachers don't conduct some exercises in pronunciation in the class at all. As pointed out by some teachers, even if all the exercises are conducted in the class, students cannot 'internalise' that knowledge, as there is no favourable atmosphere for learning English in the society outside the classroom. Something has to be done for creating favourable atmosphere in the class itself.

5. The number of periods allotted to English at the 5th Standard level are not enough, especially considering the large classes at most schools. In general, for the large classes that teachers have to teach, the number of lectures allotted to English is not sufficient for practising 'Let's speak' exercises in the class.

6. Spoken English needs to be emphasised more. There should be more of speaking in the class. This will happen especially if the spoken component becomes a part of the examination. It needs to be included in the pattern of examination in a *proper* way.

7. Even if it is not for the M. S. Bureau of Textbook Production and Curriculum Research to formulate the acceptable General Indian English, perhaps the time has come for us to make an introspection of the teaching of the R.P. in India. There is a growing awareness among Indian linguists and educationists in the field of English studies that of the fact that it may be neither *possible* nor *necessary* to teach and learn the R.P. in India. There should be a discussion on this issue at a wider level.

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In their answers to the last question in the questionnaire, 43 (i.e. 86%) teachers made some suggestions regarding the whole question of teaching English pronunciation at the high school level. Some of them, in a classified way, are given here. They may be of some value and relevance to the concerned authorities.

1. There should be regular meetings and discussions of teachers of English, in which they can discuss their problems and there can be fruitful give-and-take of views and information. They should also seek guidance from experts in the field. Teachers should try to get perfection in the subject they teach.

2. Lessons of teachers should be observed by competent authorities in order to check whether they have sufficient knowledge of and competence in English pronunciation or not.

3. Teachers should refer to good English dictionaries and find out the pronunciation of a word, the position of stress in a word etc. They should encourage their students to use dictionaries, too.

4. Teachers should get and should be encouraged to use proper books on English pronunciation. Just as there are separate books on English grammar, there should be a separate book on the phonology of English for high school teachers.

5. Special efforts should be taken for rural students.

6. Teaching aids like cassettes and tape recorders should be available, and teachers should use them.

7. Teachers should encourage their students to work in groups and speak more in the class.

8. Teachers should be encouraged to make a better planning of their lectures in order to do more justice to exercises like 'Let's speak'.

9. Teachers should make students listen to English News. It is not always necessary to do it at the school. Students may be asked to do it as a home assignment.

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10. There should be more listening to English in the class.

11. If and when new textbooks are prepared, there should be exercises in other problems regarding pronunciation, like silent letters (in common words like 'bomb', 'could' etc), the pronunciation of -s and -ed inflections (/dɒgz/, /tɔːkt/ etc) and other common problems.

12. There should be common efforts at the national level to formulate the acceptable General Indian English pronunciation, and also to make audio cassettes or CDs as a part of the same efforts.

Even if the texts prescribed in Maharashtra are changed, the findings of the present study are significant, as far as the teaching of English pronunciation in Indian high schools is concerned. These conclusions and suggestions will certainly be of some help and significance to teachers of English, makers of the syllabi and the textbook writing committees.

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Semantics of the Dative Case in Malayalam

Ravi Sankar S. Nair, Ph.D.

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Introduction

The traditional grammars of Malayalam in general follow the *sampradaana kaaraka* concept of Panini in their analysis of the dative case (Varma 1917, Gundert 1868, Mathen 1868, Prabhu 1922). Morphological manifestations of the dative are explained elaborately in these grammars. However, the complex aspects of the syntax and semantics of the dative case have not been dealt by these grammarians. Recent grammatical treatises like Asher and Kumari (1997) and Prabhakara Varier (1998) make a deeper analysis of the syntax and semantics of the dative.

Typological comparisons of the dative case forms in languages of different families (Blake 2001, Palmer 1994) have brought to light certain features of the dative that are pertinent to the analysis of the dative case in Malayalam. Nair (2011) has attempted to incorporate such views in the analysis of dative case in Malayalam.

The present paper is an attempt to analyze the semantics of the dative case in Malayalam.

Core Cases and Peripheral Cases in Malayalam

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Malayalam shows a clear distinction between core cases which relate more deeply with the sentence structure, and peripheral case which are linked rather weakly to the sentence structure. Nominative, accusative, dative and sociative cases link the nouns to the basic structure of the sentence. When these nouns are removed, the sentence becomes ungrammatical or semantically defective. Instrumental, genitive and locative nouns can be removed from the sentence without affecting the grammaticality of the sentence. Nominative, accusative, dative and sociative can be treated as core cases and the remaining two as peripheral cases.

The meanings conveyed by core cases cannot be conveyed through other cases or postpositions. The meanings of peripheral cases, in many instances, can be conveyed through other cases or postpositions. [E.g. *veedanayaal | veedana koṇṭu puḷaññu*. 'Writhed in pain' *talayil | talaykkŭ aṭiccu* 'Hit on the head'.

The grammatical and semantic meaning conveyed by each of the core case is definite and limited. The meanings conveyed by the peripheral cases are varied and diffuse. The pattern of roles and relations among the core cases show that the dative shares features of nominative and accusative. It is the only case that functions as subject and object, as well as experiencer and recipient.

Distribution of Grammatical Relations and Semantic Roles across the Core Cases

CASES	Grammatical Relations		Semantic Roles			
	Subject	Object	Agent	Patient	Experiencer	Recipient
Nominative	+	-	+	-	+	-
Accusative	-	+	-	+	-	-
Dative	+	+	-	-	+	+
Sociative	-	+	-	-	-	+

Semantic Relations in the Dative

The case suffixes are capable of conveying different shades of meaning over and above the basic grammatical meaning. The subject is in the dative case in all of the following sentences; the semantic relation between the noun and the verb is however different in each of them.

    (1) enikkŭ taruu
        I-DAT   give-IMP
        'Give to me.'

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(2) enikkŭ manassilaayi
      I-DAT   understand-PAST
      'I understood.'

(3) enikkŭ aṛiyaam
      I-DAT   know-DESD
      'I know.'

(4) enikkŭ veeṇam
      I-DAT   need
      'I want.'

(5) enikkŭ pani aaṇŭ
      I-DAT   fever be-PRES
      'I have fever.'

No other case in Malayalam exhibits such wide semantic variation.

Dative as Subject and Object

The dative case noun can stand as either subject or object. In sentences where there is no nominative noun, the dative functions as the subject.

(6) avaḷkkŭ raamuvine vísvaasam illa
      She-DAT Ramu-ACC   trust   be-NEG
      'She has no trust in Ramu.'

(7) addeehattinŭ kaaryam manassilaayi.
      He-DAT   matter   understand-PAST
      'He understood the matter.'

(8) satiykkŭ peṭṭannŭ deeṣyam varum
      Sati-DAT suddenly   anger   come-FUT
      'Sati gets angry easily.'

In sentences with both nominative and dative nouns, the latter functions as the indirect object.

(9) ñaan atŭ meeriykkŭ koṭukkum
      I   that Mary-DAT   give-FUT
      'I will give that to Mary.'

(10) aayṣa avaṛkkŭ katha paṛaññukoṭuttu
      Aysha   they-DAT story   say-give-PAST
      'Aysha told them stories.'

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The dative subject functions in the grammatical role of experiencer while the dative object is benefactive. Like the accusative, the dative also does not perform the agentive role. Dative provides the scope for forming sentences without agent. The difference between nominative subject and dative subject is based on this. Consider sentences (11) and (12).

(11) avaḷkkŭ deeṣyam vannu
     She-DAT anger   come-PAST
     'She got angry.'

(12) raviykkŭ paṇam kiṭṭi
      Ravi-DAT   money   get-PAST
     'Ravi got money.'

The dative subject in these sentences is conceived as the recipient or beneficiary of an action performed by an unknown or unspecified subject. In the first sentence, anger 'comes' (*vannu* 'came') to the subject without the conscious volition of the subject and in the second sentence, an unspecified agent performs an action which results in the subject coming into possession of money.

Imperative and Optative Forms

The verbs of dative nouns cannot be made into imperative forms unlike nominative, accusative and sociative nouns.

(13) raamanŭ avaḷooṭŭ sneeham toonni → * avaḷooṭu sneeham toonnŭ
     Raman   she-SOC   love   feel-PAST
     'Raman felt love for her.'

(14) ayaaḷkkŭ víśvaasam aayi → *viśvaasam aakŭ
     He   belief   be-PAST
      'He was convinced.'

(15) enikkŭ karaccil varum →*karaccil varŭ
      I-DAT   cry   come-FUT
      'I will feel like crying.'

However, as in other case forms, the verb governed by a dative noun can be made into optative forms.

(16) avanŭ avaḷooṭŭ sneeham toonnaṭṭe.
     he-DAT she-SOC   love   feel-OPT
     'Let him feel love for her.'

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(17) avaḷkku viśvaasam aakaṭṭe
     She-DAT   belief   be-OPT
     'Let him believe.'

(18) avanu deesyam varaṭṭe
     He-DAT Crying come-OPT
     'Let him get angry.'

Dative as the Complement

Dative also marks the complement.

(19) rameesan *śastṛakṛiiyakku* vidheeyanaayi
     Ramesan   surgery-DAT   subject-be-PAST
     'Ramesan underwent (was subjected) to surgery.'

(20) ii   prakhyaapanam *samaratti̱nu* kaaraṇamaayi
     This announcement   strike-DAT   reason-be-PAST
     'This announcement became the reason for the strike.'

(21) avaruṭe   *aavaśyaŋŋaḷkkŭ* saṛkkaar vaḻaŋŋunnilla
     their-GEN demands-DAT   government concede-not-PRES
     'The government is not conceding their demands.'

Meanings Denoted by the Dative

The dative can convey a wide range of meanings over and above the grammatical meaning.

Benefactive meaning is the basic sense contained in dative constructions and consequently the dative noun occurs most frequently with benefactive verbs.

(22) mantri udyoogastharkku niṛdeeśam nalki
     minister officers-DAT   direction   give-PAST
     'The minister gave directions to the officers.'

(23) aa aṛivŭ   enikkŭ aaśvaasam tannirunnu
     that knowledge I-DAT   consolation   give-PAST-PERF
     'That knowledge gave consolation to me.'

(24) avaḷkkŭ dharaaḷam paṇam kiṭṭum
     she-DAT   much   money   get-FUT
     'She will get a lot of money.'

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The *dative case +copula* constructions convey the meaning of 'state of being' or a change in state.

(25) avaṟkkŭ peeṭi aaṇŭ
    they-DAT fear   be-PRES
    'They are afraid.'

(26) aliykkŭ ennoṭŭ koopam uṇṭŭ
    Ali-DAT I-SOC   anger   be-PRES
    'Ali is angry with me.'

(27) bhuumiykkŭ vayassaakunnu
    earth-DAT   age be-PRES-CONT
    'The earth is getting older.'

Dative is used to express needs and demands.

(28) enikkŭ caaya veeṇam
    I-DAT   tea   need
    'I want tea.'

(29) ii   raajyattiṉŭ moocanam kiṭṭaṇam
    this country-DAT liberation   get-DES
    'This country needs liberation.'

(30) avaḷkkŭ pookaṇam
    she-DAT   go-DES
    'She wants to go.'

Verbs of perception take the dative subject.

(31) enikkŭ oru nalla maṇam anubhavappeṭunnu
    I-DAT   one   good   smell   experience-PRES
    'I feel a nice smell.'

(32) avaṉŭ koopam toonni.
    he-DAT anger   feel-PAST
    'He felt angry.'

(33) jamiilaykkŭ saŋkaṭam vannu
    Jamila-DAT sadness   come-PAST
    'Jamila felt sad.'

Verbs denoting ability take the dative subject.

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(34) pariikṣayil   jayikkaan avanŭ kaḻiññilla
       Examination-LOC   pass-INFN he-DAT be-able-PAST-NEG
       'He was not able to pass the exam.'

(35) harikkŭ imgḻiis samsaarikkan paṟṟunnilla
       Hari-DAT English speak-INFN   be-able-NEG
       'Hari is not able to speak English.'

        With the copula verb '*uṇṭŭ*' and its negative form, dative denotes possessive meaning.

(36) avanŭ paṉi uṇṭŭ
        he-DAT fever be-PRES
        'He has fever.'

(37) ñaŋŋaḷkkŭ vidyaabhyaasam illa
        we-DAT   education   be-NEG-PRES
       'We do not have education.' [we are not educated.]

(38) enikkŭ tiiṟcca uṇṭŭ
        I-DAT   surety   be-PRES
        'I am sure.'

(39) citṛaykkŭ putiya paavaaṭa uṇṭŭ
        Chitra-DAT new   skirt   be-PRES
        'Chitra has a new skirt.'

(40) achaṉŭ   eṉṉil viśvaasam uṇṭŭ
        father-DAT I-LOC   trust   be-PRES
        'Father has trust in me.'

(41) ivaṛkkŭ oru nalla kaaṛ uṇṭŭ
        they-DAT one good car be-PRES
        'These people have a good car.'

        The dative is commonly used to convey spatial and temporal meaning.

(42) ñaaṉ eeḻŭ maṇikkŭ uṛaŋŋum
        I   seven time-DAT sleep-FUT
        'I will sleep at seven o' clock.'

(43) adhyaapakaṛ eṭṭu muppatiṉŭ skuuḷil   ettaṇam
        teacher-PL   eight thirty-DAT   school-LOC reach-DES

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'Teachers must reach the school at eight thirty.'

(44) ḍookṭaṟ uccaykkŭ   varum
      doctor   afternoon-DAT come-FUT
      'The doctor will come in the afternoon.'

(45) vijayam avaḷuṭe talaykkŭ piṭiccu
      victory   she-GEN head-DAT catch-PAST
      'Victory has gone to her head.'

The dative also denotes genitive meaning in certain constructions.

(46) talykkŭ pinnil   (=   talayuṭe pinnil)
      head-DAT behind-LOC   head-GEN behind-LOC
      'Behind (the) head.'

(47) muṟiykkŭ puṟattŭ   (= muṟiyuṭe puṟattŭ)
      room-DAT outside   room-GEN outside
      'Outside the room.'

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Beginning Teaching

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Abstract

No teacher can ever forget the very first class he/she has ever engaged. It is a nerve-racking experience one would rather not discuss. Teaching in the degree college does not require you to go through any sort of training. Teachers have practically no experience whatsoever with engaging an audience and particularly youngsters.

Today, when looking back in retrospect after eleven years of teaching a whole lot of subjects and streams, I wonder how it would have been if I had some training in teaching from the beginning. No matter how sure one is about his or her knowledge of the subject taught, approaching a class for the first time and teaching a language to the second language learners is a very daunting task. It requires specialized training, which is still not provided. It is not just about

providing good material, classroom activities, translating, using print and electronic media and the like. In order to understand and empathize with the students and particularly with the first generation learners of English, teachers require a deep understanding of the thoughts, beliefs and complexes of these students.

This paper discusses the need for the teachers to empathize with the students who have no background whatsoever in English. It also emphasizes the need to introduce training programs for language teachers in the degree colleges.

Teaching is Beyond Imitation

Teaching in the degree colleges does not require any training as per the eligibility criteria. Nevertheless, teachers who begin their teaching career would realize right from their first hour of classroom teaching that teaching English as a second language is a daunting task. They certainly had spent a lot of time watching other people (their teachers) teach. But just copying them, trying to learn through a trial and error approach, and picking up notes from the websites would not help. Understanding the technical aspects of teaching is equally important.

It is a well-known that Second Language Acquisition is a difficult process and is an emotionally trying experience for both the teacher and the students.

Subjects of This Study

The subjects of this study are the First and Second Year students of English in the colleges under the University of Mumbai. This is a part of my Minor Research Project conducted on the Topic 'Challenges of Teaching Language and Literature in the Colleges of Mumbai'. Empathizing with the students is the core of this paper, especially with reference to teacher training.

Many students do not have any background, whatsoever in English. Though they have studied English for almost eight to twelve years, they have not been able to pick up much English due to many reasons. Very few of them have any exposure to English other than their classroom lectures. They hardly ever read any English newspapers or magazines. They do not have any scope for watching any T.V. or listening to anything in English in their near environment. Some of them are even second and third generation learners of English.

Problems Faced by Students

Linguists have pointed out that children in all languages and cultures find it easy to achieve communicative competence in their 'first language'—unless they have a specific language processing problem or handicap. Some of the problems that students face during their communication with others in a Second Language include fear, shyness, nervousness, ignorance, inferiority complex, and status distinction.

Second Language Acquisition researcher Stephen Krashen (Krashen,1982) developed the construct of an Affective Filter, consisting of the variables of anxiety, motivation, and self-confidence. Affective Filter is an imaginary wall that is placed between a learner and language input. If the filter is on, the learner is blocking out input. The filter turns on when anxiety is high, self-esteem is low or motivation is low. Hence, low anxiety classes are better for language acquisition.

Too Much Correction and Other Issues

Another implication is that too much correction will also raise the affective filter as self-esteem in using the language drops. According to Krashen (Krashen, 1982), these psychological variables may strongly enhance or inhibit second language acquisition by playing a critical mediating role between the linguistic input available in the educational setting and the ability of the students to learn. Therefore, according to him, in order to learn a Second Language effectively the students should be relaxed, motivated and self-confident. But this is a near

impossibility in the current setting of Second Language learners. They often feel anxious, discouraged and embarrassed within the classroom setting.

There are a number of reasons why one's affective filter may be raised. For example shy students from reserved cultural background, struggle to participate in a class. This is also because of their concern about speaking less eloquently in their L2 than using their L1.

Language Shock – Culture Shock

A variety of Second Language Acquisition researchers have sketched out the dynamics of this problem that so impedes second language learning. John Schumann (Schumann, 1986) explores the concept of 'language shock' a fear of appearing comical or making a fool of oneself while attempting to communicate in a second language. The students desire to avoid any injury to his self-esteem and fear of criticism decreases his motivation to learn English. Schumann calls this anxiety and disorientation as the 'culture shock' which further complicates the learning process. There are two necessary aspects to the development and exercising of empathy: first, an awareness and knowledge of one's own feelings, and second, identification with another person (Hogan, 1969). In other words you cannot fully empathize—or know someone else—until you adequately know yourself. (165)

Carl Rogers' theory suggests that

Given a nonthreatening environment, a person will form a picture of reality that is indeed congruent with reality and grow and learn. "Fully functional persons," according to Rogers, live at peace with all of their feelings and reactions; they are able to reach their full potential. (Rogers, 1961).

Dealing with Students in Mumbai Colleges

Dealing with students of English at the First and Second Year B.A. in the colleges of Mumbai, one very often comes across students who have had their main education in their standard native language. One very common behavior we come across in students is their lack of interest in learning English and an inferiority complex. When given an opportunity to communicate in English, they try their very best not to make mistakes. This fear leads to very little or almost no verbal communication. There is a possibility that the students face the frustrations of language and culture shock. These students need to be helped to become full participants in the educational process.

Teacher's Role

This is where the teacher plays the most important role. Douglas Brown (Brown, 2007) calls language as one of the primary means of empathizing. Encouraging the students by showing willingness to work without being judgmental and also understanding and empathizing with their predicament is of utmost importance. This is only possible if the teacher herself is confident and ready to step down from the pedestal to their level of understanding to empathize with them.

In the traditional setting of a classroom the teacher occupies the centre stage from where she always appears to be superior to all. In a learner-centred approach the students become more important. Instead of teaching being an ego satisfying exercise for the teacher, with humility and patience it can become more learner friendly. Considering individual needs we need to gently let them feel confident to express what they feel about an answer.

The biggest hurdle is to overcome the fear of making mistakes. Teachers need to let them understand that making mistakes is a part of learning and original thinking. Giving care to each student and in turn encouraging empathy among themselves is equally important. Getting better students to empathize with the weaker ones without making them feel inferior is very

significant. Establishing the classroom as an informal environment, based on their language and culture, asking and letting everyone participate, approaching the class with empathy and humour, as much as possible, remembering their names are some of the methods through which a teacher can build a rapport with the students.

As Carl Rogers (Rogers,1961) puts it,

> Teachers, to be facilitators, must first be real and genuine, discarding masks of superiority and omniscience. Second, teachers need to have genuine trust, acceptance, and a prizing of the other person—the student—as a worthy, valuable individual. And third, teachers need to communicate openly and empathetically with their students, and vice versa.

The Need for Training

This becomes possible only if we share or have some sort of training to understand the nuances of teaching, especially with respect to students of the native medium. Elaine Showalter's 'Teaching Literature' (Showalter,2003) discusses the isolation that a teacher is subjected to in a classroom situation. To quote Parker J. Palmer (Showalter,2003) from the same book,

> Teaching is perhaps the most privatized of all the public professions. Though we teach in front of students, we almost always teach solo, out of collegial sight -- as contrasted with surgeons or lawyers, who work in the presence of others who know their craft well…When we walk into our workplace, the classroom, we close the door on our colleagues. When we emerge, we rarely talk about what happened or what needs to happen next, for we have no shared experience to talk about. (9)

How many of us have the courage to ask some real questions and introspect, think harder about the reality of the Indian classrooms where English is taught as a Second Language? How many of us discuss openly on important platforms about our fears and frailties? This requires a lot of courage and introspection. We need to understand that if the students fail to gather what we teach it is also the teacher who fails to make things acceptable and easy for them. Every effort to include the communicative method of teaching English appears to have failed.

Lack of Time to Improve Language Competence

In my interview with students and the teachers one very prominent conclusion that has been drawn is about the lack of time devoted to improving language competence. Teachers seem to be in a hurry to complete the syllabus on time which leaves them with hardly any time to pay attention to individual student needs. With the introduction of the credit system matters appear to have only become worse. Applying western methods of education fails in an Indian scenario where teachers deal with more than one-hundred and odd number of students per class. Where is the time and willingness to probe and understand individual student need?

All this is also because of the lack of training initiatives that have been undertaken with respect to degree college teaching. As Elaine Showalter (Showalter,2003) puts it,

> The most profound anxiety of teaching is our awareness that we are making it up as we go along. Teaching is a demanding occupation, but few of us actually have studied how to do it. Most professors at the beginning of the twenty-first century picked up teaching through painful experience, doing unto others as was done unto us….(4)

Teacher training therefore becomes a major requirement.

My Conclusions

On the basis of my research I have reached the following conclusions:

1. Most students think English is hard.

2. Most students are afraid of learning English though they want to improve their performance in English.

3. Most students don't like the teaching methods.

4. Students who have less competence in English feel depressed and inferior in comparison with students having better English skills.

5. Teachers are not trained.

6. Teachers often frighten the students while teaching;

7. Teachers consider the better performers with regard and the poor performers are neglected.

8. Teachers complain that the huge number of students in the class makes every teaching methodology inefficient and ineffective.

9. Teachers are overburdened with a number of class assignments and tests to be conducted, leaving them no time to understand and attend to the needs of individual students.

To improve users of English, students must be helped to form the right attitude towards learning it. It also needs to be ensured that teachers get proper training to understand student psychology and their needs better. This can only happen if the teachers learn strategies to be taught to them through practical training. Empathy towards the students holds the key to resolving attitude issues. It is the understanding of others by being aware of their needs, perspectives, feelings, concerns, and sensing the developmental needs of others. To be empathic means to try to comprehend, as best as possible, the accurate meaning of what the other is experiencing in the very moment, *and* communicate this to him or her. Teachers can best understand this by being consciously aware of the students' needs.

It may not be the only tool in the learning of a Second Language but is a very important determinant of how the teacher begins to teach in a L2 class. If the content of our teaching pedagogy emanates from this level of the psyche, then the interaction with the students will lead to better understanding and creativity.

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The Quest for Climatic Sanity: Re-Reading of Akan Creation Myth

Samuel Kwesi Nkansah

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Abstract

The process of creation with its attendant questions of understanding the world has been the bane of the quest for knowledge to understand natural hazards. The recent climatic hazards confronting mankind are blamed on climate change. One literary genre that seeks to explain the causes of natural hazards, including climate change, is the creation myth. All cultures of humankind have specific myths they harness as basic answers to mind-boggling questions on natural occurrences.

This paper sets out to examine how the Akan creation myth is employed to address issues of climate change as well as the direction given to ensure the sustainability of development. In achieving this, five Akan creation myths are analysed through the lens of the formalistic approach to literary appreciation. The study reveals that Akan creation myths provide meaning to basic issues in natural occurrences and also provide means to protect the climate against unhealthy

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practices, failure of which spells doom in offsetting developmental agenda. The research has implications for the scholarship of both oral literature and climate change.

Introduction

Most natural occurrences are explained scientifically, without recourse to the indigenous knowledge base of the people. One such occurrence is climate change. The United Nations Framework Convention on Climate Change defines it as "a change in climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time period" (UNFCCC, 2005). Climate change has assumed such a serious and global attention; it has taken a centre stage in local, national and international discourses. Since this became a global issue, all approaches to it have been scientific. One of such projects is Verlag et al's. (1992) *Climate Change - A Threat to Global Development: Acting Now to Safeguard the Future* - First Report submitted by the 12th German Bundestag's Enquete Commission on Protecting the Earth's Atmosphere. In this project, the commission identifies causes of climate change as, among others, deforestation, agriculture and emission of gases into the atmosphere. Watson, et al. (1998), in a report on a UN commissioned project on Climatic Change, spells out the extent to which the various regional locations of the world would be adversely affected by climate change. The report indicates that Africa is prone to recurrent drought, high population growth and pressure on the forest reserve. In addition, Africa is particularly threatened to suffer in human health, tourism and wildlife, agriculture and, water and food supply, among others, as fallout of the climate change (pp. 18-21).

The fundamental objective of the aforementioned research activities is to find the most effective solution to the problem of climate change. Though diverse scientific theories have been propounded to explain the changes in the climatic condition and the occurrences of natural disasters with man's failure to adhere to basic directives of survival, very little attempt has been made to draw on indigenous knowledge of the people to address the causes and effects of climate change.

Culturally, natural phenomena such as climate change have traditional approaches of explanation which are effective among the particular people. This knowledge is based on the

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inherited poetics of the people, for people are composed of what they remember; and our world is better explained in our experiences.

To the African in general, and the Akan, in particular, the myth is one of the mediums through which natural occurrences are explained. Myths represent one of the explanatory modes of assigning reasons for natural occurrences as well as their attendant consequences.

Aim of the Study

This study seeks to draw on the complementary endeavour that exists between belief and the artistic expression of the people, and also the hegemony of belief as a source of literary creativity among the Akans, a major ethnic group in Ghana. The present study tries to establish the metaphorical interpretation of Akan creation myth as a symbolic interpretation of the causes of change in climatic conditions. The paper draws inferences from Akan injunctions (taboos – which regulate the people's life; thus, protecting the environment) to strengthen the literary implications of the myths. This paper thus reads the Akan creation myth from a literary perspective; falling on formalistic tools to assign literary meanings to the myths to demonstrate how they explain causes and effects of climate change.

To accomplish the task set in this study, the paper sketches the conceptual terrain by first discussing myth as a literary concept, followed by a discussion of the formalistic approach to anchor the paper on literary theory. Next, I describe the methodology, which involves a discussion of the research design, research site and data source. This is then followed by the analysis and discussion of the data, which highlights the literal interpretations usually assigned the myth and the literary interpretation, which is the focus of this study. The paper ends with the findings and implications.

Conceptual Framework

All over the world, myths have been extensively employed to explain happenings such as creation. Middleton (1967) defines myth as a statement about society and man's place in it and in the surrounding universe. Among Ghanaians, there are stories about the origin of death, the gift of fire, the great flood, the organisation of societies and other institutions and customs. Creation

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myth has therefore been seen as the window through which events of life derive their essence and justification. Sarpong (1974) describes myths as

> stories that relate to creation, divine or supernatural beings, their family descent, activities and adventures, whether they are supposed to have caused the world, or created mankind. Thus, the myth is a symbolic projection of a people's hopes, values, fears, and aspirations (p.125).

The creation myth as a symbolic narrative of a culture, tradition or a people, describes their earliest beginnings, how the world they know began and how they first came into it. The creation myth speaks to deeply meaningful questions held by the society that shares them, revealing their central worldview and the framework for the identity of the culture and individual in a universal context.

The myth, primarily imagistic, is strikingly responsive on resonant points to produce emotive power. According to Sproul (1979), myths organise the way we perceive facts and understand ourselves and the world (p.1). In establishing the relationship between literature and myth, Barbour (1979) opines that on the epistemological level, myths, metaphor and models have the same structure because they all impart knowledge in another sphere where the use of univocal language may be incapable of expressing. This nature of the myth is amenable to literature and thus capable of literary scrutiny; it can reveal in-depth meaning to bear on our understanding of the causes of climate change.

The analysis of myths as a means of explaining climate change is thus anchored on a literary theory that allows for the emergence of internal relatedness and logic. Examining the myth as a literary material to reveal its literariness, I choose the formalistic theory, which I consider the best option for the analysis. The approach emphasises close reading of a literary text, taking into consideration sensitivity to the words of the text and all its connotative values, implications, associations and suggestions. It allows for multiple meanings which offer guidelines

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to what the text says. The formalistic approach identifies structures, patterns and interrelationships which reveal words and phrases, related metaphors and symbolisms. Grammatical patterns, choices of words and the use of related metaphors, symbols, myths, images, and allusions are also central to this theory. It operates on the conviction that when all the words, phrases, metaphors, images and symbolisms are explained in terms of each other and the whole, any literary text will display its own internal logic (Guerin et al., 1992). As the focus of this research is to ascertain possible interpretations of the selected Akan creation myths through the use of tropes such as metaphor and symbolism, a close reading of the text is imperative. As Blamires (1991) puts it, "for the formalists, the proper province of criticism is the literariness of the text," (p.19); thus, the formalist approach lends itself to this study.

The formalist approach leads to the identification and utilisation of tropes in the given literary texts; myths. The myths under discussion exemplify metaphor which is the centrality of the creative art. Lakoff (1993) postulates that

> general conceptual metaphors are not the unique creation of
> individual poets but are rather part of the way members of a
> culture have of conceptualising their experience. Poets, as
> members of cultures, naturally make use of these basic conceptual
> metaphors to communicate with other members, their audience (9).

The thrust of Lakoff's work is that metaphors are primarily conceptual, and indeed they are central to the development of thought. According to him, "Our ordinary conceptual system, in terms of which we think and act, is fundamentally metaphorical in nature." Non-metaphorical thought is, for Lakoff (1993), only possible when we talk about purely physical reality. Leech (1973:151) explains Metaphor as hinging on the transfer of meaning where figurative meaning 'F' is derived from the literal 'L' in having the sense like 'L' or perhaps it is of 'L'. 'F'= like 'L'. The myth as a concept of communication is fundamentally thought in metaphor where the myth transfers a meaning in association with reality. The myths are therefore examined in the light of the above explanation.

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Methodology

The Research Design and Site

This research is a library sourced based. The myths are collected from written texts and analysed. The analysis is done on the texts and conclusions drawn. It is a qualitative research since it does not involve analysing statistics but gives detailed description and explanation of the phenomena studied.

The research focuses on the Akans of Ghana as the research locale. The Akans are the largest ethnic group in Ghana, totalling well over half the population of Ghana and occupying five administrative regions of the country. According to Amenumey (2008), the Akans presently occupy the middle belt of Ghana and extend west to La Cote d'Ivoire. The generic group comprises Asante, Mfantse, Ahanta, Adanse, Twifo, Bono, Agona, Assin, Denkyira, Akyem, Akwamu, Kwawu, Sehwi, Awowin, Ahanta, Akuapem and Nzema. The Akans speak dialects of a common language also called Akan, which is enriched by local varieties of vocabulary, expression and idiom. The two main varieties are Twi and Mfantse. Mfantse is spoken in the coastal part of the country while Twi is spoken in the hinterland. In addition to this, there are four other inter-related dialects which differ significantly from Twi and Mfantse. These are Nzema, Ahanta, Awowin and Sehwi, all spoken in the Western Region of Ghana. Apart from a common parent language, Buah (1998) indicates that the homogeneity of the Akans is linked with the common social and political institutions and practices. "Throughout the Akan society there are seven or eight maternal clans called *abusua* and seven paternal groupings, called *ntoro*. An Akan by birth belongs to the maternal clan, but inherits the *ntoro* or *kra* (the animating spirit) of the father. Military-wise, the Akan man joins his father's '*asafo*'" (a traditional military grouping) (Buah, 1998, p. 9). Besides this, the Akans share common religious beliefs, a common calendar, and chieftaincy and matrilineal inheritance systems.

The emergence of the Akan group is variously presented. Boahen (1975) traces their origins to parts of the Middle-East, North-West Africa, and the Nile-Chad region while Apter (1972) tries

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to relate the Akan group to the ancient western Sudanese kingdom of Ancient Ghana, which had a highly developed culture. The Akans migrated southwards to their present location after a series of attack on them by the Berbers in 1076 (Apter, 1972, p.22). With the deep-seated belief in God in placing, directing and influencing the location of men, the Akan tradition has it that Odomankoma (the Creator) started the creation of the world at Adanse in present day Ashanti Region of Ghana. To the Akan, this is their original home from where they dispersed in various directions.

Data Source
The Akan Myth

Myths are of varied length and serve different purposes. Some myths are lengthy while others are relatively short. Myths that recount the origin of life are of considerable length whereas those that seek to explain concepts or phenomena are relatively short. The Akan creation myths selected for this research focus on explaining occurrences in simple and brief narratives.

The first myth recounts that the sky, which was the seat of *Nyame* (translated as God), served as food for man. *Nyame,* however, directed that no one should take more than one could eat at a time. An old lady persistently gathered several buckets full of the food and any time she did, it got rotten and the stench was so unbearable that *Nyame* had no option than to move farther from the stench. Another myth has it that an old woman, while making her fufu outside her hut, kept on knocking *Nyame* with her pestle. This hurt Him and, as she persisted, He was forced to go higher out of her reach. Besides, the smoke from the cooking got into His eyes so that He had to go farther away.

The Akans have a third myth, which reveals that *Nyame* used to be so close to men and made a convenient towel as a sheath. Contrary to *Nyame's* expectation, the people used to wipe their dirty fingers on Him and this naturally angered Him so He withdrew from men and moved higher up. Once again, *Nyame* was angered when an old woman, anxious to make a good soup, used to cut off a bit of Him at each mealtime, and *Nyame*, being pained at this treatment, went higher.

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Finally, the fifth myth intimates that in the beginning of days, *Nyame* and man lived close together and *Nyame* lay on top of Mother Earth, *Asaase Yaa*. Thus, there was so little space to move about. Finally, man annoyed the divinity, who, in disgust, went away and rose up to the present place where one can admire him but not reach Him.

Analysis and Discussion of the Data

Literal Interpretation

Akans believe that the myth presents a message in a symbolic narrative; it endeavours to assign meanings to the myth to reflect their hopes, values, fears, and aspirations. Akans believe that the success of one's life and harmonious existence of nature and man depends on one's relationship with *Nyame*. This is so prominent among them and it informs the contents of the myths assembled in this study. The ensuing paragraphs discuss the literal interpretation of the myths assembled.

The five myths, mentioned earlier, have *Nyame* (the Creator) as the main character in orchestrating a move into creating a cordial relationship with His creation. Firstly, the Creator's effort in drawing closer to His creation is preceded by placing at the doorsteps of man facilities that promise a life free of lack, toil, or any form of hardship. *Nyame* offers His place of abode, the "sky", as a source food for mankind (myth one). The restriction was that man should take what he would need at a time. However, a recipient of this generous offer could not satisfy the condition but flouted it by taking more food than needed. The disobedience results in producing an unbearable stench which inconveniences the neighbours and particularly, *Nyame*. *Nyame*'s disgust towards filth and pollution of all sort, finds expression in His withdrawal from the stench and consequently, man.

Soup is an indispensable accompaniment that Akans cherish since it goes with almost all staple food types. The preparation of any type of soup – palm nut, groundnut or light soup - goes with careful selection of relevant ingredients to make the soup delicious. The Akan proverb "too many fish in a soup does not spoil the soup" finds meaning in this scenario. The soup does not

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only make good eating but determines the quality of the cook. Any cook would therefore go all length to ensure that she obtains compliments from all those who would eat the soup and in achieving this goes to the extent of slashing part of *Nyame* to prepare the soup. The effort of the old lady in myth four situates the old lady's conduct in this context. *Nyame* therefore moves higher up to escape the continuous infliction of pain.

Fufu is a common food among the Akans. Depending on one's economic status and taste, it is usually prepared with one or a combination of cassava, plantain, yam and cocoyam. The food item is boiled and pounded in a mortar with a pestle. In most cases two people prepare it, with one directing the pounding and controlling the blend and smoothness of the food items. Though the pestle in most cases is not very tall, when lifted very high it could hit the roof of an average height kitchen. It is during this process that *Nyame* is hit with the pestle, compelling Him to relocate His abode higher.

The maxim, 'cleanliness is next to godliness,' finds expression in myth three where *Nyame* relocates because the clean sheath of the sky is smeared with filth. The stench that emanates from the filth also contributes to his relocation. The final myth presents an analogy of the discomfort that characterises a crowded home where the liberty to move freely is curtailed by lack of space. One is easily offended with unfriendly activities of others. This happens to be the unfortunate plight of *Nyame* in the myth.

The literal meaning of the myths is pitched on the abuse of an opportunity *Nyame* offered man in that *Nyame* on His own volition drew closer and extended a hand of friendship and cordial relationship to man. The activities of man rather put so much strain on God that He decided to move away from the reach of man. The myths under discussion indicate that there are five separate offences which constitute man's overt disregard for explicit directives from *Nyame*. To these, a common punishment is meted to man for all the varied offences. The penalty that man faces is *Nyame*'s withdrawal from humanity with its attendant loss of relationship with *Nyame* and all the benefits 'man' enjoyed while *Nyame* was close. Man has to struggle to fend for himself. The meaning of the myths is clear: *Nyame* wants to be with mankind but the

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disobedience of man precludes *Nyame*. Sarpong (1974) explains that the myths demonstrate that disobedience to *Nyame* is the root of man's sufferings.

These Akan creation myths parallel, and are interpreted in the shadow of the Judeo-Christian myth. The first myth is parallel to the story of Manna in *The Holy Bible*. It is recorded that during the exodus of the Israelites to the 'promised land', God fed them with Manna. The misrelatedness between the Biblical story and the Akan myth is that the former does not record a woman gathering more Manna than she would need (Exodus 16:4-12). Also, the second, third and forth myths parallel the account of sin in Genesis 3:1-8 and the attendant punishment in verses 9-19. The myths are explications of man's inert inclination to pursue what he purports in his heart without recourse to the effect on others. While the Bible recounts of the characters plucking and eating a forbidden fruit, the myths present this in three different ways. Thus, a woman hit God with her pestle, man wiped his dirty fingers on God and a woman cut part of God to prepare her soup. The fifth myth echoes the harmony that characterised the relationship between God and Earth when there was no man. The advent of man therefore destabilized this peaceful co-existence, leading to its abrogation (Genesis 1:1).

The literal analysis clearly depicts the limited and narrow interpretations usually given to the Myths. The incurability of the religiosity of the African is once again brought to bear (Mbiti, 190). Magesa (1997) observes that "we face this problem of interpretation with African (Akan) myths which contain elements with greatest religious significance for the people" (p.42). This authenticates the literal interpretation of the Akan myths discussed above and gives urgency to a re-reading of the myths to reflect the link that exists between the Akan Myths and the causes of climate change.

Literary Interpretation to Reflect Climate Change

The Akan myth presents us with a metaphorical telescope through which mind-boggling issues of life are concretised and made meaningful. The re-reading of the Akan myth

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metaphorically explains man's predominant role in the climatic alteration and its attendant developmental challenges.

The metaphor of myths is seen in man's activities of survival borne out of greed, which leads to wanton exploration and exploitation of the natural resources, leaving in its trail factors contributing to climate change. Among the Akans, the need to ensure the sanity of the environment and sustainable climate led to the introduction of taboos on land use; where sizeable portions of land were mapped out and excluded from all forms of human activities. Forest reserves were created in the name of ancestral shrines such as Nananompow near Mankessim and Abosompowmu at Twifo Mokwaa, both in Ghana. Communities along water bodies also instituted taboos that prohibited anyone from farming or mining along the water bodies. A day each was set aside for not going to farm or to the river. These, embedded in the superstition of the people, succeeded in protecting the environment and ultimately the climate for centuries until late 1970s, when the wanton exploitation of the natural resources culminated in the emergence of the phenomenon – Climate Change.

The wisdom in the metaphor of the myths is that *Nyame* expects man to judiciously take what is needed at a time and preserve the remainder for future use. The sky as a source of food in the first myth is the metaphor of all natural resources placed at the disposal of man for his benefit. Judicious use of the resources would preserve the resources for the good of humanity. That though everything within man's reach is for his use, the fourth myth postulates the contrary. The metaphor is that just as one could not use every ingredient in preparing a soup, so is it that man must learn not to touch the untouchable. Forest reserves and reserved lands along river bodies preserved the forest and prevented the rivers from drying up. Forbidding washing in the water bodies preserved the sanctity of the water sources for human consumption.

The metaphor of the myths is seen in man's activities of survival borne out of greed, which leads to wanton exploitation of the natural resources leaving in its trail factors contributing to climate change. Man's activities for survival have resulted in the destruction of protected areas such as forest reserves, leading to deforestation, which is a major contributor of climate change.

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Mining activities, especially illegal mining, are fast destroying the fertile land as well as water bodies. Most water bodies, including River Pra and River Birim (Ghana), in mining areas are gravely polluted with cyanide and other forms of chemicals which have not only made the said water sources unsafe for human consumption, but have also led to the extinction of aquatic creatures. Land degradation, deforestation and pollution of all forms have been the common features of all human activities now. These are the causes of climate change, and concerns of the Akan creation myths.

Today, every effort of life could be associated with industrial and commercial activities which have released gases into the atmosphere, leading to the concentration of greenhouse gases such as carbon dioxide, CFCs, methane, nitrous oxides and ozone forming substances to accelerate global warming. Combustion of large amount of fossil fuel in energy and commercial sector, fumes from private and commercial vehicles, farming methods such as bush burning and application of agro-chemicals pollute the atmosphere, thereby reducing the sanity of the environment and climate. Domestic activities contribute 50% of man-made greenhouse effect. With these harmful gases, the environment becomes unsafe for human habitation as everything in it becomes poisoned. The metaphor of "the stench" alluded to in the first myth and the "smoke" in the second myth are encapsulated in gases that threaten life on planet earth and their effects on the climate. The ultimate effect of these is the discomfort *Nyame* suffered, leading to His withdrawal from the polluted environment. The effect of the gases and chemicals released into the atmosphere is the metaphor of the old woman who kept knocking *Nyame* with her pestle. These gases in the atmosphere contribute to the concentration of greenhouse gases and ozone forming substances to accelerate global warming. This has directly led to the destruction of the ozone layer and has contributed to the intensity of the sun rays, resulting in the melting of ice at the poles, resulting in increase in the volume of the sea level. The result is the Tsunami, hurricane Catharina and other forms of flooding.

"Sky", as the seat of *Nyame* in the first myth, is symbolic of creative energy, law in nature, consciousness – thinking, enlightenment - wisdom and spiritual vision. *Nyame*, in the myths, is a symbol of knowledge and intelligence that is tapped to effectively and efficiently manage the

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available resources. Earth Mother (*Asaase Yaa*) who is associated with the life principle, symbolizes birth, warmth, nourishment, protection, fertility, growth and abundance. By these associations, Earth, as archetypal image, connotes the sum total of the endowments of the Earth. The fifth myth therefore presents readers with the urgency in applying positive knowledge and intelligence to the exploration of the natural resources at our disposal. The sanity of the climate could be achieved when man applies positive knowledge to the wide utilization of the resources available for his survival. This would lead to sustainable development.

Conclusion and Implications

The study has, among other things, established that the myth is one of the means by which Akans communicate their aspirations, values and expectations and a medium of explaining the people's worldview. Literally, the myths have been seen as explaining the causes of the unhealthy relationship between man and God, and the reasons for the difficulties that confront man in life. The literary amenability of the myth positions it for metaphorical interpretations. Consequently, apart from reading the myth mainly to explain the nature of relationship between *Nyame* and man, re-reading the myth through the formalistic approach explains the myth as a medium of understanding artistic models in a manner that ordinary expression could not. Metaphorically, Akan myths as a form of indigenous knowledge, explain the causes of climatic change.

It also concludes that the sustainability of developmental efforts could be achieved when resources are utilized through the best of environmentally healthy practices. For meaningful gains to be achieved in containing the climate change and ensuring sustainable development, the people must be sensitized on the phenomenon through the concepts that they understand better which are encapsulated in genres such as myths and folktales.

The implication of the present research on oral literature is that the growing trends in applying scientific approaches to explaining and addressing natural occurrences eventually excludes a number of the people who are not familiar with scientific terminologies. Oral literary scholars are thus, expected to play the role of drawing from the corpus of oral literature to help

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explain the occurrences. Indigenous knowledge must be one of the mediums of addressing knowledge-based concerns of the people we reflect in our literary scholarship.

It is also imperative that scientific discourses on climate change are premised on the inherited poetics of the societies involved. This advocates a collaborative effort between the sciences and oral literature. Oral literature has a way of addressing issues of scientific concern and this must be accessed to the people's advantage. In this way, development could be appreciated by the people and consciously sustained.

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An Evaluation of Learners Journals as Tool for Learning and Assessment

Shamim Ali, Ph.D.
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Abstract

The evaluation of students' course experience has been given due importance in the higher education sector as educators realize that effective teaching matters greatly. This paper discusses the use of student journals as a means of collecting data on the overall effectiveness of teaching in a study programme. Students in M.Phil. Class English Linguistics at the National University of Modern Languages were observed for the whole session. Student's journals provided the record of their reflections and teaching-learning experience in one semester. I obtained useful evaluative data from the student journals regarding students' perceptions of the course content, instruction, workload and assessment. The results showed that students value effective feedback and clear expectations from course teachers. The use of student journals as a course evaluation technique provides a longitudinal and insightful perspective of students' perceptions of their teaching-learning context.

Keywords/Terms: Journal, Evaluation, Writing

Introduction

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The purpose of this study is to provide an introductory overview of the nature of Journals assessment, showing examples, describing practical details, and offering suggestions for implementation for my colleagues. Being a teacher for several years, I have observed my students in testing and non testing situation, and I have noticed that students don't go for creative writing and they like stereotype classroom study, based on lectures and End term examination on the basis of rote learning. This situation was very painful for me I wanted to assess my students throughout the course, so my daughter Sophia kindled an idea of introducing journal in my M.Phil. Class. I also liked this idea and I was also sure that my students would also appreciate it, and for me these journal can work as form of assessment that can provide a more authentic, student-teacher experience and growth-oriented interactions between me and my students than tests and final assignments.

I have used Journals in a variety of instructional contexts, including class room record or the minutes of classroom proceedings. I have discovered many benefits of using Journals in my M.Phil class for ongoing assessment of my students. Students are sometimes skeptical at first about the whole idea of Journals. They often don't know what to do, and wonder about the time involved. Some are unused to self-evaluation, and are uncomfortable with the decision-making process required. Some find it difficult to complete products that are not "handed in" as an "assignment" for an immediate assessment by an external authority. I tried to provide supportive help, suggestions when asked, and feedback to early efforts as much as possible.

Anatomy of Journal

A Journal is a kind of personal diary assembled by the learner, containing samples of the learner's work collected over a short period of time such as during one particular course of instruction, or a longer period such as a year of a student's students study programme. The kinds of items will reflect the nature of the course content. Journals may contain sketches, photographs, and different diagrams in various stages of completion. A Journal describes different personality aspects of the learner's workplace situation, a classroom's inventory, the personal written reflections completed at various points, a plan for implementing a new program, an analysis of a particular study. Any of the following items are commonly collected in learner Journals:

1. Learners' formal written papers, articles, descriptions, problem solutions.
2. Assessment inventories (such as personality or learning style inventories)
3. Photographs or drawings of learner-created products, artwork
4. Record of Power Point Presentations
5. Learner journal, record of the classroom proceedings
6. Written reports, learner performance by teachers
7. Quiz Results /Record
8. Written observations of Classroom proceedings
9. Classroom Environment
10. Caricature of unwanted class fellow or a Teacher

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11. Catharsis

Theoretical Background

Journaling offers a context for making internal mental dialogue explicit. It involves self-analysis and reflection on events, discussions and ideas. This process can be structured or free flowing, individual or shared, and can often deal with metacognitive issues as well as content (Andrusyszyn & Davie, 1997). Kerka (1996) believes that journaling can "provide tangible evidence of mental processes." Journals can aid in the 'making of meaning' through allowing the connection of past to current experiences. Because journaling is a combination of writing and reflection, it is a tool that is suited for both instructional and assessment purposes in online learning environments (Hansen, 2005). Connell (2000) examined two graduate courses in which learning journals were used.

Students reported that learning journals promoted a deeper level of understanding of both the course content and of their own thinking and understanding. This deeper level has also been observed in student online journals used in other computer conferencing environments (e.g., Heflich & Putney, 2001). Journaling involves self-analysis and reflection on events or discussions (Andrusyszyn & Davie, 1997). Self-analysis is a significant focus in graduate studies because an important part of graduate learning involves the development of epistemic cognition.

Purpose of Journals

Journals are used and written in different ways according to the instructional purpose. Clark (1993) describes Journals used extensively to assess students' basic skills, knowledge, and values that are difficult to evaluate: integration, critical thinking, analysis of issues, values clarification, multicultural issues, etc.

I chose a limited number of items to avoid voluminous folders to be assessed, and because I felt that much information could be learned from relatively few items. Students submitted proper journals on weekly basis. Regularly scheduled reviews of the Journals between me and student took place at key points in the student's academic record. The process of developing Journals required discussion with the Dean of the programme and agreement to develop a statement of what learners were to learn.

A meeting in the form of group discussion with my students was held in the first class. I explained to students the purpose of journal writing, how it could fit into general classroom situation and how it could help in achieving the broad goals of the M.Phil. programme and my expectations from students. I modified my syllabus and developed scoring protocols with descriptors, and went on to explore the use of Journals. After the second week of my class, students submitted their journals to demonstrate specified competencies such as creative ability and writing skills. The record of journal in relation

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to the total work was calculated using dates. I reviewed Journals together with my students in a classroom setting.

The Application of Journals

Here are some questions for my colleagues to follow when beginning to use Journals:

- What is to be collected, by whom, and when?

- What is the purpose of Journals?

- How are distinct items to be evaluated fairly and with reasonable validity?

- How can you prepare and modify your initial plans as you and the students explore possibilities and impossibilities of using Journals?

- How can you limit the number of products required in a Journal?

- How can you use Journals in conjunction with other methods of assessment: presentations, quizzes, and formally accredited assignments?

Practical Suggestions for Using Journals

Introducing Journals to learners

Experienced Journals-users suggest that you give as much help to learners up front as possible. Be as clear as you can about what things can go in a Journal, being careful to balance your directions with the essential theme of learners' freedom to create and to choose from their creations. If possible, show samples.

Share with learners

The long terms and specific benefits of the Journals approach is sharing your thoughts. Help learners know what to expect in the Journals process. Feelings of ambiguity and a sense of unclear goals are natural, and everyone needs to be open to the trial-and-learn process of writing Journals. Show them your own intent to adapt your expectations as the Journals progress.

Communicate to learners

The best part is to communicate to learners your general expectations for the Journals contents, then work with them throughout the period of collecting their work Learners

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need lots of help focusing and selecting, especially if they are unused to the Journals method of assessment. Most simply need confirmation that the items they are creating and selecting for their Journals do indeed meet whatever might be your minimum expectations. You can help by providing time for learners to share their Journals with one another and talk together about the process of collecting items.

Arrange discussions with learners

 Sometimes discussion develops harmony between teacher and learner, one elaborate discussion about journals mid-way through the program and the second at the end of the program. The teacher discusses the samples of work chosen from the journals and describes an assessment of her evaluation process

Grading the journals

It is very difficult to grade each item in the Journals especially in the large class, and then add up the marks for a final grade. Different program contents dictate different needs for items in the Journals. First, items in one student's Journals often differ in kind and number from items in another Journal so an item-by-item grading process will be counter-productive. Bantus (1994) agrees in his Instructional Module that grading process can be very time-consuming. But the Journal is to demonstrate overall growth in learning. Item-by-item grading assesses early items against the same sorts of external criteria used to measure final items. Eagleton (2002) introduced a holistic mark blending different aspects of the Journals process: grading of particular items in the Journals (perhaps the learners' choice of the best), kinds of learning growth demonstrated, evidence of the learners' insight and self-assessment of their own learning process as evidenced in the conferences, and balance and range of skills represented in the Journals items. Tamolyn, H (2002) mentioned the role of some institutions and, instructors who meet to work out general guidelines for the contents and assessment criteria of student Journals. These instructors work on specific details and develop to grade Journals of learners in a professional training program. Rosetti (2005) emphasized on teacher evaluation as pedagogic opportunity role of the teacher. Proper Feedback throughout the process of collecting items for Journals. She asserts that it is essential to help learners focus and clarify the purpose of the Journals in their own learning. I also believe that either orally or in writing we should provide learners with thoughtful responses to their assembled Journals and the self-evaluation evident in their rationalizations for items chosen.

Benefits of Using Journals

Learners can monitor their own growth over time. They work well to follow a student through a program from course to course and year to year, providing continuity, integration, and a record of overall progress. Journals involve learners directly in their own learning and evaluation. When learners can exercise more control over the kinds of

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learning products that are evaluated, their sense of responsibility and ownership for the learning increases. The act of creating a Journal also helps move learners towards self-evaluation. It shows the process of learning, not just the outcomes. Samples are collected at various periods throughout the learning process, thus reflecting the learners' incremental stages of development. The transitions and growth that become apparent are fascinating for both learner and teacher. Learners find out more about their own learning process. Besides, people's motivation for following through any project like learning usually increases when they can see visible evidence of their progress accumulating .One of the most common reports from instructors using Journals is the powerful effect they have on student self-esteem.

The accumulated folder of concrete, personal accomplishments is visible proof to students of their own ability and mastery of the new learning. We can assess our students holistically. They contain diverse samples of work that demonstrate a variety of interconnected learner knowledge and skills. Thus Journals reflect more authentically the capability and achievements of learners. Learners must reflect on their learning, evaluate their own learning products, make selections representing their own competencies and rationalize their choices.

This process is a powerful way to raise student's awareness of the learning process. As the Journal grows, its very existence begins to shape the learner's goals. Meanwhile the student's insights about the learning process, revealed through the selection and reflection involved in assembling the Journals continue to shape the student's approaches to learning experiences and assignments .Journals are useful for learners seeking employment.

The materials in a Journal can be easily translated into a resume. Some employers now require applicants to provide Journals of their work. Journal are not useful for students only ,they provide an opportunity to work together to develop criteria and scoring tools, agree on items for inclusion, and make changes to programs and instruction based on Journals results. Developing a Journals approach requires teacher to reexamine instructional goals and communicate these clearly to one another and to students. Because Journals reach across courses, they promote collaborative teaching.

The following five strategies can help maximize the effectiveness of Journals in language class

- elaborate the purpose of the Journals
- make them aware of   self-reflection
- teach them the art of reviewing
- teach them the purpose of peer evaluation
- Make them comfortable with creative writing

Potential Concerns in Using Journals

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Journals assume that learning unfolds in different ways, with different outcomes, for each learner. Journals allow learners to reveal skills, creative abilities and understandings that are unique, and possibly not anticipated by the instructor. In programs and courses where certain performance standards must be pre-determined and met exactly, Journals should be supplemented with other kinds of assessment tools (such as testing and students demonstration of a particular skill).

Some instructors wonder how a Journal can be a valid or reliable measure of learner achievement. Constructs like "validity" and "reliability" assume that learning outcomes should be pre-determined and measurable against an external standard. The learner may choose samples of work that reflect different outcomes and performance standards than what have been pre-determined for the learner to achieve. The learner's own creative products reflecting a particular direction of learning may be admirable, but not always helpful indicators of the extent to which the learner has achieved the minimal standards.

Journals are often time-consuming for teachers to evaluate. This issue cannot be considered outside of context. Some teachers spend far more time writing comments on learners' final essays than they would in grading a Journal of products holistically. Some instructors find that time spent conferencing with students about their Journals is valuable instructional time, and cannot be considered as "extra" marking time.

Learning how to use any unfamiliar assessment approach will be, in the beginning, more time-consuming than customary approaches .Journals can provide a history of learning and growth, a structured record of learner accomplishment, a vehicle to engage learners in active reflection on their experience, a way to develop self-evaluation habits and skill, as well as a method for assessing progress. Building a Journal involves point-in-time performance assessment. The construction of a Journal allows both the students and the instructor to assess transitional change as well as cumulative learning. The following six strategies can help maximize the effectiveness of Journals use to evaluate students in your program:

- define the purpose of the Journals
- teach the students to self-reflect
- structure Journals reviews by the students
- make time for peer evaluation
- share Journals with students regularly
- give them time to become comfortable with Journals

Conclusion

Journal writing is a kind of assessment that has been described as "authentic", grounded in activities connected with learners' everyday problems, insights, and practical dilemmas. Journals demand learner responsibility in the process of creating, reflecting on and evaluating learning, and Journals focus on the learning process as well as its

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outcomes. Creating a Journal requires new skills in selection, articulation and design, and a favorable attitude towards critical reflection and self-analysis. While learners usually can develop these skills during the process itself of building a Journals, they often need assistance and patient understanding from course instructors as they work through the process. Journals assessment, when planned and implemented thoughtfully, can promote learners' personal and educational development, strengthen connections between course material and its application, and provide a focus for meaningful speech acts between teachers and students.

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APPENDIX

Journal Assessment		
Name_____Date_____		
1=Contingent 2=Narrow 3=Ample 4=Competent 5=Proficient		
Preparation of Journal	**1 2 3 4 5**	**Grading_____**
Journal is complete - contains all required material Items are appropriately dated, identified, organized Journal contains Table of Contents Overall presentation shows care and thought **Comments:**		
Documentation of Growth	**1 2 3 4 5**	**Grading _____**
Work samples reflect growth in particular areas Journal items written thoughtfully and purposefully Journal demonstrates achievement in significant outcome areas of knowledge, skill, and attitudes		

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Journal organization and presentation demonstrates awareness of identified audience needs		
Comments:		
Evaluation of Selected Item(s)	**1 2 3 4 5**	**Weighting_____**
Overall quality Thoughtfulness: detail, clarity, originality, development Appropriateness of form for message and audience Relationship of form and content Use of details in presentation to enhance . . . (meaning, audience appeal, mood, design, unity, emphasis, voice, clarity, or whatever criteria are relevant to the item) **Comments:**		
Quality of Reflections/Self Evaluation demonstrated at closing conference	**1 2 3 4 5**	**Grading _____**
Comments examine products as well as learning processes, strategies Comments show evidence of revisiting specific work samples Comments show self-awareness and insight into behavior, attitudes, values, and beliefs Comments identify areas for further improvement and set directions for action and learning **Comments:**		

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Teaching Speaking Skills through Communicative Activities
A Classroom Report

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Introduction

We need to do a lot of experiments, innovations and pedagogical variations in the classrooms to improve the teaching and learning of English in India. It is found that even after learning English for so many years in schools and colleges, students are not able to speak English in real life situations. One of the aims of this research paper is to find out some pedagogical applications to teach speaking skills effectively through communicative activities to make students more pro-active in the use of the English language in real life situations.

Focus on Social Relationships

One of the primary uses of language is to establish and maintain social relationships (Peter Watkins2007:77). We may greet people when we meet them, exchange small talks about weather, work, sports and family relationships. As a part of this social use of language we also try to entertain each other by telling jokes, narrating an event and stories, etc. We may also share

views and opinions on a variety of subjects. The language is also being used in formal context to a great extent. There are number of formal speaking situations which may arise in day-today life.

Attention to Listening Skill

Teaching of speaking skills requires focused and well planned pedagogy so as to develop students' ability to speak in English. Effective speaking depends upon the speaker's ability to interact with other persons. Speaking cannot take place without effective listening skills. So, speakers must pay attention to their listeners and adopt their own responses and questions (Caroline Woods 2005: 41).

Presentation-Practice-Communication

Cajkler & Addelman (2000:33) state that one of the current models of teaching language is *Presentation-Practice-Communication* which emphasizes the importance of the teacher's oral input and the learner's practice and repetition of the oral model in the acquisition of the target language. The most important aspect is significant input on the part of the teacher at the initial stage of lesson that must be based on oral and aural activities, which in turn lead to a practice stage based on speaking and listening activities.

My Experiment – Use of a Variety of Tasks

As a part of an experiment, I tried to instill into the learners the ability to move from a closely structured & guided use of language (such as repetitions) to less guided and free language productions (to make them their own utterances). It can be stated that one can always make his/her classroom situations from dependence to independence which may give a lot of opportunities to use the target language. Therefore, teaching of speaking skills requires the use of variety of tasks on the part of teacher in terms of communicative activities. Cajkler & Addelman (40) states this notion as 'diminishing support' and gives examples of speaking activities based on Presentation-Practice-Communication model:

- **Presentations**: The teacher mimes the action and presents the vocabulary and phrases for less able students.
- **Practice** :

- ➢ Repetition of phrases and vocabulary
- ➢ Responding to flashcards
- ➢ Responding to the teachers questions
- ➢ Pair work
- ➢ Questionnaire on hobbies

➕ **Communication**: talking freely about one's leisure, personality, describing people, places & things etc.

Pedagogy

In my experiment, a diagnostic test-achievement test-control group design was used. There were 50 students of undergraduate class in Nashik (K.T.H.M. College, Nashik, Maharashtra State, India) involved in the study. The experiment group was randomly selected from various departments of the college. The experimental group was given extensive use of communication activities for four months in well-planned sequences. A wide range of communicative exposure activities and speaking skills-focused tasks were deployed for getting their interest and to retain students' participation in the teaching and learning.

A diagnostic test was carried out to see to what extent learners know English and their areas of difficulty such as grammar, pronunciation, fluency, accuracy, vocabulary, etc. After eliciting the views of learners, the communicative activities were selected for the experiment. I used some basic communicative activities and some advanced communicative activities to balance the objective of teaching speaking skills.

As a researcher I took the help of Cajkler and Addleman (40) pedagogical model P-P-C to deal with speaking skills in the class with the help of communicative activities. As this model enables moving from dependence to independence classroom situations, i.e., the teacher draws back his support and let his classroom activities with more students' involvement and enabling them to become independent in language production. The teacher remains the resource during lessons for students to do more language productions.

The following communicative activities were introduced considering the need and necessity of the learners:

i)   Warm ups

ii)   Brain Storming

iii)   Greetings and Responding

iv)   Requests and Suggestions

v)   Language Games

vi)   Casual conversations and Questioning

vii)   Talking about one's personality

viii) Short audio

ix)   Short video

x)   Short Discussion

xi)   Group Discussion

xii)   Role plays

xiii) Describing people /place /things

xiv)   Presentations

xv)   Pronunciation tasks

Classroom Procedure

I introduced the communicative activities by describing the particulars of the activities clearly so that all the students understood the processes. Then I set the goal for the activities. Role cards were used for some activities like role plays, language games, describing a person or place, etc. at the initial level. The cards given to below average students included words and expressions of common uses. While introducing conversational situations I made use of brainstorming first to forecast what vocabulary, grammar and idiomatic expressions they might

use and then gave them the task of day-today conversational situations. As a part of classroom management, I made small groups according to the three categories: advanced (excellent), average (confident /good) and below average (slow learners) for group activities only. Enough time was given them to prepare and organize their thoughts and express themselves. Another crucial part was that I remained as a resource in communicative mode to answer students' questions and not to correct their pronunciation or grammar unless they specifically asked me about it. After the role play/activity was over, feedback was given on grammar or pronunciation problems which were noticed during the activity.

Some of the communicative activities required formation of group of students to give them practice in target language. This kind of grouping made them more informal and friendly that they become more confident and they were ready to participate in various communicative activities. For instance I carried a pre-viewing discussion and a post-viewing discussion in case of showing a short video to make them use target language extensively.

While introducing questions and casual conversations some specimen question patterns and casual pieces of conversation were provided to the group of students. I gave those situations in which they would get involved in producing utterances of their own. The following instances of casual conversation, questioning and talking about one's personality can serve as examples:

I)   **Casual Conversation :**

A: What do you do?

B: I am a student.

A: Which college do you go?

B: I go to KTHM College?

A: When does it start?

B: It starts at 7.30 a.m.

A: How far is your college from your home?

B: It is about five kilometers.

A: How do you go to college?

B: I go to college by bus.

II)   **Questioning**

A: What did you watch last night?

B: I watched TV.

A: Which programme did you watch?

B: I watched a panel discussion on NDTV India.

Thus, the above mentioned small tasks can get students involved in the teaching and learning process better and will help them pick up the language.

Analysis and Result

Data was collected from oral tasks, scores of diagnostic test and achievement test, questionnaire of interest and attitude of learners, students' interview, teachers' views, etc. A diagnostic test of 50 marks was prepared which included introducing self, introducing others, talking about friends, daily routine, spontaneous talk for a minute and conversational situation.

The oral diagnostic test was carried out with the help of video camera. The performances of the students were recorded on video during the diagnostic test and after deploying the communicative activities for teaching speaking skills for students for 3 and half months (53 days: 164 hrs). The results were analyzed on the basic of improvement in the achievement test in terms of grammar, fluency, pronunciation, vocabulary and accuracy. Apart from this, interview of some of the selected students were taken and the result was analyzed. The following table shows the improvement of students in achievement test.

Table No: I

Result of Diagnostic Test and Achievement Test

Content of measurement	Below Average Students (%)		Average Students (%)		Excellent Students (%)	
	Diagnostic Test	Achievement Test	Diagnostic Test	Achievement Test	Diagnostic Test	Achievement Test
Grammar	60%	23%	30%	46%	10%	31%
Fluency	72%	27%	19%	41%	9%	35%
Vocabulary	64%	19%	21%	55%	15%	26%
Pronunciation	79%	35%	11%	47%	10%	18%
Accuracy	76%	40%	16%	39%	4%	21%

Some Observations

I noticed the following after employing the communicative activities to teach speaking skills in the classroom.

I)   Students become motivated and more positive to learn other subjects too.

II)   Students were ready to participate in any of the classroom activities.

III)   They were ready to carry out 'routine' exchange, for example, when greeting someone, starting a conversation, asking for information, etc.

IV)   Learners took part easily and confidently in casual conversation in English.

V)   Learners now came to know when it was appropriate to speak, how could they speak politely and make interpretations and so on.

VI)   Students were easily able to discuss and manage activities such as inviting others to speak, asking for repetition and so on.

VII) Learners were able to speak with intelligible pronunciation.

VIII) Students could select appropriate vocabulary and use grammar to organize whatever they say.

Conclusion

To conclude, I found it profitable to use this communicative activities experiment to teach speaking skills as most of the students became motivated and friendlier to use the language quite fluently.

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Platonic Dialogue in Cyber Age: Implications for Higher Education

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Abstract

There have been numerous theories about the teaching methodologies, ranging from the old time Grammar Translation Method (GTM) to the modern communicative approaches. It is intriguing that the modern theories of learning that emphasize the cognitive aspects of knowledge and its inculcation seem to have their precedents in the Greek masters' pedagogical practices. One cannot fail to notice that, unlike the controlled atmosphere of modern-day classrooms, Socrates used a much more open and fluid methodology to inculcate knowledge in the minds of his pupils. That 'dialogic' imagination not only transferred the existing knowledge but also, in the process, transformed it through the raising of questions and their multiple/possible answers.

What are the implications of that method in our era of postmodern uncertainties and cyber-space states of flux? How can we benefit from the Platonic dialogic methods without sounding too ancient or archaic? Is Platonic dialogue still applicable in this 'dot.com' era is the question which will be addressed in this paper.

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Introduction

Method in Madness (Fragmentation or Integration?)

For the modern mind, it would seem insane to suggest the idea of the unification of knowledge. The phenomenal growth in all branches of knowledge, and its classification into so many sub-fields led to the emphasis on the specialization and expertise in one field or subject for one scholar.

Now it is unimaginable to dream of becoming a master of philosophy, medicine, mathematics, logic, rhetoric, etc., all rolled into one person. The age of Socrates, Plato, Aristotle, Avicenna, and Averroes is long over. The ancient philosophy and medicine believed in the wholeness and oneness of reality, whether of the cosmos or the human body. Therefore, the idea of the unification of knowledge prevailed.

In the postmodern decentered universe, everything, including knowledge is fragmented. The Socratic Method and Platonic dialogues were meant to harmonize various branches of knowledge. There was a subtle method in that apparent madness. It is apparent that one way traffic of the flow of knowledge from the teacher to the student has no space for communication, analysis and required skepticism in raising questions and developing understanding about a given subject.

In contrast to the present day strict demarcation of subjects into the categories of arts, science, engineering etc., Plato emphasizes on keeping a balance in the subjects he recommends to be taught. For example, when he talks about music, he warns that too much of it can be as dangerous as too much athletics. To be merely an athletic is to be nearly a savage and merely a musician is to be 'melted and softened beyond what is good' (410).

Then talking of integration he says as reported by Durant (1985) that music should be used to 'provide attractive forms for the sometimes unappetizing contents of mathematics, history and science, there is no reason why for the you these difficult studies should not be smoothed in verse and beautified with song'. Music and gymnastics have a wider meaning here. 'Music' means everything that is the province of the muses and as wide as what we call culture – to be devoted to making men 'gentlemen' as interpreted by Russell (1991).

Plato's subtle soul found a new joy in the 'dialectic' game of Socrates, it was a delight to behold the master deflating dogmas and puncturing presumption with the sharp point of his

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questions (Durant 1985). This question-answer session was not a mere debate but a careful analysis and fruitful discussion. The creation of 'Socratic dialogues' was an inescapable necessity for him.

1.1.   Socratic Method in Platonic Dialogues

To understand Plato's method of instruction we need to know the objectives he set for education, the subjects he recommended to be taught and their integration, prerequisites, qualities of human behavior, his philosophy and evaluation required for such education as has been explained below.

1.1 Objectives

The objectives Plato had defined for his method of instruction were to discover the wisest and the best men and then to enable and persuade them to rule. Plato was astounded at the folly of leaving at the mob's caprice and gullibility, the selection of political officials. He says when we are ill we do not want a handsome or an eloquent physician but a competent one. When the whole state is ill, should we not look for the service and guidance of the wisest and the best. 'To devise a method of barring incompetence and knavery from public office and of selecting and preparing the best to rule for the common good' was the purpose of his life as stated by Durant (1985).
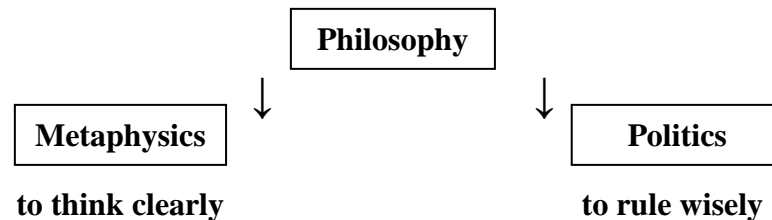
1.2. Subjects

Khalid (1998) reports that the moral traits of character, such as whole-mindedness, temperance, subjection of passion to reason, patience, courage and consideration for the right and wrong was developed through gymnastics, in the world of Plato.

After the initial period of gymnastics, Plato recommends the study of music to prepare a gentle nature which has also great courage. Through music, the soul learns harmony and rhythm and even a disposition to justice, for, 'can he who is harmoniously constituted ever be unjust? (401 Protagoras 326).

Mathematics is another subject which he thought was an indispensable prelude to philosophy and its highest form. On the door of his academy was written, 'Let no man ignorant of geometry enter here'. It seems to us unwise to have insisted on teaching geometry

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to the younger Dionysius tyrant of Syracuse, in order to make him a good king, but from Plato's point of view it was essential. He was sufficiently Pythagorean to think that without mathematics no true wisdom is possible.

Plato also advocates the teaching of philosophy and calls it 'dear delight philosophy' meaning two things:

```
                    ┌──────────────┐
                    │  Philosophy  │
                    └──────────────┘
         ┌──────────────┐        ┌──────────────┐
         │ Metaphysics  │   ↓    │   Politics   │   ↓
         └──────────────┘        └──────────────┘
         to think clearly         to rule wisely
```
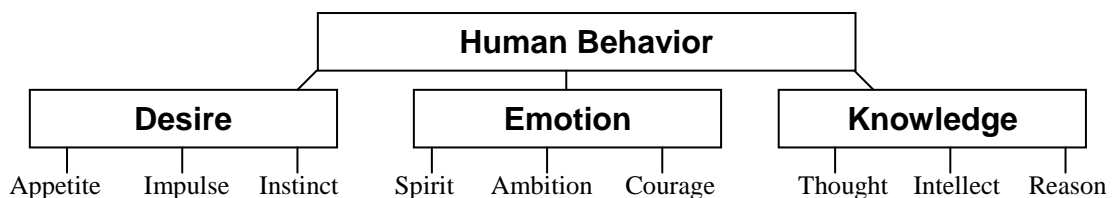
Plato recommends arithmetic, geometry, astronomy and harmony not to be pursued in any utilitarian spirit, but in order to prepare the learners' minds for the vision of eternal things.

1.4. Prerequisites

Contrary to the current prerequisites for entry into the institution of higher education, Plato proceeds by giving the perquisites of education, that a young man is selected on the ground of a combination of intellectual and moral qualities. He must be just and gentle, fond of learning, with a good memory and a harmonious mind.

1.5. Human Behavior

The sources of human behavior according to Plato are as follows.

```
                    ┌────────────────────────────┐
                    │       Human Behavior       │
                    └────────────────────────────┘
      ┌─────────────┐      ┌─────────────┐      ┌─────────────┐
      │   Desire    │      │   Emotion   │      │  Knowledge  │
      └─────────────┘      └─────────────┘      └─────────────┘
  Appetite Impulse Instinct  Spirit Ambition Courage  Thought Intellect Reason
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There are only a few people with the third type of human behavior i.e., knowledge and these are the ones '… whose delight is in meditation and understanding; who yearn not for goods, not for victory, but for knowledge who leave both market and battle-field to lose

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themselves in the quiet clarity on secluded thought; whose will is a light rather than fire. Whose heaven is not power but truth' (Durant: 1985). Gravity, decorum, temperance and courage seem to be the qualities mainly to be cultivated through education. Decorum demands that there should never be loud laughter.

1.6. Knowledge & Philosophy

Plato draws a distinction between 'knowledge' and 'opinion'. According to him, 'those who see the absolute and eternal and immutable may be said to know, and not to have opinion only'. How to express an opinion might be part of some of our courses but there is no training imparted on actually having and building an opinion based on knowledge. In his opinion, philosopher is a man who 'loves the vision of truth'. Philosophy is not purely intellectual , it is not merely wisdom, but love of wisdom. Anyone who has done any kind of creative work has experienced, in a greater or less degree, the state of mind in which, after long labour truth or beauty appears or seems to appear (Russell:1991).

Plato also explains the difference between clear intellectual vision and the confused vision of sense perception. He proclaimed the rights and necessity of free thought. To him good meant intelligence and virtue meant wisdom.

1.7. Evaluation and Examination

Contrary to the present examination system, in which the students start getting tested from class one, Plato suggested the age of twenty for the first test. But then it was not merely an academic examination, it had practical as well as theoretical part, 'there shall be toils and pains and conflicts prescribed for them' (413). The test was impartial and impersonal.

Those who passed their first test would receive ten more years of education and training in body and mind and character. Then they would face a second test far severer than the first. On getting success in the second test they received further education in philosophy and would be the guardians and rulers of the state, ultimately.

1.8. The Dialogue

Plato is the creator of the genre of dialogue. Today's man of the fast food taste finds the quick to-and-for flight of its shuttlecock, difficult to follow and he prefers ideas to be expounded directly. Plato adopted it because discussion by conversation was the method of his most favorite and reverend teacher, Socrates, and in his opinion the best safe guard of

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clear thinking. We have the impression of Socrates not as a mere producer of philosophical theory, but as a man talking dramatic value. The problem and issues discussed in dialogues arise naturally in the course of conversation, instead of being dragged into the foreground by an author who wishes to argue about them. For instance, in the Crito an ordinary talk between friends leads to a discussion of the rights of the state in an admirably natural way and in the Phaedo to a debate on Immortality.

2. The Platonic Dialogue has the following Characteristics:

2.1. Openings

Openings of these dialogues are marvelous yet simple. Nothing could be more masterly than the grace and naturalness of the opening of a Platonic dialogue.

2.2. Representation of the Society

These dialogues present a vivid picture of the urban, educated society.

2.3. General Construction

The general construction of the dialogues is pretty admirable; particularly in the Phaedo, the breaks and pauses in the conversation, the development of the argument and its successive steps are perfectly managed.

2.4. Truth

When Plato came to the hard business of discussion, he was not concerned with variety or art but with truth. During this period his conversation took the most direct road to a conclusion. Socrates is only interested in bringing the truth to light, not in wining an argument. (Gorgias 457 E)

2.5. Inquiry and Discovery

Plato describes in Apology, 'Going about in the world, obedient to the god, I seek and make inquiry into the wisdom of citizens and strangers, whether any one of them appears wise. And if he is not wise then in the vindication of the oracle I show him that he is not wise' (23 B)

To educate means to evoke knowledge. But knowledge is not something which in communicating pipes, 'runs from the full to the empty' (Symposium 175 D). The perennial principle of education here is what the individual can discover himself. A person will say the

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right things if one can put the right questions to him. This is the kind of dialogue that does not simply conquer and discard the opposing elements, but gives concrete expression to the struggle and conquest itself in the work of art.

2.6. Process of Change

About the process through which the guardians of the state will be produced, Plato says, 'the process … is not the turning over of one oyster-shell, but the turning around of a soul passing from a day with little better than night to the   true day of being, the ascent from below, which we affirm to be true philosophy '(521C: Republic).

2.7. Theory of Recollection

Recollection is central in the dialogue form. The loving teacher, the 'midwife', produces his own formal approach. The dialogue through which the pupil finds the way to truth is a process of continuous, critical affirmation and negation.

2.8. Accidental Elements

The Platonic dialogue mirrors Socratic conversation but it necessarily differs from the latter, in the final analysis. Plato could not tolerate any accidental elements in his work. He was compelled to select the participants and to integrate them into the work according to aesthetic requirements to attune the surroundings to the inner content, to strip the natural setting of accidental factors so that it could become an effective agent in the total work. Such teaching demands concentration for long hours and seclusion where such dialogues can take place without disturbance.

2.9. Entrance Exams

Then what Plato says about the 'Selection of participants' clearly relates it to the requirements of entrance examinations for various courses.

2.10. Physical Setting of Classroom

Plato placed the encounters with his pupils in the gymnasia, or even in the Apodyterion as in the Euthydemus and the major part of the Lysis – to provide an appropriate setting for the mental gymnastics and a concrete image of the intellectual undressing with which he liked to play, or possibly to represent his own educational ideas through a parallelism of physical and intellectual discipline.

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2.11. Motivated Learners

Plato only selected such participants and situations as promised to be fruitful. They had to be highly motivated, committed and dedicated to the pursuit of truth and willing to undertake pains.

2.12. Comparison with Buddha

The educational conversation and competitive debates of the Platonic dialogues, in which Plato's characters are indulged in discourse with Socrates, are closer to the sermons of Buddha who communicated to the monks in conversation the dogma of suffering, the origin of suffering, and the right path, to attract keenly debating opponents to doctrine.

2.13. Lengthy Dialogues

Plato has been criticized for very lengthy dialogues in which one keeps teaching and the interlocutor is restricted to the comments like 'Yes' or 'No', and 'What do you mean?' The people with such criticism do not see the depth of the philosophical rhetoric and gullibly compare it to technical rhetoric. The beginning of the Theaetetus would be sufficient evidence that he was perfectly clear even in theory, about the basic principles of the dialogue as an art form. Just as he makes the reporter repeat the conversation in its dramatic simplicity in order to avoid the cumbersome interlocutory remarks, so he would not have hesitated to cut out interruptions by the participants altogether. But his inner need for dialogue conquered all objections.

2.14. Need Based Education

Plato believed that there is no ready-made knowledge simply transferable from one person to another. Philosophy is an activity, level of which is invariably determined by one's partner involved in the activity either the peer or the teacher. Every philosophical conversation conducted by Socrates in Plato's dialogues is new and different, according to different partners. Philosophical rhetoric is conducted from a constantly changing perspective that reveals different heights and breadths and different aspects of the total horizon. What the Greeks discovered long ago we are still way behind and struggling to find the right system! Today we have a number of universities around us, however, there is still a dire need for the introduction of need based education.

2.15. Ready-made Answers

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In Platonic dialogues the teacher does not provide ready- made answers. The students find them by asking various questions that are not simply open ended questions to which the teacher responds. The questions are framed in such a manner so that understanding of the concepts is enhanced through one's own queries. Then we also observe that everything may not have one correct answer. For example in the first half of the Theaetetus, a definition of 'Knowledge' is tried to be established. But the dialogue ends without arriving at any but a negative conclusion; several definitions are proposed and objected, but no definition that is considered, satisfactory is suggested.

3. Application in the Present Education System

Now that we have briefly looked into the rationale, objectives, philosophy of education subjects to be taught along with their pre requirements and need for integration and the characteristics of the Platonic dialogue, the question arises, whether this form of instruction is applicable in the present system of education?

Well, the present system of education in the world, especially in Pakistan, is inclined towards producing the first (skilled) and the second (soldiers) category of the people that Plato mentioned, whereas the ultimate aim of his method of education was to produce the third category – the wisest, the rulers. This is the category of the people which is direly needed in countries like Pakistan, who are trained to think, who do not come up with a ready made answer like a machine but are able to look at an issue from various perspectives enhancing and developing their vision as well as of their interlocutors.

Out of his recommended subjects, music in its broader concept and mathematics are still considered important especially in the first ten years of education. Philosophy has lost attraction to many however astronomy has got popularity in the form of aerospace.

Although his objectives differ – from ours, his concept of human behaviors and search for knowledge and truth is still practicable. Next, his idea of providing need- based education has been picked up by many and even included in the Education Policy (Ministry of Education, 2000) of Pakistan. Plato's thoughtful selection of the participants of his dialogue is reflected in its basic form in the present entrance examinations of many educational institutions. The only difference is of the objectives which is a big one.

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Then the strict measures and high standards of the examination suggested by Plato is something that we need to implement as our examination system has many weaknesses and loopholes. Moreover, it tests only memory and not 'knowledge' as explained by Plato.

So far as the dialogue itself is concerned, it will rather be too much and too difficult to adopt it in its original form because of the time limits, curriculum constraints, large classes, emphasis on skill based learning and untrained teachers. Never the less, this method can be adapted according to the various needs and situations of the learners just like Edge (1991) who has based his idea of 'Collaborative Development' on the 'inquiry' and vision of truth' of Plato.

4. English Language Teaching and Platonic Dialogue

In the contemporary studies, there is a tendency to consider classical rhetoric exclusively as a public art in which formal speeches are delivered to an assembly. Although the modern ideas of giving presentations, Shehzad (2003) and Reinhart (2002) are almost similar to Plato's use of the five Greek canons of delivery, the psychology of discourse (memory), invention, arrangement and style but differ in the 'interdependent exchange of ideas and emotions, the push and pull of spiraling intellectual and psychological inquiry', Welch (1988:10). Jowett (1928:306) further supports this view, 'The art of disputation, then is not confined to the courts and the assembly, but is one and the same in every use of language'.

One-to-one dialectics is based on philosophical rhetoric involving inquiry. Here passivity precludes dialectic. For example, the literary characters of Phaedrus, Alcibiades and Thrasymachus presented in *Phaedrus*, *Symposium* and *Republic* not only interact with Socrates but also with the environment they populate. These active interlocutors dare to challenge Socrates and are challenged back. This verbal interchange of persuasion and belief contradicts with the everyday available ELT books based on role plays.

However as Welch (1988:11) warns that ' this kind of movement, and emphasis on individual responsibility in the rhetorical, dialectical act is not an easy to capture, to codify, even to prescribe, as rhetoric before a large audience whose interaction must by its very nature be difficult to assess'. A great deal of care and planning is needed to introduce the Platonic dialogue in our education system. So a top-down approach is recommended, i.e., starting from the university students. Plato, according to Lunsford and Ede (1984:43) studied the power of the mind to gain meaning from the world and to share meaning with others'. A

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strong relationship between the language courses and power of the mind needs to be established. Hence a great work awaits the materials designers and curriculum developers.

Conclusion

Despite the fact that Platonic method of instruction is feasible, partially, in the present education system, the basic difference of the objectives of education remains there. We want knowledgeable, skilled and good citizens for sustainable development whereas Durant (1985) reports, Plato wanted those, that survive, scarred, sobered and self-reliant, shorn of scholastic vanity by the merciless friction of life, and armed now with experience, culture and conflict can cooperate to give – these men at last shall automatically become the rulers of the state. In the present political scenario it would be suffice to say that if only we could have such training of our leaders, we wouldn't be far behind the advanced nations.

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YEAR	LANGUAGE	AUTHOR	TITLE
2011	Oriya	Sohag Sundar Nanda, Soumya Mishra, Sanghamitra Mohanty	Oriya Language Text Mining Using C5.0 Algorithm
2010	Hindi	Gopi Srinath,S.V.P, Nikhil Joshi, Prabhat Mudagal and Amihabha Mukherjee	Learning grounded semantics of Hindi nouns from video surveillance and user commentary
2010	General	Pinaki Bhaskar and Sivaji Bandyopadhyay	A query focused automatic multi document summerizer
2010	Hindi,telugu,Tamil,Kannada & Malayalam	Kosuru Pavan, Niket Tandon and Vasudeva Verma	Addressing Challenges in automatic language identification of romanized text
2010	Bengali	Kamal Sarkar and Sumana Das	Automatic keyphrase extraction from Bengali documents
2010	General	Supreethi.K.P & E.V. Prasad	A Novel Document Representation Model for Clustering
2010	Hindi	B.A.Sharada	Exploring Hindi WordNet as a lexical interface and subject headings tool in library OPAC
2010	Hindi	Sujoy Das,Anurag Seetha, M.Kumar andJ.L.Rana	Post Translation Query Expansion using Hindi Word-Net for English-Hindi CLIR System
2010	Genral	C.Anantaram	Semantic information retrieval from enterprise data
2010	General	Pushpak Bhattacharya, Sudeshna Sarkar, Karunesh Arora,S.Bandyopadhyaya,,Aja	Standardization in cross lingual information access
2010	General	Kalika Bali	Interpreting text for indian language TTS
2010	General	Kishore Prahallad	Accessibility of all information to all people
2010	General	Ajaykumar Patel	Information retrieval using text detection from video by image processing and speec recognition for
2010	General	Jyotsna Nigam	Intelligent web retrieval system

2010	General	Sanjay Kumar Malik	Knowledge management with semantic annotation: An approach for information retrieval using KIM
2010	General	Rohit Singh and Ashish Kumar Shukla	Library services in web environment
2010	General	Anusha Ramineni, Shashikala Tapaswi and Anurag Srivastava	Ontology-based image retrieval:A reference to Indian Heritage
2010	General	Varsha Sharma, S.K.Sahu and Rajvir Singh	Role of semantic web in knowledge management system
2010	General	Pooja Kherva and Sanjay Kumar Malik	Semantic annotation tools for knowledge management :Analysis and review
2010	General	P.Santhi Thilagam	Unstructured knowledge representation using polyscopic modelling
2010	General	Himanshu Chauhan,Pankaj Dhoolia, Ullas Nambiar and Ashish Verma	WAV:Voice access to web information for masses
2010	Bengali	Banerjee, Avishek; Bhattacharyya, Swapan; Hazra, Simanta; Mondal,	• Bengali-English relevant cross lingual information access using finite automata
2010	Hindi	Sengar,D.S	Digital information storage in Hindi language
2010	Bengali	Jubayer Shamshed and S. M. Masud Karim	A Novel Bangla Text Corpus Building Method for Efficient Information Retrieval
2010	Bengali	Amitava Das and Sivaji Bandyopadhyay	Topic-Based Bengali Opinion Summarization
2010	Bengali	Md Tawhidul Islam and Shaikh Mostafa Al Masum	Bhasa: A Corpus-Based Information Retrieval and Summariser for Bengali Text
2010	Bengali	A. Das and S.Bandyopadhyay	Sentiment Creates SentiWordNet(s) for Indian Languages Involving Internet Population,
2010	Bengali	A. Das and S. Bandyopadhyay	Towards The Global SentiWordNet
2010	Bengali	A. Das and S. Bandyopadhyay	SentiWordNet for Indian Languages

2010	Bengali	A. Das and S. Bandyopadhyay	SentiWordNet for Bangla
2010	Bengali	P. Bhaskar, A. Das, P. Pakray and S. Bandyopadhyay	Theme Based English and Bengali Ad-hoc Monolingual Information Retrieval in FIRE 2010
2010	General	Karthik Raman, Raghavendra Udupa, Abhijit Bhole and Pushpak Bhattacharyya	On Improving Pseudo-Relevance Feedback using Pseudo-Irrelevant Documents
2010	General	A. Kumaran, Mitesh M. Khapra, Haizhou Li	Whitepaper of NEWS 2010 shared task on transliteration mining
2010	General	Mitesh M. Khapra, A. Kumaran, Pushpak Bhattacharyya	Everybody loves a rich cousin: an empirical study of transliteration through bridge languages
2010	General	Sai Krishna, Prasad Pingali, Vasudeva Varma	An information retrieval approach to spelling suggestion
2010	General	Raghavendra Udupa, Shaishav Kumar	Hashing-based approaches to spelling correction of personal names
2010	General	Chinmay E. Kulkarni, Santosh Raju, Raghavendra Udupa	Memento: unifying content and context to aid webpage re-visitation
2010	General	Shaishav Kumar, Raghavendra Udupa	Multilingual people search
2010	General	Raghavendra Udupa, Mitesh Khapra	Improving the multilingual user experience of Wikipedia using cross-language name search
2010	General	Sai Krishna, Prasad Pingali, Vasudeva Varma	An information retrieval approach to spelling suggestion
2010	Oriya	Sitanath Biswas, S. P. Mishra, S Acharya & S Mohanty	A Hybrid Oriya Named Entity Recognition system: Harnessing the Power of Rule
2010	Sindhi	Javed Ahmed Mahar and Ghulam Qadir Memon	Sindhi Part of Speech Tagging System Using Wordnet
2010	Telugu	G.V.S.Raju, B.Srinivasu, Dr.S.Viswanadha Raju,K.S.M.V.Kumar	Named Entity Recognition for Telugu Using maximum entropy model
2010	English, Telugu and Tamil	P.Sujatha, P.Dhavachelvan and V.Narasimhulu	Evaluation of English-Telugu and English-Tamil Cross Language Information Retrieval System using

2010	General	G. Sudha Sadasivam, C.Kavitha, M.SaravanaPriya	Ontology Based Information Retrieval for E-Tourism
2010	English and Hindi	Dr. S.K Dwivedi, Rajesh Kr. Gautam and Parul Rastogi	Impact of language morphologies on Search Engines Performance for Hindi and English language
2010	General	Dr. Sunitha Abburu, Jinesh V N,	Development of Cinema Ontology: A Conceptual and Context Approach
2010	General	Alok Ranjan,Harish Verma, Eatesh Kandpal,Joydip Dhar	An Analytical Approach to Document Clustering Based on Internal Criterion Function
2009	Hindi	KV N Sunitha and N Kalyani	Improving word coverage using unsupervised morphological analyser
2009	General	Dinakar Jayarajan	Using Semantics in document representation:A Lexical chain approach
2009	Hindi	Amarish K Pandey, Tanveer J. Siddiqui	Evaluating effect of stemming and stop-word removal on Hindi text retrieval
2009	English-Hindi	Anurag Seetha,Sujoy Das and M.Kumar	Improving performance of English-Hindi CLIR system using linguistic tools and techniques
2009	General	C.V.KrishnaKumar and Krishnan ramanathan	STAIR:A System for topical and aggregated information retrieval
2009	English-Hindi	Sujoy Das,Anurag Seetha, M.Kumar andJ.L.Rana	Disambiguation strategies for English-Hindi cross language IRS
2009	General	Sudeshna Sarkar	A Personalized Information Retrieval Module for Retrieving Learning Materials
2009	General	Jawahar, C.V.; Balasubramanian, A.; Meshesha, Million;	Retrieval of online handwriting by synthesis and matching.
2009	General	Srinivas Bangalore, Michael Johnston	Robust Understanding in Multimodal Interfaces
2009	General	Pawan Goyal, Laxmidhar Behera1, and T.M. McGinnity	An Information retrieval Approach Based on Semantically Adapted Vector Space Model
2009	General	Abu Shamim Md. Arif, M. M. Rahman and S. Y. Mukta	Information retrieval by modified term weighting method using random walk model ith query

2009	Bengali	Das, A. and Bandyopadhyay S.	Theme Detection an Exploration of Opinion Subjectivity
2009	Bengali	Das, A. and Bandyopadhyay, S.	Subjectivity Detection in English and Bengali: A CRF-based Approach
2009	Gujarati	Manish Kayasth, Dr.Bankim Patel	Offline Typed Gujarati Character recognition
2009	Gujarati	S. Mehta, S. R. Mohan, J. Dholakia et al	Resource Centre for Indian Language Technology Solutions – Gujarati Achievements
2009	Gujarati	S. Mehta, S. R. Mohan, J. Dholakia et al	Resource Centre for Indian Language Technology Solutions – Gujarati Achievements
2009	General	Raghavendra Udupa, Abhijit Bhole and Pushpak Bhattacharyya	A Term is Known by the Company it Keeps": On Selecting a Good Expansion Set in Pseudo-Relevance
2009	General	Ganesh Ramakrishnan and Pushpak Bhattacharyya	Question Answering Using Word Associations
2009	General	Raghavendra Udupa, K. Saravanan, A. Kumaran, Jagadeesh Jagarlamudi	MINT: a method for effective and scalable mining of named entity transliterations from large comparable
2009	General	Rahul Katragadda, Prasad Pingali, Vasudeva Varma	Sentence position revisited: a robust light-weight update summarization 'baseline' algorithm
2009	General	Santosh Raju, Prasad Pingali, Vasudeva Varma	An Unsupervised Approach to Product Attribute Extraction
2009	General	Chandan Kumar, Prasad Pingali, Vasudeva Varma	A light-weight summarizer based on language model with relative entropy
2009	General	Chandan Kumar, Prasad Pingali, Vasudeva Varma	Estimating Risk of Picking a Sentence for Document Summarization
2009	General	Raghavendra Udupa, Saravanan K, Anton Bakalov, Abhijit Bhole	"They Are Out There, If You Know Where to Look": Mining Transliterations of OOV Query Terms
2009	General	Raghavendra Udupa, Abhijit Bhole, Pushpak Bhattacharyya	"A term is known by the company it keeps": On Selecting a Good Expansion Set in Pseudo-Relevance Feedback
2009	General	Raghavendra Udupa, Saravanan K, Anton Bakalov, Abhijit Bhole	"They Are Out There, If You Know Where to Look": Mining Transliterations of OOV Query Terms

2009	General	Alain Plantec, Vincent Ribaud, Vasudeva Varma	Building a semantic virtual museum: from Wiki to semantic Wiki using named entity recognition
2009	General	Praneeth Shishtla, V. Surya Ganesh, Sethuramalingam Subramaniam, Vasudeva	A language-independent transliteration schema using character aligned models at NEWS 2009
2009	General	Rahul Katragadda, Vasudeva Varma	Query-focused summaries or query-biased summaries?
2009	General	Sethuramalingam Subramaniam, Anil Kumar Singh, Pradeep Dasigi,	Experiments in CLIR using fuzzy string search based on surface similarity
2009	General	Santosh Raju, Prasad Pingali, Vasudeva Varma	An Unsupervised Approach to Product Attribute Extraction
2009	Telugu	V. B. Sowmya, Vasudeva Varma	Transliteration Based Text Input Methods for Telugu
2009	General	Chandan Kumar, Prasad Pingali, Vasudeva Varma	Estimating Risk of Picking a Sentence for Document Summarization
2009	Bengali	Ekbal,A.,Bandyopadhyay,S	Bengali Named Entity Recognition Using Classifier Combination
2009	General	Sethuramalingam Subramaniam	Effective Query Translation Techniques for Cross-Language Information Retrieval
2009	General	Praneeth Shishtla, Surya Ganesh V, Sethuramalingam Subramaniam and Vasudeva	A Language-Independent Transliteration Schema Using Character Aligned Models
2009	General	Sethuramalingam Subramaniam, Anil Kumar Singh, Pradeep Dasigi, and	Experiments in CLIR Using Fuzzy String Search Based on Surface Similarity
2009	General	Saha, Sujan Kumar and Sarkar, Sudeshna and Mitra, Pabitra	Feature selection techniques for maximum entropy based biomedical named entity recognition
2009	Tamil and English	D. Thenmozhi and C. Aravindan	Tamil-English cross lingual information retrieval system for agriculture society
2008	General	Dinakar Jayarajan,Deepti Deodhare and Balaraman Ravindran	Lexical chains as document features
2008	General	Siddiqui,Tanveer and, U.S.Tiwary	Natural Language Processing and Information Retrieval

2008	General	Harshit Surana and Anil Kumar Singh	A More Discerning and Adaptable Multilingual Transliteration Mechanism for Indian Languages
2008	General	Anil Kumar Singh.	A mechanism to provide language-encoding support and an NLP friendly editor.
2008	Bengali and Hindi	Debasis Mandal; Sandipan Dandapat; Mayank Gupta; Pratyush Banerjee; Sudeshna	Bengali and Hindi to English CLIR Evaluation
2008	Hindi	S.K. Dwivedi and Parul Rastogi	An Entropy Based Method for Removing Web Query Ambiguity in Hindi Language
2008	General	H.Ghosh, G.Harit and S.Chaudhury	Using ontology for building distributed digital libraries with multimedia contents
2008	General	Swaran Lata,Parul Bajaj and Somnath Chandra	Issues of Common Locale Data Repository in Indian Languages
2008	General	B.A.Sharada	Digital Libraries in Multilingual Countries: An Indian Case study.
2008	General	Prasad, J R; Prasad, R S; Kulkarni, U V	A Decision Support System for Agriculture Using Natural Language Processing (ADSS)
2008	Bengali, Hindi, Marathi, Punjabi, Tamil and Telugu.	CLIA Consortium	*Cross Lingual Information Access System for Indian Languages*
2008	General	Das, Anup Kumar	Open Access to Knowledge and Information: Scholarly Literature and Digital Library Initiatives the South Asian Scenario
2008	Bengali	Md. Abul Hasnat, S. M. Murtoza Habib and Mumit Khan	A high performance domain specific OCR for Bangla script
2008	Bengali	Bandhyopadhyay, A. Das , P. Bhaskar	English Bengali Ad-hoc Monolingual Information Retrieval Task Result at FIRE 2008
2008	General	Abbas Malik, Christian Boitet and Pushpak Bhattacharyya	Hindi-Urdu Transliteration Using Finite State Transducers
2008	Hindi ,English&Marathi	Manoj K. Chinnakotla, Sagar Ranadive, Om P. Damani and Pushpak Bhattacharya	Hindi to English and Marathi to English Cross Language Information Retrieval Evaluation
2008	General	Jagadeesh Jagarlamudi and A. Kumaran	Cross-Lingual Information Retrieval System for Indian Languages

2008	Bengali, Hindi , Telugu & English	Sivaji Bandopadhyay, Tapabrata Mondal, Sudip Kumar Naskar, Asif Ekbal,	Bengali, Hindi and Telugu to English Ad-Hoc Bilingual Task at CLEF 2007
2008	Bengali,Hindi and English	Debasis Mandal, Mayank Gupta, Sandipan Dandapat, Pratyush Banerjee and	Bengali and Hindi to English CLIR Evaluation
2008	Hindi, Telugu, Oromo & English	Prasad Pingali, Kula Kekeba Tune and Vasudeva Varma	Improving Recall for Hindi, Telugu, Oromo to English CLIR
2008	General	Jagadeesh Jagarlamudi, A. Kumaran	Cross-Lingual Information Retrieval System for Indian Languages
2008	General	Raghavendra Udupa, K. Saravanan, A. Kumaran, Jagadeesh Jagarlamudi	Mining named entity transliteration equivalents from comparable corpora
2008	General	Tanuja Joshi, Joseph Joy, Tobias Kellner, Udayan Khurana, A Kumaran, Vibhuti	Crosslingual location search
2008	General	Jagadeesh Jagarlamudi, A. Kumaran	Cross-Lingual Information Retrieval System for Indian Languages
2008	General	Chandan Kumar, Prasad Pingali, Vasudeva Varma	Generating Personalized Summaries Using Publicly Available Web Documents
2008	General	Chandan Kumar, Prasad Pingali, Vasudeva Varma	Generating Personalized Summaries Using Publicly Available Web Documents
2008	General	Animesh, N., Ravi Kiran Rao, B., Pawandeep, S., Sudip, S., Ratna, S	Named Entity Recognition for Indian Languages
2008	Kannada	B. M. Sagar,G. Shobha and P. Ramakanth Kumar	OCR for printed Kannada text to machine editable format using database approach
2008	Malayalam	Rajeev R,R, Rajendran N and Elizabeth Sherly	A Suffix Stripping Based Morph Analyser For Malayalam Language
2008	General	Sethuramalingam S and Vasudeva Varma	IIIT Hyderabad's CLIR experiments for FIRE-2008
2008	General	Srinivasan Janarthanam, Sethuramalingam S and Udhyakumar Nallasamy	Named Entity Transliteration for Cross-Language Information Retrieval using Compressed Word Format mapping
2008	Telugu	Srikanth, P, Murthy, Kavi Narayana	Named Entity Recognition for Telugu

Year	Language	Authors	Title
2008	Bengali	Ekbal, Asif, R Haque, and S. Bandyopadhyay	Named Entity Recognition in Bengali: A Conditional Random Field Approach
2008	Bengali	Ekbal, Asif and S. Bandyopadhyay	Bengali Named Entity Recognition using Support Vector Machine
2008	General	K. V. Kale	Advances in Computer Vision and Information Technology
2008	General	Surve Anil Ramachandra, Pawar, B.V. and Rathod,RR	Relevent IR on the the web: An agent based approach
2007	Kannada	R Sanjeev Kunte and R D Sudhakar Samuel	A simple and efficient optical character recognition system for basic symbols in printed Kannada text
2007	General	Dinakar Jayarajan, Deepti Deodhare, Balaraman Ravindranand Sandeepan	Document clustering using lexical chains.
2007	Abugida scripts	Anil Kumar Singh, Harshit Surana, and Karthik Gali.	More accurate fuzzy text search for languages using abugida scripts.
2007	Bengali and Hindi	Debasis Mandal, Mayank Gupta, Sandipan Dandapat, Pratyush Banerjee, Sudeshna	Bengali and Hindi to English CLIR Evaluation
2007	Hindi	Debasis Mandal, Sandipan Dandapat, Mayank Gupta, Pratyush Banerjee, Sudeshna	Hindi to English Cross-language Text Retrieval under Limited Resources.
2007	General	Prasad Pingali, Vasudeva Varma	Adhoc Indian Language CLIR task
2007	Hindi	Anurag Seetha, Sujoy Das, M. Kumar	Evaluation of the English-Hindi Cross Language Information Retrieval System Based on Dictionary Based
2007	General	K Raghuveer and Kavi Narayana Murthy	Text Categorization in Indian Languages using Machine Learning Approaches.
2007	Telugu	M Santhosh Kumar and Kavi Narayana Murthy	Automatic Construction of Telugu Thesaurus from available Lexical Resources
2007	Hindi	Anurag Seetha, Sujoy Das, M. Kumar	Evaluation of the English-Hindi Cross Language Information Retrieval System Based on Dictionary Based
2007	Bengali	Majumder, Prasenjit; Mitra, Mandar; Parui, Swapan K.; Kole,Gobinda; Mitra, Pabitra;	YASS: Yet Another Suffix Stripper

2007	Telugu	Patel,Dimple and Madalli,Devika P	Information retrieval in Indian languages: a case study of plural resolution in Telugu language
2007	Kannada	Vikram,T.N nd Urs,Shalini R	Development of prototype morphological analyzer for the South Indian language of Kannada
2007	General	Tripati,A and Tripati,S	Digital libraries inIndian languages:some provocative thought
2007	Kannada	K.Chidananda Gowda,T.N.Vikram and Shilini R.Urs	2 Directional 2 dimentional pairwise FLD for hand written Kannada numeral recogntion
2007	General	Majumder, Prasenjit; Mitra, Mandar; Parui, Swapan K; Kole, Gobinda; Mitra, Pabitra;	YASS:Yet another suffix stripper
2007	General	Punuru, Janardhana R	Knowledge-based methods for automatic extraction of domain-specific ontologies.
2007	Kannada	Kunte, Sanjeev	Development of an Off-line character recognition system for Printed Kannada text
2007	Tamil	Neelameghan, A	Bilingual Tamil-English Bilingual Thesaurus for Use in Document Indexing and Retrieva
2007	General	Vamshi Ambati, Rohini U, Pramod P, N. Balakrishnan and Raj Reddy	Multilingual Information Access: Information Retrieval and Translation in a Digital Library
2007	Bengali	A. Ekbal, S. Bandyopadhyay and A. Das	Three Different Models for Named Entity Recognition in Bengali
2007	Bengali	Md. Abul Hasnat, S. M. Murtoza Habib, and Mumit Khan	Segmentation free Bangla OCR using HMM: Training and Recognition
2007	Bengali	A. Majumdar	Bangla Basic Character Recognition Using Digital Curvelet Transform
2007	General	Sanjeet Khaitan, Kamaljeet Verma and Pushpak Bhattacharyya	Exploiting Semantic Proximity for Information Retrieval
2007	General	Ranbeer Makin, Nikita Pandey, Prasad Pingali, Vasudeva Varma	Approximate String Matching Techniques for Effective CLIR Among Indian Languages
2007	General	J. Jagadeesh, Prasad Pingali, Vasudeva Varma	Capturing sentence prior for query-based multi-document summarization

2007	General	Ranbeer Makin, Nikita Pandey, Prasad Pingali, Vasudeva Varma	Approximate String Matching Techniques for Effective CLIR Among Indian Languages
2007	General	U. Rohini, Vasudeva Varma	A Novel Approach for Re-Ranking of Search Results Using Collaborative Filtering
2007	General	Ranbeer, M., Nikita, P., Prasad, P., Vasudeva Varma	Experiments in Cross-lingual IR among Indian Languages
2007	Tamil	Bharath A, Sriganesh Madhvanath	Hidden Markov Models for Online Handwritten Tamil Word Recognition
2007	Urdu	Anwar, W., Wang, X., Luli, Wang, X.	Hidden Markov Model Based Part of Speech Tagger for Urdu
2007	Sanskrit	Girish Nath Jha., Muktanand Agarwal., Subash., Sudhir K Mishra., DiwakarMishra.,	Inflectional Morphology for Sanskrit
2007	Bengali	Sajib Dasgupta, Vincent Ng	Unsupervised morphological parsing of Bengali
2007	Bengali	Ekbal, A. and S. Bandyopadhyay	Pattern Based Bootstrapping Method for Named Entity Recognition
2007	General	J. Jagadeesh and K. Kumaran,	Cross-lingual information retrieval System for Indian Languages
2007	General	P. Pingali and V. Varma	Experiments in cross language query focused multi-document summarizations
2007	Bengali,Hindi and English	D. Mandal, S. Dandapat, M. Gupta, P. Banerjee, and S. Sarkar	Bengali and Hindi to English cross-language Text Retrieval under Limited Figure 2. Average Precision vs Recall
2007	General	M. Ranbeer, P. Nikita, P. Prasad, and V. Vasudeva,	Experiments in Cross-Lingual IR among Indian language
2007	General	R. Seethalaksmi, A. Ankur, and R. Ranjit	Language independent information retrieval from web
2007	General	P. Majumder, M. M. Swapan parui, and P. Bhattacharyya	Initiative for Indian Language IR Evaluation
2006	General	Srivatsan Laxman and P S Sastry	A survey of temporal data mining

2006	Oriya	N Tripathy and U Pal	Handwriting segmentation of unconstrained Oriya text
2006	Kannada	B.A.Sharada and A.Lakshmi	Morphological analyzer as NLP tool for developing Indexing language tools in Kannada
2006	General	Kavi Narayana Murthy	Natural Language Processing - an information access perspective
2006	General	Kavi Narayana Murthy	Language identification from small text samples
2006	General	B.A.Sharada	Multilingual information retrieval system and Unicode -Digitizing multilingual libraries: a case study at
2006	General	Pingali,P and others	Webkhoj:Indian language IR from multiple character encoding
2006	General	Saravanan, M; Raman, S; Ravindran, B	A Probabilistic Approach To Multi-Document Summarization For Generating A Tiled Summary
2006	General	Sharada,B. A	Multilingual Information Retrieval System And Unicode-Digitising Multilingual Libraries: A Case Study at CIIL
2006	Bengali	S. M. Murtoza Habib, Nawsher Ahmed Noor and Mumit Khan	Skew correction of Bangla script using Radon Transform
2006	Bengali	S. M. Shoeb Shatil and Mumit Khan	Minimally Segmenting High Performance Bangla OCR using Kohonen Network
2006	Tamil	R. M. Suresh, R. J. Kannan et al	Offline Handwritten Tamil Word Recognition Using Hidden Markov Models
2006	Bengali	S. K. Parui, U. Bhattacharya, et al	A Hidden Markov Model for Recognition of Online Handwritten Bangla Numerals
2006	Bengali	S. K. Parui, U. Bhattacharya, et al	A Hidden Markov Model for Recognition of Online Handwritten Bangla Numerals
2006	General	Prasad Pingali, Jagadeesh Jagarlamudi, Vasudeva Varma	WebKhoj: Indian language IR from multiple character encodings
2006	General	Manas A. Pathak, and Vivek S. Thakre	Intelligent web monitoring - A hypertext mining-based approach

2006	Hindi	Kumarn. and Bhattacharyya Pushpak	Named Entity Recognition in Hindi using MEMM
2006	Hindi	Kumar, N. and Pushpak Bhattacharyya	Named Entity Recognition in Hindi using MEMM
2006	Hindi,Telugu,English	P.Pingali and V.Verma	Hindi and Telugu to English cross language information retrieval
2005	General	M. Ganapathiraju, M. Balakrishnan, N. Balakrishnan,	OM: One Tool for Many (Indian) Languages.
2005	General	Devshri Roy, Sudeshna Sarkar and Sujoy Ghose	Automatic annotation of documents with metadata for use with tutoring systems
2005	General	Kavi Narayana Murthy	Automatic Text Categorization using Bayesian Techniques
2005	General		Digital Library of India TDIL Programme
2005	General		Traditional Knowledge Digital Library
2005	General	Anup Kumar Das and B K Sen and Chaitali Dutta	Collection Development in Digital Information Repositories in India
2005	General	Nirmalya Chowdhury & Diganta Saha	Text classification using K-means algorithm
2005	General	P.Majumdar, Mandar Mitra & B.B.Choudhuri	An OCR architecture for indexing Indian language based web documents
2005	General	Venkata Siva Rama Sastry K,Salil Badodekar & Pushpak Bhattacharya	Question to query conversion in the context of a meaning based multilingual search engine
2005	General	Sathish Kagathara, Manish Deodalkar & Pushpak Bhattacharya	A multi stage fall-back search strategy for cross-lingual information retrieval
2005	Kannada	B.A.Sharada	NLP and its Application in Information Retrieval with Special Reference to Kannada.
2005		S. B. Nair	Multilingual Computing for Indian Languages – An Overview

Assamese

2005	General	M. F. Zafar, D. Mohamad et al	On-line Handwritten Character Recognition: An Implementation of Counter propagation
2005	General	Satish Kagathara, Manish Deodalkar and Pushpak Bhattacharyya	A Multistage Search Strategy for Cross Lingual Information Retrieval
2005	General	Ramakrishnan.G, Chitrapura.K.P., Krishnapuram.R,	A model for handling approximate, noisy or incomplete labeling in text classification
2005	Bengali	Sajib Dasgupta, Dewan Shahriar Hossain Pavel, Asif Iqbal Sarkar, Naira Khan and	Morphological Analysis of Inflecting Compound Words in Bangla
2004	General	Kavi Narayana Murthy	On Automatic Construction of a Thesaurus.
2004	General	K. Narayana Murthy	On Automatic Construction of a Thesaurus
2004	General	H.Ghosh, and S.Chaudhury	Distributed and reactive query planning in R-MAGIC: An agent based multimedia retrieval system
2004	General	Pal,U and Chaudhuri,B.B	Indian Script character recognition: A survey
2004	General	Kalyan Moy Gupta and David W. Aha	Heuristic Acronym Extraction Using Linguistic Features
2004	General	Rohini K. Srihari, Wei Li and Cheng Niu	*Corpus Level Information Extraction*
2004	Hindi, Bengali, Marathi, Punjabi, Oriya, Telugu,	G. Bharadwaja Kumar and Kavi Narayana Murthy	Language Identification from Small Text Samples
2004	General	Sharada,B.A. and Girish,P.M.	WordNet has no 'Recycle Bin'
2004	**Assamese**	S. I. Choudhury, L. Sarbajit Singh, Samir Borgohain, Pradip Kumar Das	Morphological Analyzer for Manipuri: Design and Implementation
2004	**Assamese**	S. I. Choudhury and Pradip K. Das	Effect of phonetic modeling on Manipuri digit recognition system using CDHMMs
2004	Bengali	Md. T. Islam and S. M. Al. Masum	Bhasa: A Corpus-Based Information Retrieval and Summarizer for Bengali Text

2004	Indic Scripts	A. S. Bhaskarabhatla, S. Madhvanath	Experiences in Collection of Handwriting Data for Online Handwriting Recognition in Indic
2004	Telugu	C. V. Lakshmi & C. Patvardhan	An Optical Character Recognition System for Printed Telugu Text
2004	General	Anirudha Joshi , Ashish Ganu , Aditya Chand , Vikram Parmar , Gaurav Mathur	Keylekh: a keyboard for text entry in indic scripts, CHI '04 extended abstracts on Human factors in computing systems
2004	General	Sethuramalingam S, K.R. Subramaniam	Text Categorization using SVM
2004	Oriya	Mohanty, S., Santi, P.K., Adhikary, K.P.D.	Analysis and Design of Oriya Morphological Analyser: Some Tests with OriNet
2004	English - Tamil	Vijaya M.S, Loganathan R, Shivapratap G et al.	English to Tamil Transliteration using Sequence Labeling Approach
2003	General	Rohinh K Srihari and wel Li	Rapid domain porting of an intermediate level information extraction engine
2003	General	Chirag Shah and Pushpak Bhattacharya	Improving document vectors representation using semantic links and attributes
2003	General	Inderjit S Dhillon, Subramanyam Mallela and Dharmendra S Modha	Information - theoretic co-clustering
2003	Genral	S Sarkar, P K Bhowmick, D Roy, S Sarkar, A Basu and S Ghose	A System for Personalized Information Retrieval based on Domain Knowledge
2003	General	Kavi Narayana Murthy	Language engineering in a multilingual environment
2003	Malayalam	R. Ravindra Kumar	Malayalam Web based Search Engine (ANWESHANAM™)
2003	Indian languages		Optical Character Recognition Systems in Indian Languages
2003	General	Srikanth, Munirathnam; Srihari, Rohini	Exploiting syntactic structure of queries in a language modeling approach to IR
2003	General	Akshar Bharati, V.Sriram, B.Ravi Sekhar Reddy and Rajeev Sangal.	Approximate Grammar for Information Extraction.

2003	**Assamese**	Monisha Das, Samir Borgohain, Juli Gogoi, S. B. Nair	Spell Checking in MSWord for Assamese
2003	Bengali	J. U. Mahmud, M. F. Raihan and C. M. Rahman	A Complete OCR System for Continuous Bangla Characters
2003	Telugu	C. V. Lakshmi & C. Patvardhan	A High Accuracy OCR System for Printed Telugu text
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2003	General	Akshay Iyer and Pushpak Bhattacharyya	Case Retrieval in Case Based Reasoning Using Semantic Information, Convergences
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2003	Arabic & English	Nasreen AbdulJaleel , Leah S. Larkey	Statistical transliteration for english-arabic cross language information retrieval
2003	General	P. Deepak and Sandeep Parameswaran	Context disambiguation in web search results
2003	Oriya and Assamese		OCR System for Oriya and Assamese
2003	Bengali		Information Retrieval system for Bangla documents
2003	General	U. Pal and B. B. Chaudhuri	Script line seperation from Indian multi-script documents
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2003	Tamil	Rajan,K, Ganesan,M, V.Ramalingam	Tamil text analyser
2002	Hindi	Aniruddha Sen and K Samudravijaya	Indian accent text-to-speech system for web browsing
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2002	Kannada	T V Ashwin and P S Sastry	A font and size-independent OCR system for printed Kannada documents using support vector machines
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2002	Hindi & Kannada	S Basavaraj Patil and N V Subbareddy	Neural network based system for script identification in Indian documents
2002	Gurmukhi	G S Lehal and Chandan Singh	A post-processor for Gurmukhi OCR
2002	Hindi	Aniruddha Sen and K Samudra	Indian accent text-to-speech system for web browsing
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2002	Indo -Aryan Family	Kuntal dey, Sunil Kumar Dubey, Avinash Ghalke and pushpak Bhattacharya	Knowledge extraction from Indo-Aryan family of natural languages using a rule based approach
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2002	Kannada	S.Settar,Sanjoy Goswami and Abhishek,H.K	Indexing software for ancient Kannada books
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2002	General	Dubey, K. Dey, A. Ghalge and P. Bhattacharyya	Information Extraction from Indo Aryan Family of Natural Languages Using a Rule Based Approach
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Integrating Translation into Task-Based Activities – A New Direction for ESL Teachers

Shamim Ali, Ph.D.
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Abstract

Translation is an efficient teaching method to facilitate students in the acquisition of foreign languages. Through the process of doing translation, students apply their linguistic knowledge into practical use and raise awareness of the similarities and differences in morphology, syntax, semantics, and pragmatics between the two languages. The incorporation of translation into task-based activities teaches students that translation is not a discrete and useless grammar drill but rather a communicative tool to help them achieve real-life tasks.

Introduction

The use of the translation method in the EFL classroom is often criticized based on two general arguments. First, translation involving the use of the mother tongue deprives students of opportunities to receive sufficient L2 input. Second, translation triggers L2 learning errors due to negative interference from the mother tongue. EFL teachers are therefore strongly encouraged to abandon the translation method.

While some researchers have advocated the monolingual approach in the EFL classroom, others propose the use of translation as an aid to EFL teaching. In response to the belief that there is

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insufficient L2 input when translation is used in the classroom, these researchers question the point of providing sufficient L2 input if it is incomprehensible to learners. In contrast, using translation to assist students in comprehension first then moving on to further learning is more helpful. Regarding negative interference by the mother tongue, supporters of the translation method claim that translation increases students' awareness about both the similarities and differences between the two languages, which, thus, prevents them from producing utterances that deviate from the target language.

The use of translation in the EFL classroom has also been proven beneficial by a significant number of research studies. By undertaking a clear comparison between the two languages, translation promotes students' acquisition of difficult structures and elements in the target language. In addition, translation facilitates students' quicker comprehension of the target language. Translation also provides an opportunity for students to apply what they have learned by, for example, enabling them to transform their knowledge of vocabulary and sentence structure into real use. Linguistic knowledge, in the translation method, is no longer comprised of discrete pieces of information but is rather a communication tool for them to convey a message or get their meanings across. Overall, translation does not hinder L2 learning at all, but rather assists students to elude the interference of the mother tongue on the first step and then further enhance their L2 learning.

Despite the effectiveness of the translation method in the EFL classroom, it is unfortunate that many teachers still consider it an obstacle to language learning. Translation actually can be used as a cognitive, memory, affective, communicative, and compensatory learning strategy to boost learning effects, on the one hand. On the other hand, it can help develop reading and writing skills. This paper attempts to justify the use of translation in the EFL classroom by first describing the role of translation in EFL learning, then exploring how translation can be regarded as an effective teaching method to elevate students' language proficiency, and, finally, demonstrating an incorporation of translation into task-based activities.

Review of the Literature

This section seeks to justify the use of translation in the EFL classroom by reviewing the evidence documented in the existing literature. Four issues are addressed. The first defines translation, the second points out the positive effects of translation on foreign language learning, the third explains how translation as a learning strategy facilitates the development of foreign language proficiency, and the fourth shows how translation helps foreign language teaching.

1. Definition of Translation

Translation is defined by Oxford (1990) as converting the expression of the target language into that of the native language, or the reverse. Another definition of translation, according to Lin (2008), is "expressing the sense of words or text in another language," either from English to Urdu or vice versa in the Taiwanese context. Based on the above two definitions, for EFL learners, translation is a transfer between the first (L1) and the second (L2) language.

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2. The Positive Effect of Translation on Foreign Language Learning

Because translation involves a significant amount of the use of the mother tongue (or L1), some foreign language teachers are concerned that errors might occur because students carry L1 usages over in their efforts to comprehend and express L2. These teachers believe that the best way for learners to develop native-like language proficiency is to think in that language rather than translate the target language or their mother tongue into the other language. As a result, in order to avoid and eliminate the errors caused by L1 interferences, students are encouraged to suppress the use of translation as a means of learning L2.According to Ali (2008) Translation should be used to foster and take advantage of a student's natural ability to assimilate L2 (second language) information via their L1 (native or first language) processing.

However, extensive second language acquisition research studies (e.g. Dulay & Burt, 1973; Johnson & Newport, 1994) have revealed that the difficulties and errors of foreign language learning are not completely attributable to interference by the learners' first language. In an investigation analyzing the sources of errors among native-Spanish-speaking children learning English, Dulay and Burt (1973) found that only 3% of errors came from L1 interferences and 85% of errors were developmental in nature. Developmental errors are those that naturally happen during the process of language learning regardless of learners' L1.

In the area of second-language acquisition research, the role of L1 or translation in foreign language learning has evolved from the earliest refusal to accept its potential to its gaining credit as a viable learning tool. Ellis (1985) claims that foreign language learners consciously or unconsciously refer back to their L1 as a source of knowledge to acquire L2. Likewise, Corder (1981) views L1 as a valuable resource that learners can use during translation to make up for their limitations in learning L2. Based on these studies, learners' L1 has a positive place in their acquisition of L2.

Other researchers, such as Husain (1995), Prince (1996) and Baddeley (1990), regard translation Ali (2011) as a facilitator of students' language acquisition. In the opinion of these researchers, once learners can make use of their knowledge of their L1 in L2 learning, the burden of learning L2 may decrease. Stated another way, acquisition of L2 might be facilitated if L1 can be effectively incorporated into the process of L2 learning.

In addition, Lin (2008) states that translation from L1 to L2 offers learners opportunities to apply what they have learned before—for example, vocabulary and sentence structure—into practical use. Words, phrases, collocations, and grammar points are not at all discrete pieces of information but rather become communicative tools for learners to convey the original writers' meanings. Furthermore, during the process of translating text from Urdu to English, students recognize the means of expression (e.g. vocabulary, sentence structure) needed in order to successfully transmit the original writer's intended meaning. This, in turn, promotes an accumulation of knowledge about how to apply vocabulary and syntax in practical use. At the same time Ali (2008) considers that Translation is an avenue for facilitating English learning.

Chellappan (1991) also contends that translation raises learners' awareness of the similarities and

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differences between the two languages. This is in turn facilitative for learners' discovering how to use grammatical structure correctly and vocabulary items appropriately. According to Chellappan, translation does not get in the way of the acquisition of L2 learning but instead helps learners, through contrastive analysis—a systematic comparison between two languages in terms of their morphology, syntax, and semantics—elude negative interferences from L1.

In summary, the basic requirement of learning is to incorporate new knowledge into old (Baddeley, 1990). Translation allows learners to facilitate their L2 learning through utilizing their native L1. For quite a long time, the use of translation has been discouraged if not totally banned in the EFL classroom. With positive evidence of the benefits of translation in L2 learning, it is perhaps time for EFL teachers to take another look at it.

3. *Translation as a Facilitative Learning Strategy in Foreign Language Learning*

Learning strategies, according to Oxford (1990), are specific behaviors employed by learners in order to make the process easier, quicker, more pleasant, more active, and more efficient. Oxford divided strategies into two main categories: direct strategies and indirect strategies. Direct strategies refer to those directly related to learning, including memory, cognitive, and compensation strategies. On the other hand, indirect strategies are those that manage learning behaviors, the three subcategories of which are metacognitive, affective, and social strategies.

In terms of direct strategies, learners use memory strategies, such as creating mental linkages and applying images and sounds, to store, index, and retrieve messages from the brain. With cognitive strategies, for example, practicing, analyzing, and creating structure for input and output, learners manipulate or code switch raw data to facilitate comprehension. As for compensation strategies, they are used to comprehend or express a foreign language in order to make up for limited grammar and vocabulary knowledge. Common compensation strategies include guessing and using body language (Oxford, 1990).

Regarding indirect strategies, metacognitive strategies are used to plan and monitor learning and evaluate learning efficacy. With affective strategies, learners can lower anxiety resulting from learning by, for example, encouraging themselves or discussing their feelings with someone they trust. Social strategies refer to interaction with others in order to promote learning; these strategies include asking for outside help and cooperating with others (Oxford, 1990).

Translation has usually been identified as one of the cognitive learning strategies (Chamot & Kupper, 1989; Oxford, 1990). Learners receive, process, and transfer the target language based on the mother tongue. Husain (1995) claims that by using translation, foreign language learners can quickly and efficiently analyze and comprehend the complex structure of the target language.

Other than simply a cognitive strategy, studies have demonstrated that translation is used as a memory, affective, social, and compensation strategy to assist learners to efficiently learn foreign languages via a variety of channels. For example, consider translation as a memory strategy. Liao (2006) and Chern (1993) have pointed out that Taiwanese EFL college students quite often write Urdu translation in the margins of their textbooks to help them remember the meanings of

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English words and phrases. Although they are discouraged from using translation as a means to learn English by some of their teachers, a majority of students interviewed state that with limited English proficiency, translation is the only effective way for them to acquire vocabulary in L2. The positive effect of translation on the acquisition of L2 vocabulary is also found in Prince's research (1996). He believes that strategic learners can make intelligent use of the repertoire of their L1 skills and translation in order to increase the quantity of words they learn.

In addition, as an affective strategy, translation is able to lower or reduce foreign language learning anxiety. In interviewing adult learners about their use of learning strategies, Wenden (1986) found that the interviewees felt anxious and fearful when speaking English. The strategy they used to calm themselves was to plan what they were about to say in their mother tongue and then expressed their thoughts through translation. They reported that planning their thought in L1 and expressing it in L2 through translation could ease their negative emotions.

In terms of social strategies, learners use their L1 or translation to ask questions or cooperate with others, and this, in turn, promotes their learning outcomes. Cheng (1993) found that Taiwanese EFL college students cooperatively translated textbooks on technological subjects and discussed their contents based on the translations. In this case, translation functions as scaffolding through which language proficiency is elevated to a further step.

As far as compensation strategies are concerned, translation is used by learners to make up for their insufficient knowledge in L2 in order to get their L2 jobs done. Kobayashi and Rinnert (1992) investigated Japanese college students writing English essays and found that lower-level students resorted to compensation strategies to solve their writing problems. The strategies Japanese college students used included planning and developing thoughts in Japanese and then asking their peers or consulting resource books to translate their Japanese essays into English.

In summary, extensive research studies have demonstrated that translation is a positive and facilitative learning strategy. The role of translation in foreign language learning is multiple; it can be used as a cognitive, memory, affective, social, and compensation strategy to promote learners in the development of reading, writing, and vocabulary.

4. Translation as an Aid in EFL Teaching

Some EFL teachers don't favor translation in the classroom because in their opinion, translation equals dull vocabulary memorization and grammar drills, which are futile in terms of improving students' communicative competence. In the traditional translation method, students usually memorize discrete words with their corresponding translation, comprehend L2 grammar with their L1 knowledge, and do translation at the sentence level. However, translation as a teaching technique or activity goes far beyond vocabulary memorization and grammar drills. Rather, translation can be used as a communicative tool to help learners get their message across to people of other languages. In fact, many researchers (e.g. Tudor, 1987; Titford, 1985, Husain, 1994) suggest the incorporation of translation into communicative language teaching to result in more effective learning. They believe that translation can be the optimum post-communicative activity to consolidate the language skills learners have previously acquired.

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Husian (1994) pinpoints three principles when incorporating translation into communicative language teaching. First, the teacher has to offer students opportunities to do translation in contexts, rather than in discrete sentences. Lin (2008) recommends consecutive translation; that is, the whole text should be divided into consecutive and related sentence units. This ensures that single sentences will not be too heavy of a burden for students in terms of processing the language. Consecutive and related sentences also provide students with a complete text. Second, translation material to be must be authentic and meet student needs, avoiding obsolete and extremely difficult subject matter and structure. Last and not least important, Ali (2011), suggests the use of translation for increasing students' awareness in recognizing the similarities and differences between two languages.

Translation is not the final goal of foreign language learning, but it can be a useful learning tool, by which students can grasp grammar, acquire vocabulary, comprehend text, and develop listening and speaking skills. Zohrevandi (1982) once described a communication activity integrated with translation. In this activity, students were divided into groups, and each group was assigned words and phrases in their L1. The students then had to complete a short English dialogue by using the given words and phrases in L1. Following that, each group engaged in a role-play of their dialogue, and the group that performed the best received an award. In addition, students were asked to analyze their dialogue in terms of semantics, syntax, and pragmatics. Other communicative activities recommended by Zohrevandi include having students translate movies into English or having students act out movies in English. These activities incorporated with translation develop students' four skills in reading, listening, speaking, and writing, and the fifth skill, i.e., translation, as well.

Levenston (1985), likewise, regards translation as an efficient teaching and evaluation tool in communicative language teaching. He suggested teachers use interpretating in role-play activities. For instance, a student played a foreign visitor. He went to a department store and had a communication breakdown with a sales clerk there. At this time, another student came as an interpreter to give help. These situations can be extended to other contexts, such as post offices, banks, restaurants, airports, and so on. In these authentic situations, translation serves a communicative purpose rather than as static grammar drills out of context.

Not only has positive evidence for incorporating translation into foreign language teaching been obtained in overseas countries, but beneficial results have appeared in a Taiwanese EFL context. In Hsieh's (2000) vocabulary and reading class, she asked groups of students to translate the English text into Urdu, and then orally reported how they translated specific vocabulary items and syntactic structures. By the end of the course, questionnaires reveal students' positive response to translation employed in teaching, and the post-test showed students' improvement in English reading comprehension, reading strategies, vocabulary quantity, and cultural knowledge.

Additionally, Chan (2000) has stated that parallel reading between the original text and the translated version is an effective teaching method. In Chan's view, when students have difficulties comprehending the original text, the translated version is a better resource than dictionaries to assist students' comprehension of the text. She has further suggested using

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English versions of famous Urdu literary works to teach advanced EFL students, letting students learn how to use English to express Urdu cultural contents. Meanwhile, while reading the English version, students might even recognize some points they overlook when reading the Urdu version.

Departing from the contrastive analysis between Urdu and English, Ali (2011) revealed that cross translation can strengthen students' awareness of English idiomatic expressions. Huang asked students to translate the Urdu portion of Urdu/English dual language storybooks into English, and then to compare their English version with the book's. By conscious comparison between their English version and the book's English version, students can notice the differences in both semantics and syntax. While discussing the role of translation we can find the role of bilingual dictionaries in ESL setting, In this regard Ali (2011)says Bilingual dictionary works well, because learners become able to research and translate words from all parts of speech utilizing a bilingual dictionary. It enhances their confidence level and increases their vocabulary on their own in a short period of time. The 'Urdu English' translation problem is likely to be eliminated through a systematic contrastive analysis between the two languages, and bilingual dictionaries are great help.

Another researcher, Liao (2002), has also observed that when English is the only medium allowed in discussions, students are quiet due to nervousness or lack of English competence. In contrast, when both Urdu and English are allowed as media for discussions, the atmosphere gets heated. Students immediately offer help when their peers are unable to make themselves understood in English. Generally speaking, there is more participation and meaningful communication sustains longer when both Urdu and English can be used in class discussions.

Evidence, both domestically and abroad, has demonstrated that properly designed translation activities can enhance the four skills. The use of translation is a natural tendency for L2 learners, so the total eradication of its function is not so convincing. Translation should develop its highest function if it can be integrated with communicative language teaching. EFL teachers can design meaningful tasks such as having students do English dubbing for TV programs or having students act as interpreters in simulated real-life situations. All these activities can provide students with a different view of translation; they won't find translation boring but interesting and practical in these communication-oriented translation activities.

A Design of Task-based Translation Method

While decontextualized translation teaching should play a minimal role in the classroom, translation itself, if taught in a way that resembles the real-life activity of translating, can bring into play the four basic language skills and yield benefits in L2 acquisition. Therefore, Gonzalez Davies (2004) has proposed a combination of the task-based approach and translation method. In her view, the task-based approach appears to lend itself particularly well to the use of translation in language teaching. The focus of the task-based approach is on using language for communicative purposes. Similarly, translation pedagogy in the literature emphasizes the need to present translation as a communicative activity.

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In the task-based approach, students need to complete a task, which requires them to process language pragmatically. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive and oral or written skills, and also various cognitive processes.

Nunan (2004) provides a three-phase model for developing a task-based lesson: the pre-task, during-task, and post-task phase. The purpose of the pre-task phase is to prepare students to perform the task. During the pre-task phase, teachers introduce the topic, set the context for the task, and teach key vocabulary and phrases needed to carry out the task. The pre-task phase functions as scaffolding that builds up and consolidates students' language skills.

Moving on to the during-task phase, students are instilled with grammatical knowledge, which is different from the traditional approach, in which the presentation of grammatical knowledge always occurs in the first phase. The linguistic part is postponed because it is easier for students to understand abstract grammatical concepts after hearing, seeing, and speaking the target language within a communicative context. After being given form-focused instruction, students are introduced to and presented the classroom task itself. The task should integrate the knowledge gained and the language skills practiced in the previous steps. For example, if students have been instructed on the topic of finding a B&B and given a significant amount of language practice in this area, the classroom task can be to ask students to go on the internet, choose a suitable B&B after considering prices, services, and locations, and, finally, interpret the information from English to Urdu for their fellow classmates, who pretend to be their non-English-speaking friends who want to join them on a trip.

Finally, in the post-task phase, students are encouraged to reflect on how the task is performed, such as any good points to keep and any bad points to eliminate. Also, they are encouraged to pay attention to form, in particular, to those forms that proved problematic to the students when they performed the task. Through consciousness-raising tasks, production practice activities, and analytical activities, students will be more likely to become aware of their weak points and improve those weak points through reinforcement activities.

A task-based translation method regards translation not as an isolated language element, but as an integrative skill necessary to help students to complete an assigned task. The following is a demonstration of a task-based translation method for college students at the beginner level. The lesson plan describes the procedures in the pre-task, during-task, and post-task phases.

Where do we go for our annual trip?

The motivation behind designing this task is that in schools and colleges students usually go on a trip as a whole class before they finish their schooling. Choosing a destination for the annual trip and persuading peers to agree on that destination may be an activity that will motivate students because they will have to complete a real-life task with the language they are learning.

1. Pre-task phase

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During the pre-task phase, the teacher introduces the task, telling students they must choose a destination for the graduation trip and present it in terms of its scenic spots and prices to the class. During the presentation, the students have to state why they chose this particular place and try their best to persuade their peers to agree with them. After each presentation, the students vote for their favorite trip destination. The student who receives the most votes will be rewarded with extra credit.

Because lower-level students are less likely to write something in English to introduce a place, here we can ask students to browse the internet for an English article to act as a model for describing the place they wish to go on their graduation trip. Rather than asking students to translate the whole text into English, which might be beyond their ability, the teacher can ask the students to underline 10 sentences they think best describes the features of the places. After the students have marked 10 sentences that they feel offer the best descriptions, ask the students to write a first draft of the Urdu-to-English translation. During this time, the teacher circulates the classroom to offer assistance to students on words and phrases they do not know in L2. At the end of the class, the teacher collects students' drafts and revises them. The revision of students' writing helps the teacher recognize what grammar points must be explicitly instructed and what vocabulary items must be supplemented.

2. During-task phase

The teacher explicitly instructs grammar points that students require for the task but in which they are not yet proficient. Students are then asked to complete some practice exercises for reinforcement. After that, students check their revised writing for this task and ask questions if they are not clear about the revisions. As stated previously, grammar points are not introduced in the beginning. The introduction of these points is postponed until after the students have written their articles in the target language. The reason for this is that after students experiment with the language, they will notice their grammatical problems and it will be easier for them to understand the grammatical concepts.

Once the language problem has been addressed, students are given time to prepare their presentations. The teacher can suggest that students prepare PowerPoint files to make their presentation clearer, more interesting, and more inviting. After students have prepared, they take turns presenting their favorite destinations for the trip. During the presentations, students are given a sheet to answer. On this sheet, the teacher asks students some questions, such as "Where is the presenter's favorite graduation trip destination?" and "Give two reasons why the presenter has chosen this place." The purpose of this sheet is for the teacher to assess whether the students understand their peers' English presentations. The students can answer the sheet either in Urdu or in English.

After students finish their presentations, they vote for their favorite graduation trip destination. Also ask students to talk about why they voted for a particular student either in Urdu or in English. Do not force beginner students to express their ideas in English; their English proficiency may not be adequate to express what they mean.

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3. Post-task phase

This phase consolidates what students have previously learned. The teacher asks students to reflect on their presentations, paying particular attention to the errors they made. Students should also be given a variety of practice exercises to strengthen their proficiency levels. A model can be demonstrated to students so that they will have greater clarity regarding what they can do to improve their proficiency.

In this phase, follow-up listening activities can be incorporated with translation. For instance, the teacher can play a recording or show a video about a scenic spot and ask students to interpret two or three key points. Following that, related vocabulary or important points of grammar can be taught to expand students' linguistic knowledge.

A reading activity can be also given as a follow-up activity. Students are given an article about traveling abroad. Each group can be assigned a paragraph to translate to the whole class. During a verbal translation of the passage, students can recognize which parts require improvement. After the teacher gives modeling and guidance, it will be easier for them to learn something in which their abilities are lacking.

A combination of translation with a real-life task offers students an opportunity to use the language. Through translation, students are more likely to notice the differences between the two languages, and this is facilitative in their development of foreign language proficiency.

Conclusion

EFL learners have a natural tendency to use translation. Rather than simply attempting to ban students from using this latent language processing, EFL teachers should help their students to take advantage of their already existing L1 to facilitate the learning of L2.

Extensive research studies have revealed that translation is not only an efficient learning tool but also a useful teaching method if translation activities are well designed. On the one hand, students use translation to facilitate their comprehension process and to reduce insecurity that arises from limited language proficiency. On the other hand, teachers use translation to consolidate what students have learned about the English language, such as vocabulary, sentence structures, and cultural aspects.

Integrating translation into task-based activities is a new direction for EFL teachers to consider in the classroom. Translation does not actually equal the instruction of discrete words, phrases, and grammar out of context. Rather, translation can be incorporated into task-based communicative activities in which students can use it as a medium to accomplish tasks.

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How to Stop the Destruction?

In *The Diversity of Life*, Harvard entomologist Edward O. Wilson estimates that around 27,000 varieties of living organisms are lost every year. At current rates, he suggests, 20 percent of existing species including both flora and fauna will become extinct in the next 30 years, precipitating "the sixth great extinction spasm" (Wilson 17) in evolutionary history – the one that may finally destroy the fabric of life forever. His book tries to establish the fact that man acts as an important agent in this process of destruction. Unmistakably, the earth is facing its most serious challenge – as a species in the web of life, man is rapidly destroying the fabric of his very existence.

The Role of Literature

The logical question any responsible human would ask is: "What can I do – What should I do – to stop this destruction?" One answer some give, surprisingly perhaps, is: "Study

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literature." Literature (especially the literature of nature) puts human beings in contact with writers and thinkers and philosophers, with scientists and prophets and pilgrims, all of whom have sought to understand their role in the universe and come to terms with their place in the natural world.

Moreover, the meaning of "literature" and "literary study" has undergone a profound change recently, but it is nevertheless worth remembering that the word "text" comes from the Latin *texere*, to weave or construct, and thus the overall project of literary studies may in one sense be seen as part of an effort to re-weave the fabric of life, to reconstruct, rather than deconstruct our world.

Effect of Literature on the Environment

Yet one may rightly ask, "What effect does literary study have upon the environment? What difference will it make to the world if one spends five years of his life squirrelled away in some library carrel, examining the ecological rhetoric of some natural philosopher's essays?" It's a fair question, that has to be answered fully, yet one, that should also be seen in terms with in one's own individual way. At the root of the question is the issue of cultural change: what it is, how it happens, and how one can make it occur in the way one desires.

More than anything else, the belief that studying, teaching, and writing about the literature of nature can somehow effect social change involves a belief that no firm distinction exists between what occurs "inside" academia and what occurs "outside." On the one hand, this means that being an academic need not prevent one from participating in protest marches, joining environmental groups, or volunteering at the recycling centre. On the other hand, it means that "traditional" academic study can also have a visible impact upon the world. Not only may intellectual inquiry change one's belief system and, consequently, one's behaviour but it can also change the belief system of others – perhaps as a result of one's teaching or writing. And without this faith in the power of individuals and groups to effect cultural change, through both citizen participation and education, one is surely lost, as is the environment.

Features of the Literature of the Environment

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Literature of the environment is a sub-canon of literature that puts at centre stage the natural environment. While this kind of writing has clear ties to nature writing, literature of the environment is construed more broadly to include writings that do not originate, as nature writing tends to, from experiential reflections on the natural world or from observational essays.

In this respect, literature of the environment may include texts that are not written in such a way to inspire awe or evoke deep emotional responses about the natural world. Rather, as Lawrence Buell suggests, literature of the environment is literature which is "environmentally oriented," whether this was the author's intention or not. Buell defines an environmentally oriented work by the following criteria:

> 1. The non-human environment is present not merely as a framing device but as a presence that begins to suggest that human history is implicated in natural history.
> 2. The human interest is not understood to be the only legitimate interest.
> 3. Human accountability to the environment is part of the text's ethical orientation.
> 4. Some sense of the environment as a process rather than as a constant or a given is at least implicit in the text. (Buell 7-8)

Nature Writing Genre

Nature writing is a genre of literature that has developed out of close observation and respect for the natural world. Generally, writing in this genre tends toward experiential expressions of the author/narrator's encounters with his/her environment. Nature Writing can be poetry or prose, fiction, non-fiction, creative non-fiction, or autobiography. The editors of the *Norton Book of Nature Writing* describe nature writing as having its beginnings in "the reflective natural history essay" (15).

Recently the genre of has broadened to encompass other works that take the environment as a central concern but may not stem from field work, experiences in the wild, or from reflection on nature. These works are more often referred to as literature of the environment.

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Key Authors

Two key authors are recognized as the grandfathers of nature writing in the United States: Henry David Thoreau who lived on the east coast and John Muir who lived on the west coast. Both wrote in a journalistic style, often beginning with elaborately detailed notes about time spent in the woods. Nonetheless, their experiences in the wilderness and their writing differ drastically.

Central themes of nature writing include:

Landscape

Animal and plant life

Field work or taxonomies of natural objects

Reflections of pastoral or agrarian life

Visions/Fantasies of the Golden Age or Eden

Nature/Writing?

Nature/Writing (hence the "/" divider in this section's heading) also reminds us that in writing about nature we are also writing nature—that is, constructing it. In this respect it is important to pay attention to the ways that we may be observing nature, constructing it, or doing both at once. Writing, like film or photography, is a technology of representation that mediates our experience of the natural world.

Nature Writing and Romanticism

'Nature writing' as a genre has existed even prior to romanticism which even commemorated the celebrations of nature in its literature. What characterizes nature writing is the assumption that 'nature' is a supra-power that influences lives in a spiritual way. Nature has always been 'Mother earth' – 'the bountiful' who with her plenty blessed man protected him and was omnipresent and omniscient. In the course of nature writing tradition 'nature' became a specimen to be observed, one that can be 'appreciated and enjoyed'. A poem on a bird, a rainbow, a story about a forest were considered subjects for this genre writers chose only the bounteous and the beautiful, the overwhelming and overflowing. They formed consortiums, conducted conferences, wrote and enjoyed nature. They celebrated 'Nature', forgetful of science

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and technology, the advancements they were making rapidly consuming energy from the very same natural resources these nature writers were worshipping.

The Romantic age in literature is a different phase of the nature writing tradition 'Nature' was rendered its highest position, worshipped as friend philosopher, nurse and guide. It provided comfort and solace to mournful hearts like those of Wordsworth and others. However romantic writers had different attitudes towards nature. Nature worship and nature writing developed so much that today most of romantic literature is identified with eco-writing.

Transcendentalism and Nature Writing

American transcendentalism offers a different picture of nature and ecology. Wilderness and forests, identified as the primal force of all humanity were considered to be the eternal home of mankind. Thoreau and Emerson worshipped the forests; Whitman wrote a treatise on nature and the human connection through his *Leaves of Grass,* and a host of other writings poured forth. Even till then, no trace of destructive or exploitation attitude towards nature was identified in these writings. Either the writers failed to detect such changes or such incidents laid dormant in their writings. Came the two world wars and large-scale destruction, the rationality of science was questioned and the world focused its attention on ecological issues.

Shift in Focus: Nature – A Depleting, Exploited Phenomenon

In course of time, nature writing took a stop, to look back at its course and realized it had taken an ignorant turn. 'Nature' was no longer the same bountiful but became a depleting, exploited phenomenon. Natural resources and natural scenery were dwindling and no more offered the same inspiration and source for creativity. The flow of 'silvery cascades' accumulated industrial toxics and wastes, interrupted by bridges that connected smoke-bellowing factories.

Writers now shifted their focus from 'nature' to their 'environment'. An appreciation and celebration of nature turned into an awareness and consciousness of their environment. Nature was no longer merely aesthetically pleasing but demanded preservatory and rehabiliatory measures ecology overpowered literature, bringing in elements of science and sociology, thus eventually breaking up the water-tight compartmental nature of these disciplines, they became interdisciplinary and literature in the modern age faces a demand to link and create an awareness

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about the endangered 'nature'. Thus literature encompasses many spheres and the once creative writing inspired by nature changed phase into a form of social, developmental writing.

Emergence of Eco-Writing

When the human tried to ignore the non-human, the non-human endangers the very existence of human. Thus emerged a genre of writing, called eco-writing or eco-literature. Ecocriticism is identifying this consciousness of ecology in literature. This can be considered as the long and short of the story of the transformation from nature-writing and eco-writing. Readers become more conscious to the nature-preserving attitudes in writings which where not even self-evident by themselves.

As the field of ecocriticism has gained momentum within the academy, though, even the term "literature of the environment" has seemed too restrictive because it requires that a text which may be "about" nature take a particularly ecocentric stance. This would leave little room for fruitful analyses of texts which may not look, at first, to be environmentally oriented. Take, for example, works that are set in the city or in the suburbs rather than in the wilderness or on the frontier. Or, take works that use the natural world as a stage upon which to project anxieties about technological dependence or a loss of connection with nature in the present hyper-urbanized lifestyles. More recently literature courses and anthologies are found that carry as their heading "literature and the environment" to make room for this burgeoning method of literary and cultural analysis.

Features of Ecocriticism

Ecocriticism is one of the most recent interdisciplinary fields to have emerged in literary and cultural studies. "Simply defined, ecocriticism is the study of the relationship between literature and the physical environment" (Glotfelty 27). While Marxist criticism brings an awareness of modes of production and economic class to its reading of texts, feminist criticism examines language and literature from a gender-conscious perspective, ecocriticism in a similar way takes an earth-centered approach to literary studies.

Ecocriticism analyses the role that the natural environment plays in the imagination of a cultural community at a specific historical moment, examining how the concept of "nature" is

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defined, what values are assigned to it or denied it and why, and the way in which the relationship between humans and nature is envisioned. More specifically, it investigates how nature is used literally or metaphorically in certain literary or aesthetic genres. This analysis in turn allows ecocriticism to assess how certain historically conditioned concepts of nature and the natural, and particularly literary and artistic constructions of it, have come to shape current perceptions of the environment. In addition, some ecocritics understand their intellectual work as a direct intervention in current social, political, and economic debates surrounding environmental pollution and preservation.

Ecocriticism is a kind of research that helps in the construction of interdisciplinary bridges between science, literature or cultural criticism. Science undoubtedly is the most influential construction of nature in Western cultures. Subsequently science has also contributed to environmental thought and created awareness about ozone depletion, species extinction, soil erosion, etc. but even in environmentalist thought, science plays an ambiguous role. Most findings of science are readily called upon to support environmentalist policies while some sectors of the green movement understand themselves as antagonistic to science. Such ecocritics perceive science as one of the root causes of current degradation in ecosystem aggravated by technology, industrialization, and urbanization.

Ecocriticism is a methodological approach to literary and cultural criticism that takes "the environment" as its primary focus. While ecocriticism began in the 1990s, it has roots in nature writing, environmental philosophy, and environmental history. Some ground-breaking texts that are staples of any ecocritic's diet include Roderick Nash's *Wilderness and the American Mind*, Henry Nash Smith's *Virgin Land: American West as Symbol and Myth* and Annette Kolodny's *The Lay of the Land*.

The editors of the *Ecocriticism Reader* define ecocriticism as follows:

> All ecological criticism shares the fundamental premise that human culture is connected to the physical world, affecting it and affected by it. Ecocriticism takes as its subject the interconnections between nature and culture, specifically the cultural artifacts of languages and literature, As a

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critical stance, it has one foot in literature and the other on land; as a theoretical discourse, it negotiates between the human and the non-human. (Glotfelty and Fromm14)

Ecocriticism, in a gender-neutral fashion started off attempts to link literature and ecology. It aims at proving how literature could embody a socially responsible cause pertaining to ecological conservation and further brings out the notion how ecocriticism has been embedded in all literary writings since time immemorial.

It is an awakening call to the long-existing but dormant nature-writing tradition. The following is an example of nature-writing tradition from Henry David Thoreau, *Walden*.

I went to the woods because I wished to live

deliberately, to confront only the essential facts of life,

and see if I could not learn what it had to teach,

and not, when I came to die, discover that I had not lived. (14)

Ecocriticism focuses on literary and artistic expression of human experience ranging from a primarily a natural setup to a consequent culturally shaped world. It considers for its subjects, the joys of abundance, sorrows of deprivation, hopes for harmonious existence, and fears of loss and disaster. In the process of defining ecocriticism and identifying ecocritics, the following questions may be asked.

What do ecocritics read?

How do ecocritics read?

What are the grounds of their methods?

What sort of critical standards do they adopt?

How do they write?

What contributions do they hope to make?

How do they accept critiques of their methods?

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Ecocritics believe all texts can be read as environmental texts, but not all do agree. Some take an intermediate position claiming a significant position for the author's intention to play a vital and explicit role. The length of the ecocritical reach depends, in individual cases, on the certainty of critical approach, but even more on certainty of the authorial intention. It is in this certainty that the importance of the 'eco-consciousness' lies. Peter Barry, in his essay entitled 'Ecocriticism' lists out clearly what ecocritics do.

> They re-read major literary works from an eco-centric perspective, with particular attention to the representation of the natural world.
> They extend the applicability of a range of eco-centric concepts, using them of things other than the natural world – concepts such as growth and energy, balance and imbalance, symbiosis and mutuality, and sustainable or unsustainable uses of energy and resources.
>
> They turn away from the 'social constructivism' and 'linguistic determinism' of dominant literary theories (with their emphasis on the linguistic and social constructedness of the external world) and instead emphasise ecocentric values of meticulous observation, collective ethical responsibility, and the claims of the world beyond ourselves. (264)

Thus one begins literary analysis by decomposing texts into their constituent parts. Identifying the indispensable aspects of ecowriting is one task. He/she examines how the eco-conscious elements can be recomposed or critiqued powerfully, made more successful for the purposes of making a better world. The ecocritic cannot assume extreme positions by celebrating a work or disassembling it completely. He/she should adopt a via-media through which his goal to facilitate clearer thinking about human transactions with the environments become easier and effective.

Ecocritics and theorists bear in their mind, certain premeditated ideas that look into the representation of nature in a poem, the role the physical setting play in the plot of this novel. They also examine whether the values expressed in a literary piece are consistent with ecological

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wisdom. They also inquire if the influences effected by the metaphors of the land really change the way we feel towards earth. They also examine whether nature-writing can be categorized as a genre.

Scott Slovic, in his essay, "Ecocriticism: Storytelling, Values, Communication, Contact" states:

> Ecocritics should tell stories, should use narratives as a constant or intermittent strategy for literary analysis. The purpose is not to compete with the literature itself, but simply to illuminate and appreciate the context of reading—that is, to embrace the literary text as language that somehow contributes to our lives "out in the world." (94)

Ecocriticism enables 'place' to become a new critical category in addition to race, class and gender. It compares and analyses if men write about nature differently than women do. They ponder into questions like: In what ways has literacy itself affected humankind's relationship to the natural world? How has the concept of wilderness changed over time? In what ways and to what effect is the environmental crisis seeping into contemporary literature and popular culture? What bearing might the science of ecology have on literary studies?

Despite the broad scope of inquiry and disparate levels of sophistication, all ecological criticism shares the fundamental premise that human culture is connected to the physical world, affecting it and affected by it. Ecocriticism takes as its subject the interconnections between nature and culture, specifically the cultural artifacts of languages and literature, As a critical stance, it has one foot in literature and the other on land; as a theoretical discourse, it negotiates between the human and the non-human.

Distinction between Ecocriticism and Other Critical Approaches

Ecocriticism can be further characterized by distinguishing it from other critical approaches. Literary theory, in general, examines the relations between writers, texts, and the world. In most literary theory "the world" is synonymous with society – the social sphere. Ecocriticism expands the notion of "the world" to include the entire ecosphere. If we agree with Barry Commoner's first law of ecology, "Everything is connected to everything else," (36) we

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must conclude that literature does not float above the material world in some aesthetic ether, but, rather, plays a part in an immensely complex global system, in which energy, matter, and ideas interact.

Implicit (and often explicit) in much of this new criticism is a call for cultural change. Ecocriticism is not just a means of analyzing nature in literature; it implies a move toward a more biocentric world-view, an extension of ethics, a broadening of humans' conception of global community to include nonhuman life forms and the physical environment. Just as feminist and African American literary criticism call for a change in culture--that is, they attempt to move the culture toward a broader world-view by exposing an earlier narrowness of view--so too does ecological literary criticism advocate for cultural change by examining how the narrowness of our culture's assumptions about the natural world has limited our ability to envision an ecologically sustainable human society.

Tremendous Growth

Like any recently born thing, ecocriticism is experiencing tremendous growth and development in these early years of its existence. In the short time since it first appeared as a movement, some of the initial concerns that marked its inaugural moments have already been answered. Given the veritable explosion of interest in the field, Glotfelty's concern in 1996 with the traditional failure of the literary profession to address "green" issues, for instance, now seems something of a non-issue. Glen Love, paraphrasing Glotfelty's point, argued in his contribution to *The Ecocriticism Reader* that:

> Race, class, and gender are words which we see and hear everywhere at our professional meetings and in our current publications ... [but] the English profession has failed to respond in any significant way to the issue of the environment. (226)

Method of Analysis

The first method of ecocritical analysis is the *ecocritical re-reading* of representations of nature in the canonised literature. This kind of approach is often ideological in the same way as feminist re-readings. Representations and motifs are based on stereotypes, which are studied

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from an ecocritical viewpoint as well as the attitudes that are reinforced in the reader by these stereotypes.

More respect must thus be paid to ecocriticism that is mostly occupied not with abstract ideas, but with the environment, in which a literary work is, and has been created. It can be said that each text belongs to some extent to its environment, although the ideas presented in it may be as universal as possible. Ecology is a place-conscious research method that always takes into account the environment of the objects that it studies. Its idea of the necessity of a careful study of relations between all parts of the whole in order to formulate the principles of a phenomenon's existence and functioning, also gives a good starting position.

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Functions of Pronominal Affixes in Sizang

Bobita Sarangthem, Ph.D.

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Abstract

This paper attempts to present the Functions of Pronominal affixes in Sizang. Sizang shows elaborate paradigms of person/number agreement with the subject of the sentence. It shows even the agreement for singular and plural numbers in persons, as well as for inclusive and exclusive persons in plural. For the most part the affixes involved are suffixed or prefixed directly to the verb stem. This type of grammatical features is referred to as verbal pronominalization, which is a common characteristic of Kuki-Chin languages of the Tibeto-Burman family.

Pronominalization in Sizang

Sizang is a Kuki-Chin language of the Tibeto-Burman family. Pronominalization is a common characteristic in Kuki-Chin languages of the Tibeto-Burman family. Sizang shows elaborate paradigms of person/number agreement with the subject of the sentence.

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It shows even the agreement for singular and plural numbers in persons, as well as for inclusive and exclusive 1[st] persons in plural.

For the most part, the affixes involved are suffixed or prefixed directly to the verb stem. This phenomenon as per Hodgson (1856) has been referred to as verb pronominalization or just simply as pronominalization (Bauman, 1974). Thus, in other words, pronominalization is referred to the use of pronominal affixes for indicating the person and number of the subject.

Two Types of Pronominalization

In Sizang, there are two types of pronominalization. They are: 1) Those pronominal prefixes found in written form and also in polite form of speech. 2) Those pronominal suffixes found in colloquial speech. Thus, it shows a unique distinction from other related Kuki-Chin languages.

Pronominalization is obligatory to verb showing the verb-agreement system in declarative sentences. The verb may have either agreement prefixes or suffixes but not both. The pronominal prefixes are kə- for the first person (1pp), nə- for the second person (2pp) and ə- for the third person (3pp). They are derived from the first person pronoun key 'I', second person pronoun nəŋ 'you' and third person pronoun əma 'he/she'. The pronominal prefix of third person is used for both the human and non-human.

Thus, when the pronominal prefixes are added to a verb, these denote a pronominalized or verb agreement.

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Pronominal Prefixes with Verb

For example:

1a)   First person singular number:

key ən kə ne hi   'I eat rice'

I+rice+1pp+eat+FP

1b)   First person plural number (Inclusive):

ey ən i ne hi   'we (incl) eat rice'.

We (incl)+rice+1pp(pl)+eat+FP

2)   Second person:

nəŋ ən nə ne hi   'you eat rice'.

you+rice+2pp+eat+FP

3)   Third person

əma ən əne hi   'he/she eats rice'.

h/she +rice+3pp+eat+FP

Further, the personal pronoun has pronominal suffixes for the first and second person but zero forms for third person. The following pronominal suffixes function similar to the prefixes of personal pronouns. They show verbal subject agreement. The verb may have either pronominal prefixes or pronominal suffixes but not both. The pronominal suffixes are commonly used in colloquial speech. They are illustrated below:

Pronominal Suffixes with Verb

key pay tu khi hi   'I will go.'

I +go+ unre.+1ps+FP

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nəŋ pay tu ni ziam   'will you (sg.) go?'

you (sg.)+go+unre.+2ps+QM

nəw pay tu nu ziam   'will you (pl.) all go?'

you (pl.)+go+unre.+2ps+QM

It is to be noted that in the case of exclusive first person it has pronominal suffix 'khu'.
For example:

kəw ən ne khu hi   'we (excl.) eat rice'.

We (excl)+rice+1pp(pl)+eat+FP

Similarly, the second person plural number has pronominal suffix 'nu'.
For example:

nəw pay tu nu ziam   'will you (pl.) go?'

you (pl.)+go+unre+2ps(pl.)+QM

Pronominal Prefixes with Noun

The pronominal prefixes (pp) of the three persons express person and number of the possessor. In other words, when these pronominal prefixes are used with nouns they indicate the possessor of the prefixed noun, as in the case of kinship terms.

Examples:

kənu   'my mother'.

1pp+mother

nənu   'your mother'.

2pp+mother

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ənu   'his/her mother'.

3pp+mother

It is noted from the examples, in kənu 'my mother', the pronominal prefix kə- indicates that the possessor is the speaker; in nənu 'your mother', the pronominal prefix nə- indicates that the possessor is the addressee; but in the case of ənu 'his/her mother', the pronominal prefix ə- indicates that the possessor is neither the speaker nor the addressee. On the other hand, the personal pronoun of the respective person, i.e., first and second can be added with the intensifier -ma along with the possessor of the prefixed noun for indicating the specificity and emphasis.

For example:

keyma kənu 'my (intensive) mother'.

nəŋma nənu 'your (intensive) mother'.

keyma zimasa 'my (intensive) first wife'.

Further, the first person singular and first person (excl.) plural have a particle iŋ (singular) and uŋ (plural). The pronominal prefixes/suffixes and the final particle hi is deleted if this pronominal particle is present. This is also commonly used in colloquial speech.

For example:

key sahaŋ khət mu iŋ   'I saw a tiger'.

I   tiger one see pro.p(sg.)

kəw pasəl ni pha uŋ   'We have two brothers'.

We (excl.) brother two number pro.p.(pl)

key pay iŋ   'I go'.

I go pro.p

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kəw pay uŋ   'We (excl.) go'.

We (excl) go pro.p

Sentence in Sizang

Sentence in Sizang can be divided into four classes according to its formation. If a sentence indicates a statement of truth or statement of condition, then the sentence is regarded as a declarative sentence. Further, if a sentence has interrogative marker attached to the verb phrase and indicates a question, then the sentence is an interrogative one; if a sentence has imperative marker attached to the verb phrase and indicates a command or order, then it is an imperative one; and if a sentence has negative marker attached to the verb phrase, then it becomes a negative sentence.

Sizang is a verbal pronominalized language. It shows a subject-object-verb (SOV) word order. The occurrence of a sentence final particle 'hi' in declarative sentences is a peculiarity of Sizang.

The following examples are illustrative of the different types of sentences as stated above:

1.   Declarative sentence (statements):

key ən kəne hi   'I eat rice'.

I rice 1pp. eat FP.

nəŋ ən nəne hi   'You eat rice'.

You (sg) rice 2pp. eat FP

əma ən əne hi   ' He/she eats rice'.

he/she rice 3pp.eat FP.

2.   Interrogative sentence:

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nəŋ saŋ nə pay tu ziam	'Will you go to school?'.
You (sg.) school 2pp go unre. QM	
bəŋbəŋ kəw ŋa tu khu ziam	'How do we get it?'.
what redp. we (excl.) get unre. 1ps (pl.)QM.	
kim əmelhoy ŋol mo	'Kim is not beautiful, is she?'.
kim 3pp.complexion fair neg.tag.Q.	

3.   Imperative sentence:

nəŋ pay in	'You (sg.) go'.
You (sg)go imp.	
nəŋil kiel-e	'You (sg) must be hungry'.
poss.stomach hungry polite imp.	
əma hoŋpay sək tən	'Make him to come'.
he deic.come caus.pers.imp.	

4.   Negative sentence:

əma əpay ŋol tu hi	'He will not go'.
he 3pp.go neg.unre.FP.	
key zu hop boŋ	'I don't drink liquor'.
I liquor drink neg.	
əma he bəw	'He doesn't know'.
he know neg.	

It is interesting to note that the pronominal prefixes or suffixes are deleted when the verb

is followed by the imperative marker /-in, -un, -tən, -toŋ, -hiak, etc. in a sentence.

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For example:

əma ən huan sak in	'Let her cook.'
she rice cook caus.imp.	

əmate pay sak un	'Let them drink tea.'
He (pl.) go caus. imp	

nəŋ hoŋpay tən	'Please come again.'
you (sg.)deic.come imp.	

nəw hoŋpay təvun	'Please come again.'
you(pl) deic. come imp.	
key lasa phot toŋ	'Let me sing a song.'
I song sing polite imp.	

Similarly, as in the case of negative marker –boŋ, there are no pronominal affixes .But it is present with negative marker –ŋol in negative sentence. The negative marker –boŋ has an emphatic character. It is perhaps more typically used in colloquial speech than polite speech. In fact, the negative marker -boŋ is formed by the contraction of negative marker -bəw + iŋ (first person singular pronominal particle). Thus, it is exclusively used with first person singular.

For example:

key ŋil kiel məmma boŋ   'I have no appetite for food at all'.
I stomach hungry very neg.

key zu hop boŋ   'I don't drink liquor'.
I liquor drink neg.

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But the pronominal affixes are present with negative marker-ŋol in a negative sentence
For example:

nəŋ nəpay ŋol tu hi   'You will not go'.
You (sg)2pp.go neg. unre. FP.

əma əpay ŋol tu hi   'He will not go'.
he3pp.go neg. unre.FP

key za top ŋol khi hi   'I do not smoke'.
I cigar smoke neg.1ps.FP

Conclusion

From the above it is clear that Sizang shows elaborate paradigms of person/number agreement with the subject of the sentence. It shows even the agreement for singular and plural numbers in persons, as well as for inclusive and exclusive persons in plural. For the most part, the affixes involved are suffixed or prefixed directly to the verb stem. This type of grammatical features is referred as verbal pronominalization, which is a common characteristic as in other Kuki-Chin languages of the Tibeto-Burman family.

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Abbreviations

1pp	First person pronominal prefix		
2pp	Second person pronominal prefix		
3pp	Third person pronominal prefix		
1ps	First person pronominal suffix		
2ps	Second person pronominal suffix		
sg	Singular	pl	Plural

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FP	Final particle	unre	Unrealized aspect marker
excl	Exclusive	incl	Inclusive
pro. P	Pronominal particle	QM	Question marker
imp	Imperative marker	neg	Negative marker
caus	Causative marker	deic	Deictic marker
tag Q	Tag question	redp	Reduplication
poss	Possessive	pers	Persuasive imperative

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Integration of Activities in Teaching English to Primary School Students

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Abstract

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This paper highlights the need for the integration of activities in primary school classrooms by the English language teachers. The paper discusses the types of activities that can be used in an English classroom for primary school children. English language teachers have to constantly look for innovative approaches to teach English especially to children at the primary school level.

ABL (Activity Based Learning) is one of the innovative approaches which has proved to be successful in teaching English language. Primary school children are in their crucial stage of learning, the formative phase of their lives. Activities should be an integral part of teaching English in primary schools. A gist of the advantages of integrating activities in primary schools is discussed in the paper. A brief overview of the teachers' role in designing appropriate activities for children in primary schools has been elaborated in the paper.

Activities develop physical, cognitive, social and emotional growth of a child. This approach gives children the freedom to think and learn creatively. A comparison between the traditional methods of learning and ABL is briefed in the paper. The learner-centred approach using ABL as a teaching approach is also examined. The paper expresses the view that language learning in primary schools through ABL should promote the formation of positive attitude to language learning in general. It should be a basis for secondary school studies.

Introduction

Primary Schools are considered to be the basis for a child's foundation in English language learning. It is therefore very important that the right kind of approach is used to

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teach English to primary school students. There are various approaches to English language teaching adopted by the primary schools today. However, the search for the right kind of an approach continues among English language teachers.

It is generally observed that an English teacher today spends around 60-70% of the class time talking in his or her classes. Just 35% or less is left to the students. There should be exercises and activities given in the classroom that would bring teacher-talking time (TTT) down and the students talking time (STT) more. The Activity Based Learning (ABL) offers scope for the teachers to increase the STT and decrease the TTT in a classroom.

Learning by Doing - ABL

Young children in primary schools are in a crucial formative phase of their psychological, physical, cognitive, social, and emotional development. This will influence and benefit English language learning positively for the students. A perfect context should be provided to primary school students to increase their language competence. Through activities, a fun- based environment is provided for the students to increase their language competence. Through 'learning by doing', the competence can be built naturally and gradually. It can be easily seen that this provides the basis for language learning in secondary schools.

Savignon (1983) cites Montaigne who says, 'Without methods, without a book, without grammar or rules, without a whip or without tears, I had learned a Latin as proper as that of my school-master'. This anti-structural view can be held to represent the language learning version of a more general learning perspective usually referred to as 'learning by doing' or 'the experience approach'. ABL is based on these perspectives.

Different types of activities are used by the English language teachers for primary school students. The advantages of integrating activities and the teacher's role in designing activities are put forth in this paper.

Types of Activities for Primary School Students

It is seen that language-based activities lead to higher order skills like interpretation, evaluation, and also the use of appropriate language according to situations for primary

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school students. A generally accepted communication principle states that the activities which involve real communication promote learning. The task principle states that activities in which language is used for carrying out meaningful tasks promote learning.

Activities should be selected in a way that these engage the learner in authentic and meaningful use of the language rather than promoting merely a mechanical practice of different patterns of the language.
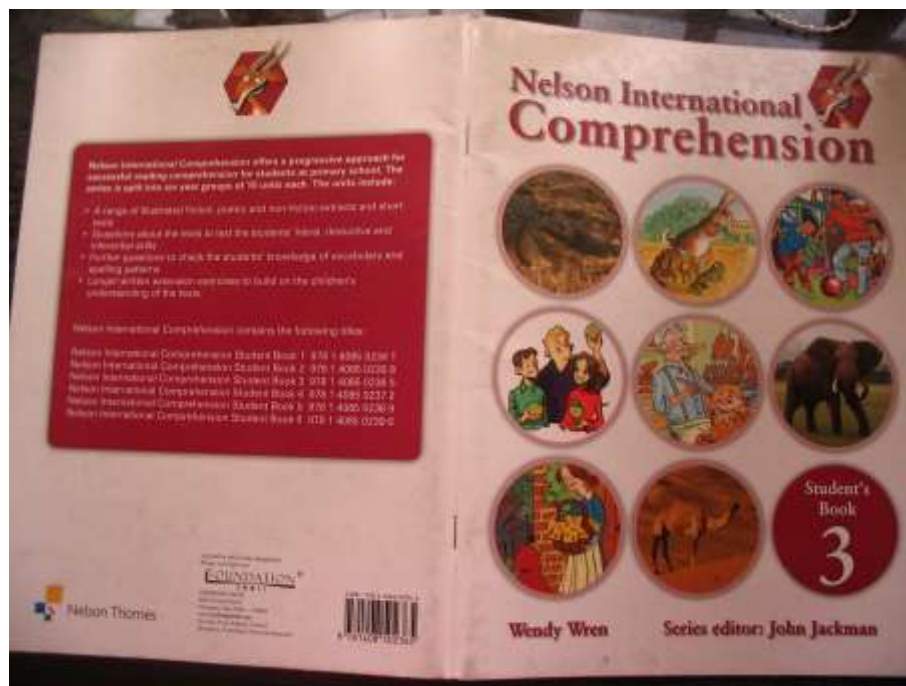
The range of activities attuned with a communicative approach is, indeed, unlimited. English language teacher needs to remember that the activities they choose to get their students involved should enable students to attain the communicative objectives of the language. The activities in the classroom should be designed to motivate students in completing tasks that are mediated through language, information sharing and these should involve negotiation of information.

Functional versus Social Communication Activities

Activities can be broadly divided into functional communication activities and social interaction activities. Tasks like learners comparing sets of pictures and noting their similarities and differences; working out a likely sequence of events in a set of pictures;

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discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map following directions; and solving problems from shared clues etc…are part of 'Functional communication activities.' Conversation, discussion sessions, dialogues and role-plays, simulations, skits, improvisations and debates become a part of 'Social interaction activities' Littlewood (1981:166)   .

Communicative Activities — Functional communication activities

Communicative Activities — Social interaction activities
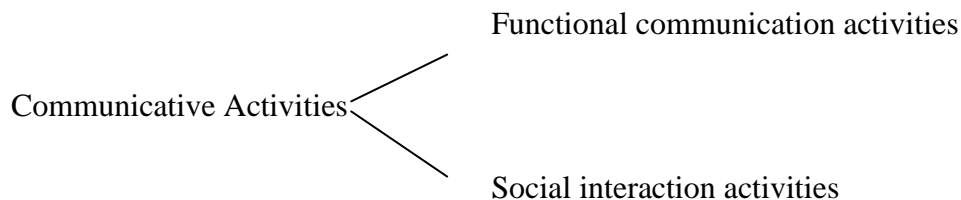
Communicative activities can be devised for the classroom, which highlights the functional aspect of communication. If the students are supposed to solve a problem or share information, they tend to use the language which is very convenient for them. They do not think of the appropriate language to be selected for the purpose. They do not even consider whether the language they use is grammatically correct or not. The main purpose of the activities is that students are encouraged to use the language they know in order to transfer the meanings as effectively as possible. The communicative demands have to be immediately met. Since the emphasis is on being functionally effective, activities of this type are called 'functional communication activities'.

A range of communicative activities help students to express communicative needs inside and outside the classroom. Nevertheless, activities should also be designed to meet varied social conditions. Social interaction activities can be devised to emphasize both the functional and social aspects of communication. Language is not only seen as a functional instrument but also seen as promoting the demands to satisfy social behaviours. Therefore, activities are framed to facilitate social interactions among students. This type of activities is called as 'social interaction activities'.

Task-oriented Teaching

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The basis of activity-based teaching method includes task-oriented teaching. Pica, Kanagy, and Falodun (1993) classify tasks according to the type of interaction that occurs in task accomplishment and classifies tasks as jigsaw tasks, information-gap tasks, problem-solving tasks, decision making tasks and opinion exchange tasks. All these tasks can be accomplished by framing effective activity sessions. Students learn to use their English language effectively and with confidence. Speaking in a new language also develops spontaneously without much effort.

ABC Milestones

In Activity Based Learning (ABL), the classified competencies of each class are split into different parts or units and are treated as definite steps of learning. Each part is called as a milestone. In each subject, the different milestones are clustered and linked as a chain. This chain of milestones is called as a Ladder. The various activities that are used in ABL are :

- Initially, the teacher prepares *preliminary activities* for skill development of the students. This could be activities based on listening skills, speaking skills, reading skills and writing skills in English language.
- *Reinforcement activities* is the next step where few activities are designed by the teacher in order to focus if the students are able to apply the learned skills practically. Students' understanding, reflection and action are measured while reinforcing certain basic aspects of the language.
- Once the concepts and the purpose of the activities are understood by the student, many *practice activities* are given to them in the form of classroom activities or homework activities.
- Next, *evaluation activities* are framed by the teacher to assess the performance of students. This checks for their overall understanding of the skills and application after structured process of analysis and synthesis.
- If the evaluation activities prove that the student needs more assistance in a particular specified area of language, *remedial activities* are designed by the English language teacher. These activities studies the 'langauge gaps' and act as remedial measures to equip the students completely in the learning process of language acquisition.

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- Further, teachers also engage themselves in designing *enrichment activities* to enrich the language learning experience for the students. A variety of activities are designed and used in classrooms by the language teachers. Their aim is to enrich the learning of the students by providing more activities which are of same relevance.

Numerous activities can be chosen in such a way that it improves motivation and allow natural learning to happen among primary school students. They should create a context that stimulates the learning environment for students. English language teachers need to integrate the different kinds of activities throughout their lessons based on the language competencies of the students in their classroom.

Advantages of Integrating Activities

The Activity-Based Learning offers 'Joyful Learning' for primary school children. Gauldwell Cook's 'Play-way method' noticed that the learners had more freedom and interest in their learning. When children learn through play and activities, they engage in meaningful learning. Activities help them learn individually, learn in pairs and learn in a group. Activities

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develop physical, cognitive, social and emotional growth of a child. This approach gives children the freedom to think and learn creatively. There is scope for children to enhance their level of confidence and communication skills. Active participation of children ensures the process of learning. Play is the natural instinct of children. The fun based approach offers a joyful learning experience for students at the primary school level.

Activities facilitate meaningful interactions between the student and the teacher and among the students themselves. This approach of teaching avoids monotony in English classroom. This makes the learning process interesting and easier. 'This educational initiative could well be a forerunner for a positive change in educational standards across the country. We are now at the threshold of a silent revolution' (Anandalakshmy 2007). The 'silent revolution' of ABL is considered to be more an evolution in today's teaching approaches to primary school children. 'If we look at the history behind this reform and its current functioning it is only appropriate that we term it as evolution' (Krishnamurthy 2009).

Impact on Students

By integrating activities in an English classroom, the students are encouraged to take individual responsibility for what they think the function and purpose of the activity is about. It is easier for the teacher to find out what the students already know, without making them conscious that they are being the focus of the attention. Little do students realise that serious work is happening in the context of an activity. There is a great deal of involvement from the students in the given period of time to complete the given activity and feel the sense of accomplishment. The competitive spirit of the students is also triggered off in a healthy manner through inclusion of activities in the classroom.

Help to Teachers

Activities help an English teacher to plan the lessons easier. They can be used in the classroom with very little preparation, especially if the materials made are made in such a way that they can be used more than once. Including activities while teaching English lessons help to gain control the over the class and get a group of unmotivated children moving around, being more receptive and participating in the class.

A Learner-centred Curriculum
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Activity Based Learning approach follows a learner-centred curriculum. It has an interactive way of designing activities for primary school students. It offers fun based learning and encourages 'learning by doing'. A learner-centred approach is framed to provide students with effectual learning strategies, to encourage students to set their own objectives and to develop students' skills in self-evaluation.

The teacher supports, guides, aids, stimulates and facilitates in activities where learners discover, investigate, explore, analyse, research and interpret the texts. The entire process is learner-centred. Very little scope for the exposition of the teachers' understanding or application is seen in such an approach. Since the learner becomes the centre in activity based learning approach, a learner directed approach follows a learner-centred curriculum. The activities used in the classroom engage the children actively in the language learning process.

The traditional methods of teaching would be mostly teacher-directed. The classroom used to be dull, solemn, monotonous and boring for the students. The advent of innovative teaching approaches like activity-based teaching has changed the idea of a classroom situation itself. Today, we can witness a classroom where the teacher follows the ABL approach to be filled with lots of fun, enthusiasm, happiness, competitiveness, better understanding of the text and learning with involvement among students. When teaching happens through activities, it is seen that it increases the emotional and intellectual participation of the student in primary school classrooms.

State of the Art Teaching

Learners are exposed to ABL 'as the state-of-the-art teaching style, stressing reflective inquiry through questioning and reflection' (Stoblein 2009). Students are encouraged by their teachers to indulge in an active inquiry process where they ask lots of questions, seek answers for the questions and reflect on their interpretation, observation and understanding. These types of activities enrich effective communication skills among students.

Key Assumptions

Teaching through activities can be related to the key assumptions of task-based

instruction summarized by Feez (1998:17) as
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- The focus is on process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- Activities and tasks can be either: those that learners might need to achieve in real life and those that have a pedagogical purpose specific to the classroom.
- Activities and tasks of an activity based syllabus are sequenced according to difficulty.
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task and the degree of support available.

Freedom of Learning

The ABL approach provides complete freedom of learning to the students in the classroom. The fear of rigorous assessment and examination procedures are removed. This approach creates opportunities for the students to learn according to their interest and choice. Students also learn at their own pace. Individual learning, group learning, self directed learning, learning by doing, learning through reinforcement activities, learning through enriching and extending activities, learning through practicing activities, learning the right use of language through remedial activities, assessing through evaluation activities are some of the activities through which a learner gets permanent learning experience. It offers a joyful experience of learning. The approach helps the students to comprehend the contents and the concepts. The learning activity becomes a student's individual enriching experience.

Teacher's Role in Designing Activities

Language teaching can be seen as something more than the transmission of knowledge. Through responding to what happens in the classroom, through noticing the responses of the students to activities, through collecting feedback in multiple ways in which we can, the learning experience of students and teachers is enriched by the continuous process of teaching and learning.

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Teaching a foreign language is viewed as a creative process. When teachers use various techniques to activate the imagination or to stimulate creativity, students' developmental aptitudes and the processes are developed in language learning simultaneously.

In primary schools, textbook lessons have the format of the exercise predominantly with ideas through activities. Activities are not viewed as just a supplementary to the concept which is given through words rather they have become the vehicle for instructive work. The activities designed by the teacher should be used as a central part of the students' learning process. Language learning should not be considered so serious and should be treated as fun in a classroom. Activities should be framed in such a way that it focuses the energy of the student to master and internalise language learning. The inclusion of activities is one way of focussing this energy of young children on language learning.

Assessment of Learners' Performance

It is important to view assessment of learners' performance in an affirmative way, by laying emphasis on their strengths in using English as a means of interaction. It is also important to create activities in such a way so that learners can communicate as caring and compassionate users of English. It helps the students to realise that the entire process of learning a language is not only cognitive but also affective.

Teacher Intervention

However, appropriate intervention from the teacher is required in order to correct the students while they make mistakes and to ensure accurate use of the English language.

When the students find themselves difficult to cope with the demands of a given activity, the teacher can guide or provide the necessary language items. If the nature of activity given is a group activity, any kind of a disagreement can also be resolved among the students based on the given activity. In other words, the teacher is available for the student as a source of guidance and help. The presence of a teacher in the classroom is primarily seen as a psychological support for many students. This aids such students who need to develop independence in working on an activity.

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The activities given by the teacher should be able to recognise the weaknesses of children as specific signs of learning needs. It is therefore essential that the teacher develops controlled activities where competencies of children are also addressed. Reinforcement activities and remedial activities will help the student to meet the language requirements. The role of the teacher is defined very clearly in such situations.

Mother Tongue Interference/Intervention

There might be moments when the students resort to their mother tongue when they are not sure about the words they have to use in the target language. The role of a teacher during those times would be to discourage students from resorting to their first language or mother tongue in moments of difficulty. Let the teacher supply the needed word promptly.

We should also bear in mind that there is universal practice in India among the educated to code switch from one language to another, and to mix words from English and the Indian languages in the same sentence. There is also a strong tendency to add affixes from English to words from the Indian languages and vice versa. We need to discourage such practices when students learn and use English in the classroom. For this also teacher intervention is necessary.

Therefore, we see that the role of an English teacher in activity based approach is varied and multiple. It is clearly a student-centric approach and not a teacher-directed approach. They play the role of facilitators rather than being mere language teachers for the students. Their role also extends to acting as a counsellor and as a guide for the students. The teachers not only offer linguistic support for the primary school students but also offer psychological support through many ways.

Conclusion

Primary school education must bring out the hidden talents and the creative skills of the students in order to sharpen their language competence. In the ABL approach of teaching, the students are seen to be active learners rather than passively receiving the information given by the teachers. Adopting the ABL approach will help implement the suggestions offered by several education reports brought out in recent years. For example, the Yashpal Committee-2007 consisting of academicians and educationists strongly expressed its concern

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to bring down the burden of the primary school curriculum and use the activity based approach to provide a child-friendly environment in the primary school education. The teaching approach used should create a joyful learning atmosphere in the classroom and should offer multiple opportunities for all the learners to participate in the teaching learning process. Fostering the communicative skill of the students and developing self-confidence of the learners are also recommended in the National Curriculum Frame Work - 2005.

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Postmodern Perspectives in Salman Rushdie's Select Novels
Fury and *Shalimar, The Clown*

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Courtesy: http://en.wikipedia.org/wiki/Salman_Rushdie

Understanding Modernism and Postmodernism

Postmodernism is a way of life, a way of feeling, and a state of mind. Those who live in

modern orthodoxy will certainly feel disturbed and disillusioned by the 'existing state-of-the art'.

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Postmodernism is also a broad term used to describe movements in a wide range of disciplines including literature, architecture, visual arts, philosophy, sociology, fiction, design, cultural and literary criticism and music. The term *postmodernism* is notoriously ambiguous, implying either that modernism has been superseded or that it has continued into a new phase in the domain of literature and other arts.

Postmodernism's relation to modernism is typically contradictory. It is neither a simple and radical break from it nor a straight forward continuity with it in aesthetical, philosophical and ideological terms. So, postmodernism is both a continuation of modernism's alienated mood and disorienting techniques and at the same time as an abandonment of its determined quest for artistic coherence in a fragment world : in very crude terms, where a modernist artist or writer terms, the fragmented experiences are expressed through myth, symbol and other figurative devices. Post modernism is used to describe a particular body of literature, written in the mid-fifties and after in America, British and Europe.

Postmodern Literature of India

Postmodern literature of India refers to the works of literature after 1980s. The term 'Post Modernism' seems to have little relevance to modern poetic and dramatic works and used widely in reference to fiction. Postmodern fiction overtly displays its conventions; it lays bare the illusion of reality and its artifice. It also foregrounds the problematic relationship between life, fiction and the very existence of reality. It poses the questions of how the people know or construct history and truth, reality and events. It represents the contemporary experience of the world as a construction, an artifice, a web of interdependent semiotic systems.

Characteristics of Postmodern Literature

Postmodernist fiction is generally marked by one or more of the following characteristics:

➢ Playfulness with language.
➢ Experimentation in the structure of fiction.
➢ Less reliance on traditional narrative form.

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- Less reliance on traditional character development.
- Experimentation with the way time is conveyed in fiction.
- Mixture of 'highart' and popular culture.
- Interest in Metafiction, that is, fiction about the nature of fiction.

The hallmarks of the postmodernist fiction are self-reflexivity, metafiction, historiographic metafiction, parody, pastiche, intertextuality, magic realism etc., which are exhibited through a strange kind of narratology that manifests a violent rupturing or subversion of the existing narrative techniques. These terms will be discussed in the body of the present work in relation to Salman Rushdie's works.

Salman Rushdie and His Works

Salman Rushdie is one of the best-known contemporary writers in the Postmodern English Literary world. His works carry a deep imprint of the complex socio-cultural scene of India as well as his passionate involvement with the history and the politics of India which has induced many critics to consider him as an Indian writer in English. In Salman Rushdie's *Fury* and *Shalimar, the Clown* the postmodern perspectives have been identified.

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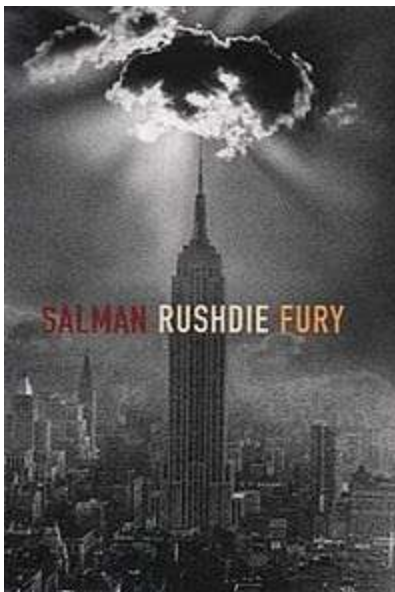
The significance of Salman Rushdie's first American novel **Fury** lies in how effectively Rushdie depicts Newyork that has entered the twenty-first century at the height of its global economic success and cultural domination, but in which the consumerist, image-centric hyper reality of the postmodern era has infiltrated every aspect of urban life, intensifying the level of social antagonism inherent within it, hence the novel's title. The four main characters within the novel who all struggle with this antagonism, each fulfill certain roles within the cityscape of Newyork, becoming archetypes of particular social groups or modes of behavior that can be found within the contextualized real-world city.

The twice transplanted protagonist Professor Malik Solanka, a historian of ideas, is an unimaginably wealthy man, who gives up his esteemed seat in Philosophy at King's college, University of Cambridge, to develop a television program about the great philosophers using dolls as the main characters. The interviewer, a blonde female doll named Little Brain, travels through time to interview Spinoza, Galileo and others. Compelled to relinquish control of the doll when it metamorphoses into an industry, the furious Solanka flees London for an apartment on Manhattan's Upper West side, Newyork. It's not only the show-biz version of manifest destiny that brings him to the New world : one night in London he finds himself standing over the sleeping figures of his beloved wife Eleanor and three-year-old son Asmaan, frighteningly close to stabbing them. There's a fury within him, and he fears that he has become dangerous to those he loves. So he steps out of his life, abandons his family in London without a word of explanation, and flees for Newyork. He arrives in Newyork at a time of unprecedented plenty, in the highest hour of America's wealth and power, seeking to "erase" **(F 44)** himself. But fury is all around him. Cab drivers spout invective. A serial killer is murdering women with a lump of concrete. The petty spats and bone-deep resentments of the metropolis engulf him His own thoughts, emotions and desires, meanwhile, are also running wild.

During the novel, Solanka conducts three love affairs, one with his younger wife, Eleanor, the other with stunningly beautiful women Mila Milo and Neela who are young enough to be his daughters. Solanka is a magnet for gorgeous, articulate women, who all tend to speak in the same didactic monologues. Solanka himself tries to surmount his guilt over having

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abandoned a loving wife and son in London and as he becomes involved with two new women. Solanka's appearance in Newyork set stage for all manner of adventures, most of which generate satire filled with cynicism about the people, politics and culture of Postmodern America.

Rushdie's brilliantly observant portrait of American psyche and contemporary scene is embedded in the novel *Fury*. Salman Rushdie's scalpel cuts sharply to expose the absurdities and tragedies of Postmodern-American life. The form of postmodernism that Rushdie employs in *Fury* is to portray the author – figure is caught in the maelstrom of the postmodern world. The more subtle connection between the way Solanka had earlier constructed his dolls and the way Rushdie used his experience of the fatwa to write this novel *Fury* is explained thus:

> Solanka soon learned the value of working, like the great matador, closer to the bull; that is, using the material of his own life and immediate surroundings and, by the alchemy of art, making it strange. **(F 16)**

Just as Rushdie's novel *The Satanic Verses* took on a life of its own, after offending a large segment of the Muslim world, so Solanka's principal puppet, Little Brain offends the Vatican and is censored before being completely appropriated and commercialized by the media and corporate business. Boyd Tonkin in his "Rev. of Fury by Salman Rushdie" pointed to this parallel when he wrote:

> ... the fatwah advertised in bright red letters what every writer should grasp: that, in modern times, fiction may always seep out into the world of law and politics to 'grow monstrous', as *Fury* puts it. **(7)**

Since the publication of *The Satanic Verses* each of the novels Rushdie has written post-fatwa reflects some of the "inward silence" and "heaviness" **(F 294)**, either in its narrative construction, or through the experiences of its fictional characters. In *Fury* Rushdie's solipsistic attempt to justify his own actions, is simply his "inward silence" being redirected outward, what the fictionalization of his own life experiences become in relation to that fictional world.

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In her account of Rushdie's "Fiction after the Fatwa (2005)", Gonzalez emphasises how the fatwa altered Rushdie's own sense of subjectivity, as it became,

> ... a central primal trauma irrevocably making of Rushdie a thinker/writer after the fact, a position which colludes with the de-realization of the contemporary post world struggling to signify in its uncanny present, haunted by the spectres of a past familiarity which has now become strange. **(20)**

The collusion to which Gonzalez refers is particularly evident in *Fury* through the story of Little Brain, Solanka's principal creation that was, "first a doll, later a puppet, then an animated cartoon and afterwards an actress or a talk show host, gymnast, ballerina or supermodel" **(F 96)** and also "the only one of his creations with whom Solanka fell in love" **(F 96)**. These many incarnations gave life, an identity and a distinct subjectivity to what had been a lifeless doll, a simulacrum within the world of the television programme in which she was to act as host and the "audience's surrogate" **(F 17)**, as she travelled far and wide in her time machine to "goad the great minds of the ages into surprising revelations". **(F 17)**

Rushdie skillfully stages the rapid breakdown of the distinction between the world Solanka creates and the contemporary political conflict in Lilliput-Blefuscu. He incorporates everything happening to and around him into his narrative, "**The Coming of the Puppet Kings**", the next major creative project on which Solanka embarks, extends the parallel between Rushdie and Solanka's creative work even further by being a fictionalization of Solanka's own life and experiences. In this back story, Solanka creates a technologically advanced world on the brink of destruction, which would see "that highest of cultures... just then enjoying the richest and most prolonged golden age in its history" **(F 161)**, be engulfed by the rising seas caused by that world's now severely melting polar ice caps. Solanka places Professor Akasz Kronos, "the great cynical cyberneticist of the Rijk" **(F 161)**, into this apocalyptic setting and has him create the Puppet Kings, a race of Cyborgs that were meant to be the salvation of mankind, but

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… on account of the flaw in Kronos' character that made him unable to consider the general good, he used them to guarantee nobody's survival or fortune but is own. **(F 161)**

Using his "Machiavellian daring and skill" **(F 162)**, Kronos sets up his head-quarters on the mountainous island nation of Baburia by negotiating a lease from that nation's ruler, the Mogul Kronos teaches his creations that they are " faster, stronger, smarter – 'better' " than their human, antipodeans hosts" **(F 163)**, and gives each creation "its own sharply delineated personality" **(F 164)**. But, as a direct result of Solanka's previous disillusionment with the outcome of Little Brain's story, he has Kronos include a Prime Directive in the Puppet Kings' programming, turning them into his slaves, "obliged to obey him, even to the point of acquiescing in their own destruction, should he deem that necessary" **(F 163)**. The Prime Directive fails, and the Puppet kings ultimately turn their backs on their creator. Thus, there inevitably occurs a moment within this secondary narrative where the Mogul and Kronos debate the uncanny nature of life itself, whether all life is necessarily 'natural', or whether "life as brought into being by the imagination and the skill of the living" **(Finney 288)**, can be said to be alive, and therefore, be awarded the same considerations in terms of human rights. This debate soon turns to argument, though, and "reminiscent of the fatwa issued against Rushdie, the Mogul threatens Kronos with death if he doesn't abandon his defence of the world of the imagination **(Finney 288)**. Thus, seemingly forsaken by the very creations he seeks to defend, and in fear for his life, Kronos recants his position, something which Rushdie, however, never did, and this "was greeted by the religious Baburian people as a mighty victory" **(F 189)**.

The reading of "The Puppet Kings" also highlights the fact that the civilisation of the Rijk is simply a fictionalised future America, The island nation of Baburia, and the subsequent political turmoil that takes place there as the puppet kings rise up and overthrow the Baburians, are also a simulation of events on the fictional islands of Lilliput – Blefuscu where, towards the latter part of the novel, the Indo-Lilliputians stage a military coup to oust the Indigenous Elbees. This is a simulation of the real-world coup that occurred in Fiji in May 2000. In *Fury*'s final chapters, Rushdie includes Solanka's decision to follow Neela to her native Lilliput – Blefuscu,

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only to find every member of the island's militia donning masks of his own creations, the Puppet Kings, essentially enacting the very simulation on which that story was based. The irony is that, though Solanka's appearance is identical to that of Kronos, he is taken for an imposter of the man who is deemed by the islanders to be the 'real' Kronos: Babur, the leader of the military coup.

> Once again, Solanka's fictional creations began to burst out of their cages and take to the streets" **(F 225)**, making "the original, the man with no mask ... the imitator **(F 238)**.

The story of "The Puppet kings", as well as the events on Lilliput – Blefuscu mirror not only life within the fictionalized world of the novel, but also that of the real world from which Rushdie has drawn inspiration. The use of masks is also linked to real-world politics and culture. While the play of masks on Lilliput – Blefuscu is far more elaborate, it is not one of concealment, but of transformation. Thus, through the interplay between simulations and real – world events, Rushdie illustrates how, "the rebellion in Lilliput – Blefuscu parallels the internal psychological rebellion witnessed in the novel's many representative Americans **(Finney 287)**, specifically those, like Jack Rhinehart and Mila Milo, who use Newyork's urban constructs to mask their own subjective traumas. Thus Solanka's

> … fictional creations, directly drawn from the political struggles of contemporary life, suffer not the fate of irrelevance or passing fashion, but rather dramatize the extent to which political life has a fictional, cultural valency, as political movements adopt styles dependent on cultural ideologies and the resources of the culture industries **(Brouillette 149)**.

A retrospective analysis of *Fury* throws light on "commodity fetishism" and social "alienation" that Gonzalez identifies in Rushdie's fictionalized Newyork. This sentiment calls to mind the "national ideological cornerstone" **(F 184)** which is the American Dream. This Dream is particularly evident through Solanka's declarations that he had come to America, to Newyork, "to receive the benison of being Ellis – Islanded, of starting over" **(F 51)**. Neela, an Indo-

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Lilliputian also comes to Newyork, like everybody who needed, as a haven to spread their wings. Rather than experiencing the beneficence of the American Dream, all of Rushdie's primary characters are positioned within a corrupted city and the devouring culture for profit within the logic of late-capitalism. Solanka hopes to lose himself in the urbanity and 'Americanness' of Newyork, and in his pre occupation with the lives of others, because he liked the sense of being crowded out by other people's stories, of walking like a phantom through a city that was in the middle of a story which did not need him as a character.

Solanka is only failing himself and it is made explicit through his inability and unwillingness to blend into Newyork's cityscape. Instead of the "gold-hatted figure" that leads the "exemplary American life" **(F 82)**, Solanka's "old-world, dandyish, cane – twirling figure in a straw Panama hat and cream linen suit" **(F 4)**, cements him as a 'un-American' and thus as fundamentally 'other'. Even his British accent is commented by Mila who is aware of her own attempts to fit into the American urban life style, positions him outside of Newyork's frame of reference.

Solanka's behavior also often sets him apart from the crowd, because he cannot overcome the simmering disconnected anger that continued to seep and flow deep within him, threatening to rise up without warning in a mighty volcanic burst. As if it were its own master, he seems to be out of control for most of the novel, often unaware of his own actions, and this leads him to feel an increasing sense of despair about his own life. While Solanka is contemplating how his inferior knowledge about the workings of the contemporary world made of him a fool, he is unconsciously shouting out obscenities. Even after being told what he was doing and having to leave the cafe in which he was sitting at the time, he does not remember doing it, or at least refuses to acknowledge it, merely stating that there was no explanation for the waitress' extraordinary speech. These seeming lapses in self-awareness add fuel to the reader's suspicions and Solanka's own suspicions that he may very well be The Concrete Killer, who stalks the streets of Newyork at night, murdering three sorority girls, "Sky", "Ren" and "Bindy"   **(F 71)**, are all members of Newyork's elite, but ultimately, all are turned into trophies, living dolls, by the high-flying society in which they lived.

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This fear is solidified through a newspaper headline Solanka later sees in Rhinehart's apartment, which reads "CONCERTE KILLER STRIKES AGAIN. And below, in smaller type: *Who was the Man in the Panama Hat?*" **(F 63)** Rushdie does not keep the readers in suspense for very long, though, for the unusual sightings of the Panama-hatted man are soon discredited by the police and this is dutifully broadcast to the public. Solanka's unique appearance has become mythologized within the cityscape, all but erasing his own presence in the city, turning him into that "phantom" he had so longed to become. The relevance of these serial murders does not end with Solanka. It also represents the apotheosis of postmodern urban life, in which the regard for humanity is replaced with an increasing indifference. This level of dehumanization is present throughout ***Fury***, which becomes a "consensual tragedy" in postmodern subjects.

The "Consensual tragedy" is evident through the novel's other three main characters, Jack Rhinehart, Mila Milo and Neela Mahendra. Jack Rhinehart is shown through Solanka's narration to be severely disillusioned with the urban world in which he finds himself. Rhinehart's abandonment of his life as a war correspondent for a position as a celebrity-gossip journalist, and his obsessive compulsion to seduce wealthy white women, are merely the symptoms of a larger and more profound identity crisis. He had been seduced, and his desire to be accepted into the Whiteman's club was the dark secret from which his anger grew. That fury is seemingly embedded within Rhinehart's character and forcibly shifts his perceptions on the nature of human life. In conversation with Solanka, Rhinehart admits that "now that I'm writing about the billionaires in a coma or those moneyed kids who iced their parents" **(F 56)**. The irony of this admission lies in Rhinehart's collusion with "Horse", "Stash" and "Club" in the murders of the three young women. Rhinehart's acceptance is centred on his attempts to become a part of it himself, for he is so desperate to prove that he is not just a "house nigger" **(F 57)**, to be told "you made it man. You're in" **(F 203)**, that he goes along with their murderous plans, ultimately unaware of the "truth of things", and thus oblivious to his fate: his death at their hands and their attempt to frame him for the murders.

A similar trajectory found in the plot of Mila Milo, an immigrant from central Europe, who submerges herself in the urban world of commodity fetishism become "a postmodern

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vampire" **(F 41)**, who was so "sure of her power, confident of her turf and posse' fearing nothing" **(F 4)**. Mila's intrinsic connection to the city is made obvious through the epithetical transference of her "piercing green eyes" **(F 41)** to the city itself. Mila's subjective power begins to change once she enters her sordid relationship with Solanka, and she becomes increasingly doll-like in her mannerisms and appearance. Mila's transformation into Little Brain, her favorite childhood doll, is heralded through her realization that Solanka is Little Brain's creator. Because it is then that both Mila and Solanka embark on a journey into the world of simulation, where they both became merely simulacra for the real objects of their respective desires: Solanka's own fictional creation, Little Brain, and Mila's deceased father.

Mila's justification that "everybody needs a doll to play with" **(F 131)**, make Solanka realizes that this role play is not simply an echo, but a reprise of the seduction of her own father. For Solanka was "by no means the first" of her victims **(F 133)**. Solanka begins to think of her as,

> … the spider-sorceress now caught in her own necrophiliac web, dependent on men like him to raise her lover very, very slowly from the dead. **(F 133)**

Each of these 'versions' of Mila-vampire, doll, spider-queen are the masks she chooses to hide behind, masks that were born out of her immersion into the postmodern urban world. But, Mila later lambastes Solanka for taking them too seriously. According to her, they were nothing more than play, "serious play, dangerous play, may be, but play". **(F 173)**

Solanka's lover Neela Mahendra's image also becomes a matter of contention, which is another example of 'serious play" in the novel. While in Newyork, Neela's beauty had quite a profound effect on those around her, and she could not walk down the street without men repeatedly falling over themselves or being brought to tears by her presence. Just as Solanka fails to become a part of the cityscape, so does Neela's appearance affect her ability to function within the city? As a consequence, her relationship with Newyork is questioned, for even though she admits that the city had provided her with some means of escape from traumatic encounters with her "boozy father" **(F 157)**, "her roots pulled at her, and she suffered badly from what she called

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'the guilt of relief" **(F 157**). She had escaped her father by obtaining a scholarship to study in Newyork, but her mother and her sister had not, and so she still "remained passionately attached" to her family and "to her community's cause" **(F 157)**.

This passion is one of the elements which Solanka finds so enticing about Neela, for while he had moved to Newyork to escape a past he sought to forget. Neela had used her time in the city to prepare for a return to her past, become actively involved in political demonstrations held in Newyork in support of her fellow Indo-Lilliputians. But, the protests ultimately fail because they degenerate into violence, which Solanka takes as,

> … evidence here in Newyork city of the force of a gathering fury on the far side of the world: a group fury, born of long injustice, beside which his own unpredictable temper was a thing of pathetic insignificance **(F 193)**.

This gathering fury reaches its climax in Lilliput-Blefuscu, outside of the city, for Newyork had merely been a staging ground for its dramatic manifestation. Similarly, the climax of *Fury* is reached far from the constructs of the cityscape to which all of the novel's energy has thus far been confined. For it is on Lilliput-Blefuscu that Neela's image is fundamentally transformed; her role as the inspiration for Solanka's primary 'puppet queen' forces her to substitute her natural beauty for its own imitation, as she hides behind a mask of herself in order to fit in. Her sacrificial death towards the end of the novel signals the death of that "serious play", for "not even her beauty could affect the trajectory of the mortars" **(F 254-55)** that were aimed at the Parliament building in which she stayed behind to ensure the safety of Solanka and the other hostages.

The novel *Fury* fittingly ends when Solanka attempts to catch his son's attention by bouncing higher and higher on a bouncy castle on Hampstead Heath. Rushdie's final sentence places Solanka on a jumping castle, shrieking to his son,

> Look at me, Asmaan!

> I'm bouncing very well!

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I'm bouncing higher and higher! **(F 259)**

Solanka hanging in the air perpetually is suspended at the moment of his Zenith, anticipating what seems to be the inevitable outcome: our Fall. The significance of the novel is reflected through Solanka's own misusing about the consequences of failure in the postmodern world, and how one should not "contemplate what lay beyond failure while one was still trying to succeed" **(F 82)**. The ending of *Fury* also speaks directly to the nature of urban life, and most particularly, of American life at the end of what has commonly been labeled "the American century".

The correlation between the idea that the twentieth century saw the rise of American cultural imperialism, epitomized through a series of monolithic urban constructions, particularly in Newyork, and the fact that the twentieth century was the most violent to date, is specifically portrayed within the novel *Fury*. The inevitable Fall is signaled by the novel's final words shifted from the realm of fiction and apocalyptic prophecy into the reality of the early twenty-first century, through the terrorist attacks of 9/11 and the literal fall of the World Trade Centre towers.

Thus, through the experiences of the four main characters, Rushdie provides insight into the relationships established between an individual and the urban environment which they inhabit. It is found in Solanka's inability to achieve the escape from his past he so desired, through Rhinehart's inability to distinguish between affection and affectation, in the guises that Mila adopts in her attempts to avoid her own crisis of identity, and in Neela's false hopes that the politicization of her life in Newyork would lead to the fulfilment of her goals and the salvation of her life outside the city. Thus, the novel *Fury* offers a unique perspective on Postmodern America and urban life within a moment of transition between the violence of the twentieth century and the violence of the twenty-first century which was initiated dramatically through the terrorist attacks of 11 September 2001.

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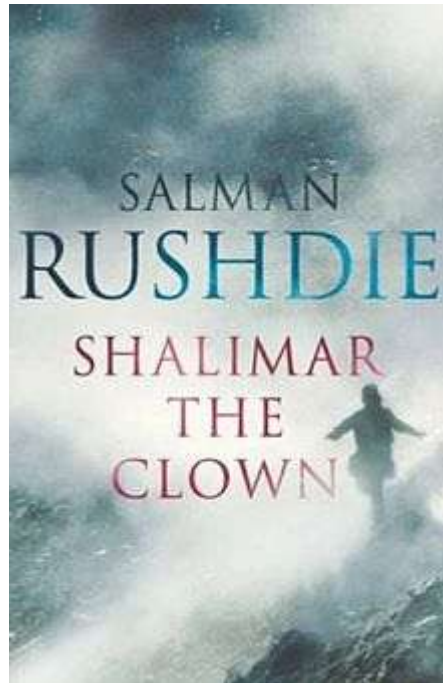
Shalimar, the Clown

Salman Rushdie's novel ***Shalimar, the Clown*** presents the story of the communalism of the disputed Indian province of Kashmir, since partition, through the experiences of a set of characters from the fictional village of Pachigam. Rushdie tends to make his characters local, symbolic equivalents for national and international dilemmas and tensions. Through them Rushdie tackles the subject of Kashmir and mirrors an earthly paradise lost to religious extremism and military brutality which has echoed around the world today.

The novel ***Shalimar, the Clown*** is a novel of love, betrayal, revenge and the agonizing struggle over the contested Himalayan region of Kashmir. Rushdie voices the concept of a borderless world and its implications. He makes a clear account of the wasteful and despoiling struggle over the valley of Kashmir, combined with an impressionistic depiction of Islamist Jihadis terrorism. There is also a second plotline - a love story, a generational drama and tale of passion, adultery and revenge woven in with the larger story of Kashmir. It is a deeply personal novel that evokes the Kashmir that was the homeland of Rushdie's grandparents, Dr. Abdullah alias Babajan and Amir Unnissa Butt alias Ammaji, to whom the book is dedicated. The novel

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presents the story of the communalization of the disputed Indian province of Kashmir since partition, through the experiences of a set of characters from the fictional village of Pachigam. The main characters of the novel include Maximilian Ophuls, Boonyi Kaul, Shalimar, the clown, Pandit Pyarelal Kaul, Pamposh Kaul, Abdullah Noman, Firdaus Noman, Kashmira, Colonel Kachhwaha and Maulana Bulbul Fakh.

The novel is an ode to the simple, idyllic life of the valley, the land of Rushdie's roots, a land of eternal beauty and charm, that, "… was lost…like paradise, …Kashmir, in a time before memory" **(STC 4)**. Portrayed as the ideal world with its unique way of life, its 'Kashmiriyat', where differences and divisions were non-existent; a world untouched by hatred and communalism. Peace, love and brotherhood characterize the Kashmiri way of life. It is a life and world of innocence that is betrayed by its own people, and slowly walks down the path to destruction as embodied in the life of Shalimar, the protagonist and his village, Pachigam. Not only Shalimar, but also the other main characters of the novel are highly symbolical, for Rushdie believes that history and the individual, "… interpenetrate and that is how the writer needs to examine them, the one in the context of the other".**(qtd. in Gordon Wise 57)**

Pachigam, a small village in Kashmir situated in the serene surroundings besides the river Muskadoon, is a quiet, peaceful village. Happy and contended, the people in the village live their lives in blissful oblivion only to wake up to the harsh realities of life when insurgency first reared its ugly head in the valley in the form of Kabalis from Pakistan. The seed of distrust and hatred sown by the fundamentalists and extremists, the by-products of a savage and cruel dissection of the nation, gradually take enormous forms and engulfs the whole valley in its fire. Partition of the nation did not only carve out two nations out of one but it also created a sharp division between two communities. Geographical as well as psychological partition took place, the echo of which still reverberates in the minds and hearts of two nations and two communities.

The drastic transition from innocence to betrayal has been represented by the author through the character of Shalimar, the Clown. Son of the village headman, Shalimar is a sweet innocent boy, "clown prince of the performing troupe" **(STC 50)**; a young boy madly in love with Pandit Kaul's daughter, Bhoomi or Boonyi as she prefers to be called. Shalimar and

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Boonyi's love blooms in the beautiful and pristine environs of the Kashmir valley hidden from the eyes of their elders. When people find out, they uphold the values of 'Kashmiriyat' and bless the young couple. But Boonyi is far from happy. Claustrophobia grips her, and she realizes rather too late that she wants to escape. "She knew then that she would do anything to get out of Pachigam…" **(STC 114)** The free unbridled spirit inherited from her mother coupled with her youthfulness ill-marks the love story of Shalimar and Boonyi, giving it a tragic turn.

Increasing influence of alien presence on the Kashmiri landscape slowly starts corroding and degrading the values of the valley, the 'Kashmiriyat'. This influence can be seen in the radical preaching's of Bulbul Fakh, the 'iron mullah'; and in the arrival of Maximilian Ophuls on the scene, the representative American presence in the valley. And thus unfolds the tragic events of the tale.

> … the story of Max and Boonyi's doomed relationship which can be read as a study in human vanity, selfishness and aggressive mutual need, but also as a parable of the carelessness of American intervention on the subcontinent. Beware the return of the repressed; Rushdie seems to be saying, in often unexpected and violent forms. **(Cowley 27)**

Mesmerized by Boonyi's beauty, Max arranges for Boonyi and her friends to give a dance performance in Delhi. The performance is only a pretext for Ophuls to get close to Boonyi. Boonyi had been waiting for this opportunity only. Boonyi enters into a relationship with Max in the hope of a better life. As for her heart, she feels that she was, "… tearing it out and breaking it into little bits and throwing it away …" **(STC 194)**. Though she thought that by her action she had gained release from the village existence that she so detested, yet the stirrings of her heart never let her escape the Kashmir embedded in her very being, her soul. She could not tear out memories of her valley, and her husband who still loved her. As is customary with such superficial relationships the attraction started waning. Boonyi became increasingly alienated and depressed in her "liberated captivity" **(STC 201)**, finding solace in

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drugs and food. Her desire to excel herself was but a fantasy lived in the shadow of the glamour and glitter of elite society, which was bound to shatter hopelessly one day.

Boonyi was but a simple, naive village girl with big dreams in her eyes that were terribly misdirected. The path she chose for herself, sooner or later had to lead only to one destination, and that was imminent disaster for its traveler. Boonyi's disastrous flirtation with desire led to an avalanche of catastrophe not only in her life but also in the lives of the people related to her. She loses her identity and tumbles down the path of complete psychotic degeneration, waiting alone in the wilderness for death to truly free her. In the character of Boonyi the readers find the eagerness for liberation, lured by which she symbolizes Kashmir, loses herself courting ruination as a result. The innocence of life in the valley gradually transgresses the boundaries of that innocence and simplicity in the name of false hopes and dreams, and is ultimately betrayed in the process. Betrayal leads to a loss, a loss of identity and hopes, leading to a metamorphosis of life and characters. "Self-creation in times of conflict, one of Rushdie's themes …" **(Roth 19)** is represented through all the main characters undergo and grow as per the changes in circumstances. "Metamorphosis was the secret heart of life" **(STC 56)**, but the metamorphosis that occurs in the novel almost but extinguishes the very life, giving place to death instead.

Shalimar, Boonyi's husband represents this metamorphosis from innocence to betrayal in his transformation from an innocent village boy, an artist into a hardcore killing machine. The transformation is thus:

> He was as dynamically physical a comedian as ever, but there was a new ferocity in him that could easily frighten people instead of making them laugh. **(STC 231)**

Leaving his life and family, Shalimar joins the extremists pretending to believe in their cause, but all the while preparing himself for the ultimate aim of his life, to kill Maximilian Ophuls. Listening to the Iron Mullah, he realizes that:

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By crossing the mountains they had passed through a curtain and stood now on the threshold of the world of truth, which was invisible to most men. **(STC 266)**

The 'curtain' is an important symbol that hides as well as separates. A symbol often used as a metaphor for 'Trans-culturalism', it is a boundary that separates two worlds or cultures; and here the curtain separates the innocent, beautiful, multicultural and hybrid world of old Kashmir from the violent, betrayed and divided world of the new terror stricken Kashmir. It divides the actual truth from the illusion of misguided ideology.

The fight for a religious cause just provides a platform for Shalimar to cross over to the other side, to reach his target in America and eliminate him. Like the crusades that were undertaken in by-gone times, the recent fight is also for power and possession. The author here tries to unearth the hypocrisy of war and bloodshed behind every fight, because violence begets violence. Life can be shaped out of love not violence, irrespective of any kind of faith or religious beliefs. Here Rushdie is again reinstating the bare truth of modern life wherein, it is the furies that are ruling men and life everywhere, and so he expresses, "An age of fury was dawning and only the enraged could shape it" **(STC 272)**. Every nook and corner of the world is under the grip of the furies, reasons may differ, but the reactions are always one of rage and disaster, be it in Kashmir or in New York, for now, "Everyone's story was a part of everyone else's" **(STC 269)**.

The story that began in a small remote village of Kashmir progresses to cross half the globe to reach to its climax in America. The American presence is the catalyst that escalates this dance of the furies across the globe. Max represents this presence for he is not only a goodwill Ambassador but also has a secret identity as well, of being involved in the exchange of weapons between America and extremist groups. Shalimar is the resultant fury in this case. The degeneration of Boonyi from her pinnacle of beauty to a psychotic figure in the woods does not evoke any sympathy or cool down the embers of rage in Shalimar's heart. Knowledge of the Ambassador's secret dealings and his views on Kashmir fuels his rage further and gives

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new life to his ambition. After killing Boonyi ruthlessly in cold blood, he becomes free to pursue his final target.

The journey from innocence to betrayal reaches its final stages through the pathway of complete destruction. Pachigam ceases to exist. Charged with harboring extremists, the village bears the full brunt of the atrocities of the armed forces. Everyone is killed, people and life is totally obliterated from the place where love had once bloomed and blossomed.

> The village of Pachigam still existed on maps of Kashmir, but that day it ceased to exist anywhere else, except in memory" **(STC 309)**

The furies thus, find a new home in the action of the armed forces meant for protection of people. Rushdie here indicates the pathetic situation of the people of Kashmir who have to bear the atrocities of both the terrorists as well as the forces. It is not only fundamentalism or extremism, which proves to be detrimental for life and country; nationalism can also endanger life and freedom when taken in the stringent sense concerning itself only with selfish aim of possession and power. Bound in these twin chains, an individual lose all, identity, liberty and life. The fury unleashed by their combined powers creates only havoc and destruction wherever they exist. And these furies find another abode in the heart of India or Kashmira.

Shalimar after finally reaching America moves closer to his target by getting employed as Ophuls's driver. The knife in his hand that had long been thirsty for revenge ultimately finds its target when Shalimar kills Maximilian Ophuls at the doorstep of his daughter. India is also Kashmira, the daughter of Boonyi and Max. Her existence gives a new twist to the revenge tale of Shalimar, for her presence makes his revenge incomplete, for early in the story Shalimar had vowed that if Boonyi ever betrayed him, he would not only kill her and her lover but also the child if any from the relationship.

The death of her father leaves India shocked and furious:

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Blood called out for blood and she wanted the ancient Furies to descend shrieking from the sky and give her father's unquiet spirit peace. **(STC 331)**

Like her mother who left home and family for the sake of a false and borrowed identity, India leaves for Kashmir in quest of her true identity. She returns not as India but as Kashmira:

Kashmir lingered in her, however, and his arrest in America, his disappearance beneath the alien cadences of American speech, created turbulence in her that she did not at first identify as culture shock. She no longer saw this as an American story. It was a Kashmiri story. It was hers. **(STC 372)**

To avenge the death of her mother and father, Kashmira targets Shalimar not with arrows or knives but with her letters that were her "arrows of hate" **(STC 374)**. She slowly kills Shalimar's ego, which is the real cause of her parents' death. Yet his hurt ego fails to find satisfaction in their death because his efforts to obliterate their presence are negated by Kashmira, a living reminder of both Boonyi and Max.

Hatred can never extinguish the Life Force. It lives on in the hearts of people, like it does in Kashmira. Kashmira embodies the emergence of a new beginning from the chaos and turmoil of betrayal to the arrival of a bright new dawn, full of hope and regeneration. Her presence is an indication by the author that Kashmir will not be lost; it will emerge from the darkness into the light of true freedom and hope for its entire people, a new life. Kashmira symbolizes this new beginning in her realization and acceptance of her true identity, in her love for Yuvraj, and ultimately in her emerging victorious by executing the hatred and violence of Shalimar. She was no longer a prisoner of fury when she lets her arrow find its mark. "She was not fire but ice" **(STC 382)**. She had already killed Shalimar with the glimpse of truth, and the one she kills with her arrow at the end of the novel is but a shadow of that man.

… grappling imaginatively with the shock of 9/11 and the wars that have followed **(Cowley 17)**,

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Rushdie's Focus on the Recent History

Rushdie has portrayed the recent tragic history of Kashmir with poignancy and sensitivity in the novel. In the story of his characters is intertwined the story of Kashmir, its life and culture, and the degeneration of this Paradise. Making the 'personal bleed into the political', Rushdie has once again voiced his concern for the modern world at large and Kashmir in particular, lamenting the loss of love, innocence and brotherhood. The novel *Shalimar, the Clown* looks forward to several beginnings: reflecting on what has been lost in Kashmir; it also looks forward to a time when the words Muslim and Hindu will once more be merely "descriptions" rather than "divisions". **(Cowley 27)**

The novel is not only an odyssey from innocence to betrayal but also an affirmation and belief on the resilience and strength of the human spirit, a belief in the future. Truly a trilogy of innocence, betrayal and new beginning, *Shalimar, the Clown* is a story portraying the life cycle of death in life and life in death, a perpetual cycle of birth, destruction and regeneration. It represents a new life, a new beginning with the dissolution of all divisions and segments. Now,

There was no India. There was only Kashmira, and Shalimar the clown. **(STC 398)**

Thus, in the novel *Shalimar, the Clown* Rushdie's critique of fundamentalism and his mourning for its casualties are most effective in the beautifully narrated sections on the transformation of Kashmir. When Rushdie depicts Kashmir's transformation from the poly-vocal and diverse community that orients itself around Kashmiriyat to a ruin of wasted lives, he shows the readers the fragility of social bonds and culture in the face of willful ignorance and violence. The terror, the feeling of fury at the waste of life, and the dread that fill the sections on the destruction of Kashmiri society are depicted with a depth that evokes the same emotions in the reader.

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Postmodern Features of Salman Rushdie's Fiction

Salman Rushdie's fiction is described as postmodern, precisely because it questions realist modes of knowledge and representation. Rather, by focusing on Rushdie's use of formal literary devices such as unreliable narration, digression, irony, repetition, satire, allegory and intertextuality, this chapter considers how Rushdie's novel *Shalimar, the Clown* questions about the historical, social and political worlds it presents.

Salman Rushdie's handling of narrative techniques in the select novels *Fury* and *Shalimar, the Clown* appear to be concerned with politics. The novels have passages of explicitly political narrative. His narrative technique is most intimately based on realizing the world of political and domestic history in a moment of postmodernist practice. Rushdie's use of postmodern devices in his novels reveals the originality of his insight and awareness of the human predicament in the postmodern age. Intertextuality, allusions, magical realism, parody and pastiche and the unveiling of layers and layers of meaning have all become a narrative mode of his novel. Salman Rushdie's impressive artistic ability forces any reader to enjoy his novels. Thus Salman Rushdie's novels *Fury* and *Shalimar, the Clown* bring into perspective the role that the political events play in the growth and relationships of individuals with self, family, society and the nation. His mingling of fact and fiction reveals a sense of history and a firm grasps of politico-cultural and historical materials and proves his genuine artistic creativity.

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Helping Students from Socially Disadvantaged Backgrounds to Develop Effective Listening Skills

R. S. A. Susikaran, M.A., M.Phil., Ph.D. Candidate
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Abstract

Higher secondary education focuses on the writing and reading skills alone where speaking is not the ultimate aim of the English teacher. Unlike other skills, listening skill remains unattended to and needs to be developed throughout the academic career. The problem of poor listening skills of the learners in the beginning stage of education continues with the same degree of negligence and inadequacy at the tertiary level too. This paper identifies the ways to develop this skill.

The focus of this paper is to find out the reasons of poor listening ability among the socially disadvantaged students. Listening is a complex interactive process where listeners actively interpret what they listen to. The inability in recognizing the sound, word meaning, structures, stress and intonation may affect the efficient mastery and use of language.

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Socially disadvantaged learners have greater difficulty in listening to English utterances and find it difficult to respond to communications addressed to them (Van Avermaet 2006). This research article surveys the problems related to the acquisition of listening ability and provides some solutions to these problems.

Introduction

What are the main ingredients in Listening skills? (1)

- **Intensive**: Listening for acuity of the components (discourse, phonemes, words, intonation, markers, etc.)

- **Responsive**: Listening to a comparatively small stretch of language (comprehension, check a greeting note, questioning & interrogation, commanding & imperative, etc.)

- **Extensive:** Listening to develop a large-scale perception of spoken language. Like listening to a lengthy conversation, lecture, dialogue or purpose.

- **Selective**: Dispensation of discourse like short monologues. The need is not necessarily to look for general meanings, but to comprehend the selective information in a context of communication.

Key Skills (2)

➢ Classify the distinctive sounds of English language.

➢ Retain the sounds and codes in memory.

➢ Understanding the stress patterns, intonation contours, and their importance in language.

➢ Be acquainted with reduced forms of words.

➢ Detection of the main elements in   sentence and differentiate major and minor elements.

➢ Identifying word order pattern formation of sentences and their significance.

➢ Learn the variations in the forms of the words and its usage in language skills.

➢ Classifying the connotation and denotation meaning and its usage in various grammatical forms.

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➤ Identify interrelated devices in spoken discourse.

Main skills (3)

➤ Recognize the goals, participants, and situations.

➤ Deduce situations, participants, and goals.

➤ Segregation of literal and disguised meaning.

➤ From situations and events, predict outcomes, deduce causes and effects, as main idea, ancillary idea, given information new information, generality, and exemplification.

➤ Use nonverbal communications like body language, facial to decode meanings.

➤ Use of a series of listening principles, such as identifying key words, conjecture of the meaning from context, hint comprehension or lack thereof.

What makes listening difficult?

1. Interaction
2. Colloquial language
3. Clustering
4. Reduced forms
5. Performance variables
6. Rate of delivery
7. Redundancy
8. Stress, rhythm and intonation

Conceptual Framework

The primary aspect of education is to disseminate knowledge and skills to the students to function as effective individuals. Education is the only platform to develop and impart competency, skills and knowledge to the students.

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Skills in English language have become a fundamental necessity to redress social inequality since English has become the choice medium for well-paying jobs. It is noticed that the socially disadvantaged students, who are mostly first-generation learners and who come from rural and poor neighbourhood backgrounds, generally lack the skill of listening in English, which is the basis for acquiring English. The students from the socially disadvantaged backgrounds have poor knowledge of relevant vocabulary, spelling, pronunciation, syntactic constructions, etc. Acquisition of these depends on efficient listening skill. Acquiring the skills of a language is closely linked to certain strategies to be carried out which comprise a set of tasks of interrelated cognitive actions.

Routine teaching methods and general pedagogies may be insufficient to impart listening skills to the set of disadvantaged students.

Assessment

Listening skills and language competence

In the communication cycle process, the socially disadvantaged students literally translate the received signals. With insufficient vocabulary, the ideas conceived by them remain vague and cannot be delivered. The fact behind it is that the 'Target Language' is hardly ever used at home. Most of the Higher Secondary Schools are focused on their students memorizing the correct answers to score high marks in the public exams. When students come to college they have very little exposure to effective listening skill in English. Then, lecture mode dominates all instruction at the collegiate level. Students find it difficult to follow lectures with limited listening skills.

Students with limited listening skills use at home one language   another language at the School/ College. The difference in the semantic and syntactical forms creates lower degree of understanding and poor listening skills. The difference in codes, caused by socially determined difference must be taken into consideration. The language teacher should present all information in

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some simple and step by step process through which the student with limited listening skills can easily acquire the listening ability.

Giving maximum opportunities for acquiring the 'Target Language' is not the only task of a language teacher; instead, it is better acquired in context when every subject teacher pays attention to the language acquisition process. Through this continuous process of application in the classroom, the proficiency of the listening skills can be subsequently gained. When students are allowed to interact with one another with no focus on correct choice of vocabulary and structure, etc., possibly the level of listening skills may increase to a notable mark. When slow listeners are given individual attention, conversational flaws may be rectified.

Active Listeners and the Limited Listening Proficient Student

In a class room environment, the active listener gains a sense of empowerment from the list of thematic units given by the teacher, and they indulge in the activities to pursue the given idea. But the students with limited listening skills stumble to get a clear picture of the signals received and the manipulation of the data is not carried out fully as demanded. The students have no further generation of activities outside of the classroom since the parents and surroundings have the similar socio-economic, cultural and linguistic barriers.

One of the major difficulties for a language teacher in imparting effective listening skills is due to the use of native language all around in a very high degree. The time of exposure given to the target language is minimal. In order to teach a target language both for the active and limited listeners, the language teacher needs to take many and varied steps to make learning happen in the classroom. The language teacher should provide a safe and predictable environment to reduce the fear, anxiety, and confusion from the students by delivering contextual meaning explicitly.

Recommendations for Active Listening in the Classroom

➢ Room arrangements should be comfortable to interact and share the ideas and tasks.

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- The arrangements should be formal that the procedures to be followed in the exercises will be easily communicated to the students.
- Create predictability in classroom routines.
- The language teacher should not only be a guide and facilitator, but also an information disseminator.
- Encourage students to perform their task with each other's knowledge and experiences.
- Generate ideas from out-of-College experiences into classroom practice.
- Use additional teaching resources such as audio-visual aids.
- Divide the class into groups in terms of active listeners and learners with limited listening skills.
- Student engagement must be continuously monitored.

Strategies and Roles

Suggestions for Active Learning at the College Level

- In addition to English Language teachers, subject teachers also should focus all instructions in the target language.
- Teamwork of all staff members with the identified students of limited listening skills should inculcate all possible mechanisms for collaboration in achievement.
- Planning and carrying out activities, incorporating the home and community with that of the learning environment. In other words, develop some cell groups in the poor neighbourhoods to practice speaking and listening in English. This can be achieved by encouraging social service groups whose members are able to speak in English and listen to English conversations.
- Within the college campus also, develop social service groups led by individual college teachers and/or students with proven competence in English listening to interact periodically with the students who need better listening skill in English.

Language Teachers

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- ➢ Give freedom to innovate to improve methods of learning.
- ➢ Use active learning approaches to train teachers.
- ➢ Provide teachers further experience in speaking and listening in English.
- ➢ Encourage the art of reflective practice.
- ➢ Provide in-service training on an ongoing basis, including classroom-based support for teachers involved in implementing active learning.
- ➢ Encourage teachers with demonstrated better skills in speaking and listening in English to monitor and coach their peers.

Conclusion

We should, first of all, enable students with limited listening skill not to develop any inferiority complex. They should be encouraged to develop positive attitude towards learning new things. The language teacher should ensure the use of visual aids, extra linguistic support, avoid idioms, etc. Both teachers and students should be really motivated and interested in completing the tasks assigned to them. We also should recognize that English skills will develop over a period of time, not instantly.

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Dissociation between Sound Spelling and Sight Spelling in the Writing of Bilingual Wernickes Aphasia – A Case Report

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Shyamala Chengappa, Ph.D.
Achamma Ballraj, MS., DLO

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Abstract

The present study reveals the writing errors in a bilingual Wernickes aphasic with Malayalam as mother tongue and English as second language. The phoneme grapheme conversion route was nonfunctional in both L1 and L2 as indicated by poor scores for writing to dictation as well as on the subtest of sight spelling (the examiner will dictate the word first and then shows the word in which few letters will be missing. Subject has to write the word by filling the missing letters) for nonwords. The good scores obtained on sight spelling for irregular as well as regular words shows that the patient had access to stored whole word orthographic representation in the lexicon, L1 showing better scores than L2 .It is suggested that the intact route, i.e., lexical route may be used for training these patients for retrieving words.

Key words: bilingual aphasia, phonological agraphia, Wernickes aphasia

Introduction

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Aphasia, which is an acquired language disorder caused by brain damage is often associated with alexia and agraphia. Phonological agraphia is thought to be caused by a selective impairment in associating input phonological representations with output orthographic representations and, thereby, a forced reliance on lexical memory for accessing orthographic word-form representations. (Martin 1998). Because persons with phonological agraphia rely on lexical information in writing, they usually show errors in writing affixes and nonwords, which presumably are not stored in the mental lexicon, and in writing low-frequency words, for which the access to the lexicon is less efficient. (Martin 1998). There are very few cases reported where comparison is made between sight spelling and sound spelling.

Case Description

A 52-year-old right-handed bilingual with Malayalam as mother tongue and English as second language presented with the complaint of impaired comprehension followed by an infarct of left middle cerebral artery posterior division. His speech was fluent with neologisms, jargons and severe word finding problems. He also had difficulty with repetition. No abnormality was found in tests of other cognitive functions, such as praxis, left-right orientation, calculation, finger naming, and spatial attention. Other parts of the neurological examination, including examination of the cranial nerves, motor and sensory functions, and reflexes, were unremarkable. Hearing was normal. Malayalam version of Western Aphasia Battery (Phillip J.E 1992) was administered. On WAB he scored 8 in the subtest of fluency, 4 in the subtest of comprehension, 4 in the subtest of repetition and 3 in the subtest of naming which classified the patient as Wernickes aphasia. Detailed analysis of his writing skills was done using Writing test for Malayalam English Bilingual Aphasics (Ranjini & Sebastian .S. 2012) .The results of the test are as follows

For automatic writing the scores were

10/10 for both Malayalam as well as English

For copy writing the scores were

8/10   for English and 10/10 for Malayalam.

For sound spelling (writing to dictation) the scores were as follows

Irregular words- 0/10   for English, 0/10 for Malayalam

Nonwords (pseudo- words) - 0/10 for English, 0/10 for Malayalam

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Regular words- 1/10 for English, 2/10 for Malayalam

For sight spelling (the examiner will dictate the word first and then shows the word in which few letters will be missing. Subject has to write the word by filling the missing letters) the scores were as follows

Irregular words- 3/10 for English, 10/10 for Malayalam

Nonwords (pseudo words)- 0/10 for English, 0/10 for Malayalam

Regular words- 5/10 for English, 10/10 for Malayalam

Discussion

The present study has discussed the writing errors in a bilingual Wernickes aphasic patient. The patient had good scores in automatic writing and copy writing, L1 (Malayalam-10/10) being slightly better than L2 (English-8/10) .On the subtest of writing to dictation where the patient had to hear to the word and then write, he had very poor scores- 0/10 for irregular and non-words for both Malayalam and English. His scores were slightly better for regular words- 1/10 for English and 2/10 for Malayalam. This is indicative of impairment of phoneme grapheme conversion route.

On the subtest of sight spelling (the examiner will dictate the word first and then shows the word in which few letters will be missing and subject has to write the word by filling the missing letters) he scored well for irregular words and regular words, L1 being better than L2 but not for the nonwords which suggests that the patient relies only on the visual representation of the words and he had access to stored whole word orthographic representation in the lexicon.

There was no mixing of languages within one word (mixing phenomenon).The similar type of errors shown in two languages and better scores that he got for Malayalam supports the hypothesis that in a bilingual, different languages are represented in the same areas with separate neural circuits (Fabbro 1999). The better scoring in Malayalam language may be attributed to the fact that it is the first language as well as the most familiar language for him. As the frequency of usage of a particular language increases the neural circuitry for that particular language becomes more established.

Conclusion

The present study has focused on the dissociation between sound spelling and sight spelling in the writing of a bilingual Wernickes aphasic patient. The phoneme grapheme conversion route

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was nonfunctional in both L1 and L2 as indicated by poor scores for writing to dictation as well as on sight spelling for non-words. The good scores obtained on sight spelling for irregular as well as regular words shows that the patient had access to stored whole word orthographic representation in the lexicon. It is suggested that the intact route may be used for training these patients for retrieving words.

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Historical Factors and Their Narratives in Amitav Ghosh's *The Shadow Lines*: A Critical Study

Mohammad Shaukat Ansari, Ph.D. (English)
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Amitav Ghosh
Courtesy: http://www.amitavghosh.com/pictures.html

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Abstract

Amitav Ghosh has won many accolades for his fiction that is keenly intertwined with history. His fiction is characterized by strong themes that may be sometimes identified as historical novels. His themes involve emigration, exile, cultural displacement and uprooting. He illuminates the basic ironies, deep seated ambiguities and existential dilemmas of human condition. He, in one of the interviews, has observed, "Nobody has the choice of stepping away from history" and "For me, the value of the novel, as a form, is that it is able to incorporate elements of every aspect of life-history, natural history, rhetoric, politics, beliefs, religion, family, love, sexuality".

Amitav Ghosh's success as historical novelist owes much to the distinctiveness of his well-researched narratives. He remarkably manifests a bygone era and vanished experiences to life through vividly realized detail. The better reference in this context is his celebrated second novel, "The Shadow Lines" (1988) which was published four years after the sectarian violence that shook New Delhi in the aftermath of the Prime Minister, Mrs. Indira Gandhi. This constitutes a logical background in the novel, and it makes readers probe various hammering facets of violence. Also, his treatment of violence in Calcutta and Dhaka in this novel is valid even today.

The novel is largely set against the backdrop of major historical events such as the Swadeshi movement, the Second World War, the partition of India, the communal riots of 1963-64 in Dhaka and Calcutta, the Maoist Movement, the India-China War, the India-Pakistan War and the fall of Dhaka from East Pakistan and the creation of Bangladesh. It is the story of the family and friends of the nameless narrator which has its roots in broader national and international experience. In the novel the past, present and future combine and melt together erasing any kind of line of demarcations. . The text harps on the concerns of our period, the search for identity, the need for independence, the difficult relationship with colonial culture. It magnificently interweaves fact, fiction and

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reminiscence. It is a continuous narrative which replicates the pattern of violence not only of 1964 but also of 21st century. The fragmentary narratives unfold the narrator's experiences in the form of memories which move backwards and forwards.

While focusing upon the text of *The Shadow Lines* the paper aims at examining and elaborating Ghosh's historical touches and their implications. The paper also investigates his narrative techniques employed in the novel.

Intertwined with History

Amitav Ghosh, one of the most celebrated authors in Indian English, has won many accolades for his fiction that is keenly intertwined with history. His fiction is characterized by strong themes that may be sometimes identified as historical novels. His themes involve emigration, exile, cultural displacement and uprooting. He illuminates the basic ironies, deep seated ambiguities and existential dilemmas of human condition. He, in one of the interviews, has clarified, "Nobody has the choice of stepping away from history" and "For me, the value of the novel, as a form, is that it is able to incorporate elements of every aspect of life-history, natural history, rhetoric, politics, beliefs, religion, family, love, sexuality". Also, having read his novels, it is not surprising to learn that Ghosh himself was first a student of history in college (Hawley, p.68).

Amitav Ghosh's novels have historical events written in the fictional language and fictional matter treated as history thus giving the effect of presence and absence of history at the same time. The public chronicles of nations are interrogated on the one hand the reality of the fiction people create around their lives and on the other hand by recording the varitable graphic details of individual memories that do not necessarily tally with the received version of history. For instance, the narrator himself is a witness to the riots in Calcutta in 1964, but when he tries to prove it to his colleagues using the

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traditional medium of recording history – i.e., the newspaper – he initially meets disappointment. There is no visible record of the narrator's mnemonic history.

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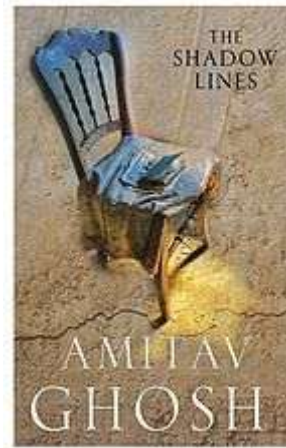
Amitav Ghosh's success as historical novelist owes much to the distinctiveness of his well-researched narratives. He faithfully manifests a bygone era and vanished experiences to life through vividly realised detail. His historical world is one of restless narrative motions. His central figures are travellers and diasporic exiles. He treats national borders and conceptual boundaries as permeable fictions to be constantly transgressed. Through the multiple criss-crossing, discrete binaries of order and category give way to a realm of mirror images and hybrid realities. Reason becomes passion; going away is also coming home and the differences between us and them, now and then, here and there are disrupted by the itinerant maps of a roaming imagination. He chooses to tell a story that pervades through the seams of reality and fiction, of time and space, of memories and beliefs.

The Shadow Lines

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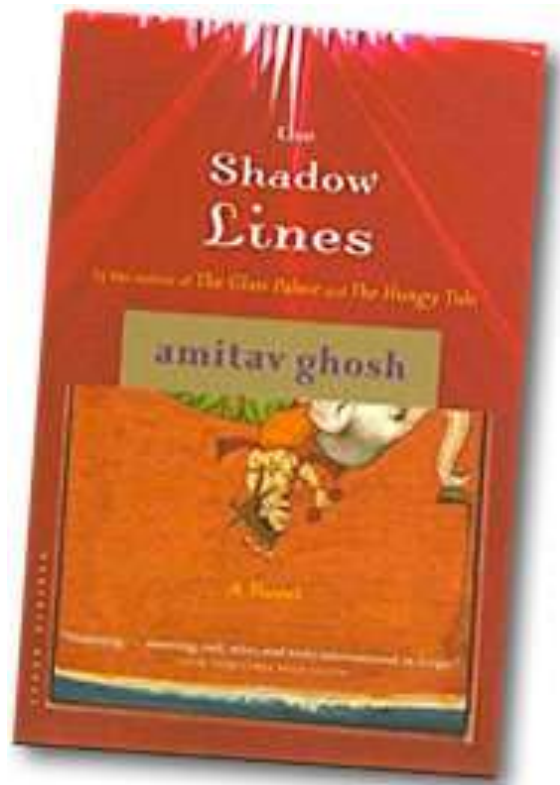
The better reference in this context is his celebrated second novel, *The Shadow Lines* (1988) which was published four years after the sectarian violence that shook New Delhi in the aftermath of the Prime Minister, Mrs. Indira Gandhi. This sad event constitutes a logical background in the novel, and it makes readers probe various hammering facets of violence. Also, his treatment of violence in Calcutta and Dhaka in this novel is valid and relevant record even today. The novel focuses on the narrator's family in Calcutta and Dhaka and their connection with an English family in London. A boy conjures up a picture of London so vivid in his imagination that he recognizes it when he visits years later and learns that real places can be invented inside one's head. From Dhaka to London, this novel contains a wealth of colourful characters in the fantastic backdrop of historical narratives.

The novel is set against the background of major historical events such as the Swadeshi Movement, the Second World War, the partition of India, the communal riots

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of 1963-64 in Dhaka and Calcutta, the Maoist Movement, the India-China War, the India-Pakistan War and the fall of Dhaka from East Pakistan and the creation of Bangladesh. The events revolve around Mayadebi's family, their friendship and sojourn with their English friends the Prices and Thamma, the narrator's grandmother's links with her ancestral city, Dhaka. It is the story of the family and friends of the nameless narrator which has its roots in broader national and international experience. In the novel the past, present and future combine and melt together erasing any kind of line of demarcations. .

The text deals with the concerns of our period, the search for identity, the need for independence, the difficult relationship with colonial culture. It magnificently interweaves fact, fiction and reminiscence. It is a continuous narrative which replicates the pattern of violence not only of 1964 but also of 21st century that is plaguing and torturing us in different emerging forms. The fragmentary narratives unfold the narrator's experiences in the kind of memories which move backwards and forwards, and this special technique adds multi-dimensional perceptions to the thematic understanding and the conveying of messages of the novel.

The text, in addition, dwells on the effects of fear on memory and one's engagement with the world. The memories of the 1964 riot, for example, traumatise the narrator, and he successfully blocks them until a chance remark that he overhears during the 1984 riots prompts a personal crisis and a detailed unpacking of the earlier trauma (John C. Hawley, p.65). As the narrator recounts the depressing events, he recalls snippets of conversations with relatives and friends that trigger to suggest that they, too, had been redefined by their experiences that day.

The plot of this novel, as a matter of fact, tends to engage readers and "deeply resonate for many Indians, Pakistanis, and Bangladeshis" (Hawley).

Historical Touches and Their Narratives

While tracing historical aspects and their fascinating narratives interlinked with broader perspectives in the novel it is herewith befitting to discuss the following endorsing points:

1. The New Historicist Approach

New historicist approach concerns itself not only with the big and paramount national matters like partition and communal frenzy but also with political matters and international events of the past. The inscrutable and transcendental issues like the indivisible sanity, religion and alienation, themes of detachment and isolation become part of it. The search for freedom, passion for social justice and deep concern for the individual liberty in an increasingly collectivized society are very well represented in such works.

The Shadow Lines is a story told by a nameless narrator in recollection. It is a non-linear tale told as if putting together the pieces of a jigsaw puzzle in the memory of the narrator. This style of writing is both unique and captivating; unfolding ideas together as time and space coalesce and help the narrator understand his past better. Revolving around the theme of nationalism in an increasingly globalized world, Ghosh questions the real meaning of political freedom and the borders which virtually seem to both establish and separate. The novel traverses through almost seventy years through the memories of people, which the narrator recollects and narrates, giving their viewpoints along with his own. Though the novel is based largely in Calcutta, Dhaka and London, it seems to echo the sentiments of whole South-east Asia, with lucid overtones of Independence and the pangs of Partition.

2. Impacts of High Nostalgia

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The novel also highlights nostalgia, which is, in real sense, an intrinsic part of history. The characters suffer a sense of loss and isolation. They are always hankering after the past, for those days and for those places that are no longer traceable. For example, reminiscences of her childhood in Dhaka keep haunting Tha'mma, who has been living in Calcutta for about two decades. For her, Calcutta can never be Dhaka which used to be her home. It is a story of a middle class Indian family settled in Calcutta. The boy narrator presents the views of the members of his immediate and extended family, thus, giving each a well defined character.

However, Tha'mma, narrator's grandmother is the most realised character in the novel, providing a distinct idea of the idealism and the enthusiasm with which the people worked towards nation building just after independence. It is chiefly through the considerable depiction of her character that Ghosh delivers the most powerful message of the novel; the vainness of creating nation states, the absurdity of drawing lines which arbitrarily divide people when their memories remain undivided. All the characters are well rounded.

In Tridib, the narrator's uncle, Ghosh draws one of the most unique characters of our times. Narrator's fascination with him is understandable as Tridib travels the world through his imagination. Ghosh subtly tries to undo the myth that boundaries restrict as there are no barriers in imagination. Though Ghosh is a little mean to narrator's cousin and childhood love, Ila, but her thus portrayal is crucial to showcase the confusions which the people who live away from their native place, harbour and the prejudices they face in general.

3. Narrator in Capacity of Mature Historian

In *The Shadow Lines,* the narrator's personality merges with that of the historian on one hand and on the other hand after a passage of time, he is no more physically

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present in them. For him the past exists only in memory and has no visible traces left in the present to go by. The only resources, which the narrator-historian possesses to graft history, are memories, photographs, and Tridib's stories which are difficult to dismiss because they are factually correct yet set in a medium of cinematic fiction. The events are reconstructed, often as accurately and as tactfully as any historian, putting real people in imaginary situations, and fancy conditions in documentary narratives, augmenting the significance of historical events by plausible and internally consistent depictions and at the same time they seem to register only the fictive aspect of the stories and, consequently, dismiss the history which is connected with them.

The narrator is like his uncle, in the long run – very much alive to the place in which he is residing, and alert to the potential emergence of other places in his seat of imagination. Even more than his uncle, though, he is sensitive to the history of places.

4. Recollection of Past Events

The differences of time and place blur as the process of recollection transforms the past events into a throbbing sense of what has been lost. The historical events carried by the novel includes the freedom movement in Bengal, the Second World War, the Partition of India in 1947, and the spontaneous communal combustion in the form of riots in East Pakistan (now Bangladesh) and India following the '64 Hazratbal incident in Srinagar.

The novel is not a bare and bland recapitulation of those tense historical moments; it captures the trauma of emotional rupture and estrangement as also the damaging potential of the siege within people sundered by bigoted politics.

The materiality of Ghosh's novel as a re-appropriated history is felt throughout the narrative and the historical moments narrated become a compelling tale. The

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reconstruction of the past through houses, photographs, maps, road names, newspapers, advertisements and other concretisations allows us to collate the text with concurrent co-texts and validate the author's perception of the time and milieu covered by the novel. The principal episodes viewed in a simultaneous focus seem to be part of a historical continuum and the narrator's insight into the characters falling into insane frenzy or wallowing in stolid indifference to trans-cultural currents can be palpably located.

5. Concerns about Cross Border Humanity

A close analysis of Ghosh's works also reveals his grounded philosophy that nations are both real and imaginary, and material and immaterial. It is for this reason that he suggests that borders that separate them are 'shadow lines'. The novel illustrates this very philosophy by teasing the nationalist literal mindedness of the narrator's grandmother who wanted to know whether she would be able to see the border between India and East Pakistan from the plane (Anshuman A. Mondal, p.88).

While *The Shadow Lines* explores the author's major concerns about wider, cross-border humanity with striking insights into the issues of ethnic nationalism and communalism, it also uncovers new levels of his technical prowess. Ghosh has departed from Rushdie's mode of "imaginative serio-comic storytelling" (Hawley, p.3) or "the disjointed magic realism" (Mukherjee) evident in his apprentice novel. What he now offers is a supple and sophisticated mnemonic narrative. He wraps together slices of history by mnemonic triggers or "wistful evocations of memory" (Mukherjee, "Dancing in Cambodia, At Large in Burma") to reflect on communal carnage and sectarian tension in the Indian subcontinent. The novel derives its material from Ghosh's experience of the fracture following the Partition and the resultant rupture in the affiliative bonds of the communities across the border. What makes his experience worthy of investigation is the technique by which his experience is distilled into a fascinating narrative.

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6. Geographical Fluidity and Cultural Dislocations

Ghosh's earlier explorations of nationhood and diaspora of relationships between individuals and communities that transgress and transcend the shadow lines of political borders are extended in his novels (Anshuman A. Mondal, p.15). He engages with the limits of essentialist nationalism and barriers to empathy across geographical borders. The novel eventuates into a search for the strategies for survival in a violent, hate-filled world of narrow divisions and finds in love an effective antidote to the miasma of ethnic tension.

Thus the novel prompts to addresses the challenge of geographical fluidity and cultural dislocations with a salutary insight into history. The cross-border movement of aliens and immigrants under the increasingly globalised scenario endorses, or rather validates, the novel's larger project of cultural accommodation, of making sense of ontological confusion in intricate spatiality and seeking adjustment to the emerging demands of multicultural world.

As Brinda Bose rightly notes, "It is no doubt fitting that in the age of an extravagantly embracing of globalization, we may claim to have closed the gap between the *other* and straddling it; certainly, the legacy of postcolonial angst today appears to have settled into a potentially numbing acceptance of bi- or multi-cultural euphoria. In such a circumstance, the diasporic imagination of Amitav Ghosh – that wrestles with an understanding of bi-culturalism as it 'yokes by violence together' discrete and distant identities – is essential to our understanding of our history even as it is being created" (Bose, pp.15-16).

In my view, Ghosh appeals to creative multicultural impulses whereby we can engage the other in the mutual transformation of dialogue without giving up the distinctiveness of our traditions. He makes a plea for cross-border ties and inter-

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civilisational alliance which amounts to making an attempt at matching, to quote Edward Said, "the new economic and socio-political dislocations and configurations of our time with the startling realities of human interdependence on a world scale" (Said, *Culture and Materialism* 401). Such re-appropriations of history or "desirable constructions of the past" also do away with the partitioning of the past to open out common doors from the corridors between cultures through "creative improvisations" (Prasad, p.58).

7. Demarcations as Arbitrary and Invented Divisions

As the title of the novel symbolically suggests, all lines are shadow lines; they are not real. Ghosh questions the very basis of modern nation states. It does not matter how many states exist in a continent or sub-continent. It does not change the well-being of its people. When nature draws lines in form of mountains, oceans, rivers, it is real. But man-made borders are shallow and unjustifiable (Shubha Tiwari, p.36).

Commonly the most important idea drawn from *The Shadow Lines* is the shallowness of international borders, lines of control, frontiers and boundaries. Jethamoshai speaks well when Tha'mma and others persuade him to go to India, "Once you start moving you never stop. That's what I told my sons when they took the trains. I said: I don't believe in this India- when you get there they decide to draw another line somewhere? No one will have you anywhere. As for me, I was born here, and I'll die here" (p.212).

Ultimately through the description of the pain of partition, riots and communal hatred (that is important dimension of *The Shadow Lines*) Ghosh drives home the idea of unreal borders. There is no substance in such strict borders. (Shubha Tiwari, p.5).

Ghosh's preoccupation with shadow lines or demarcations as "arbitrary and invented divisions between people and nations" has also been closely questioned by A.N. Kaul. In his opinion, *The Shadow Lines* "ends up attributing value and a higher reality to

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a sort of amorphous romantic subjectivity" (Kaul, p. 299). Kaul argues that unlike Henry James and E.M. Forster, who recognise the barriers to cultural crossings due to a variety of political and cultural complexities, Ghosh privileges the world of private refuge over historical and political realities and thus regards these troublesome realities or historical formations as immaterial; at any rate, he blithely disregards them.

As Kaul points out, the novel insists on a sentimental resolution and as such it lacks an authentic resonance. He also reads some signifying and profound statements about life in the novel as "postmodern banalities" or mere "conundrums." Kaul perhaps sidesteps the implications of Tridib's advice to the narrator that he uses his "imagination with precision" (24). Tridib's insistence on the material moorings of imagination – its temporal and spatial co-ordinates – is plainly missing from Kaul's explication of "imagination" as romantic retreat from historical realities in *The Shadow Lines*.

8. A World Torn Asunder by History

The Shadow Lines is a kaleidoscopic world of different cultures, tours and travels. It also portrays a world torn asunder by history. Through an intricate web of memories, relationships and images Amitav Ghosh builds a vivid and moving story. It is unlike the novel of previous era, firstly because it is not linear in narration. The interaction of Indians with English people, their journey to and fro, their issues of political freedom and the forces of nationalism that this throws up has been very vividly described. The first impression one gets in reading this novel is that the people described belong to so many different nationalities, cultures and backgrounds. The very opening of the novel describes the writer's aunt Mayadebi going to England with her husband and son. This was in 1939 and since then the interaction with them and separation from them has been projected through memories. Through the cinematic attention-grabbing technique of flashback, the action moves to and fro from London to Calcutta and to Khulna and Dhaka. With the

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world moving at break-neck speed, it is no longer possible for any writer to write the novel in Jane Austen fashion from the centre of her place.

9. Segment of Historical Reality

Although, chronologically, the story begins with a passage of time in colonial India when the narrator was not even born, it embraces a good deal of postcolonial moments, and all the episodes are held in simultaneous focus to illuminate the narrative resolution. The year 1939 is historically significant for the outbreak of the Second World War and the phenomenal upheavals on the Indian subcontinent coming in its wake. Mayadebi's visit to London around this time, her intimate contact with the Price family and the Tridib-May component of the story are recounted by Tridib twenty-one years later to the narrator, an eight-year-old inquisitive child. May was a little baby when Tridib saw her in London.

A romantic relationship between them has developed through correspondence, transcending the shadow lines of nationality and cultural boundaries. Amitav Ghosh examines the mysterious pull between Tridib and May and the abiding bond between the two families defying distance and physical frontiers even as the countries they belong to are pitted against each other. The narrator's voice, thus, appears to be the author's voice and signals in frankly asserting tone that the issues of boundaries and national culture are illusory and flimsy. There cannot be any divisions of universal humanity. The concept of time in the story can be taken as a metaphor for the national borders. It seems to suggest that as there is no division or wall between past and present, the separating lines between nations also cannot stand.

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Conclusion

Thus a historicist approach to text is nothing but an evaluation of a segment of historical reality as projected by the novelist whose techniques of writing fiction enable him or her to describe his or her world-vision. In all his writing, Amitav Ghosh's engagement with history in *The Shadow Lines* is not the same kind as that of a regular historian, but this does not, in any way, lessen its significance as historical fiction. The fictional framework renders history more readable and lively and he is able to involve the reader more than what actual history does. His fiction reveals that the novelist's involvement with history is his prime obsession. Indeed, he interjects a new dimension into his encounter with history. His fiction is imbued with both political and historical consciousness.

Ghosh is thus a novelist who virtually bends his novels to the needs of history; they largely derive their purpose and shape from it. the novel narrates the events taking place in 1939-40, 1960-63 and 1978-79 in a jumbled way but the adult narrator focalises on these recollections in the 1980s and manipulates these blurred temporal and spatial fragments into a coherent stretch to stage postcolonial situations as well as cultural dislocations and anxieties, and presents the issue of fractured nationalities in close and telling encounters for good measure.

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No *Entente Cordiale* But An Entanglement: Migration Is No More Alluring in M. G. Vassanji's *No New Land*

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On Defining *Diaspora*

The term *diaspora* refers to the movement of any population sharing common ethnic identity who were either forced to leave or voluntarily left their settled territory, and became residents in areas often far removed from the former. The term became more widely assimilated into English by the mid-1950s, with long-term expatriates in significant numbers from particular countries or regions also being referred to as a diaspora.

In academic field, diaspora studies are now well-established, relating to this contemporary, more general sense of the word. In all cases, the term diaspora carries a sense of displacement; that is, the population so described finds itself for whatever reason separated from its national territory; and usually it has a hope, or at least a desire, to return to their homeland at some point, if the "homeland" still exists in any meaningful sense. Some writers have noted that diaspora may result in a loss of nostalgia for a single home as people "re-root" in a series of meaningful displacements.

Largest Asian Diaspora

The largest Asian diaspora outside of Asia is that of the Indian diaspora. It constitutes a diverse, heterogeneous and eclectic global community representing different regions,

languages, cultures, and faiths. Writers of the Indian diaspora have been fairly centre-stage in the last decade primarily because of the theoretical formulations, which are now being generated by the critiquing of their work and the growing interest in cultural studies. Language and cultures are transformed as they come into contact with other languages and cultures.

Quest for Identity

The diasporic experience includes the quest for identity which has a broad spectrum meaning and it has been manifested in various ways in the will to exist despite all odds and to survive all odds. The diasporic literature focuses on the unsettlement or dislocation of an individual or race and consequent alienation. Alienation leads to a sense of loss but life consists not in losing but in rediscovery of self.

Imaging India to the World

Apart from their political and socio-economic importance, the diasporic Indians have been performing another important role. They have been imaging India to the world. The more recent among the Indian writers in diaspora are Salman Rushdie, M. G. Vassanji, Bharati Mukherjee and Rohinton Mistry, among many others. They too are alternately lauded and reviled in their ancestral homeland. Distance, temporal and geographic, often lends the works of these diasporic writers an "important insider-outsider perspective on India – a perspective of value within as well as outside India" (The quote is from the front page of the book 'No New Land' given by M. G. Vassanji).

> .
> There's no new land, my friend, no
> New sea; for the city will follow you,
> In the same streets you'll wander endlessly

The pervasive sense of futility is captured in the above epigraph, a quote from "*The City*" by Cavafy.

M. G. Vassanji's *No New Land*

M. G. Vassanji

Courtesy: http://dbnweb2.ukzn.ac.za/cca/images/tow/TOW2005/bios/Vassanji.htm
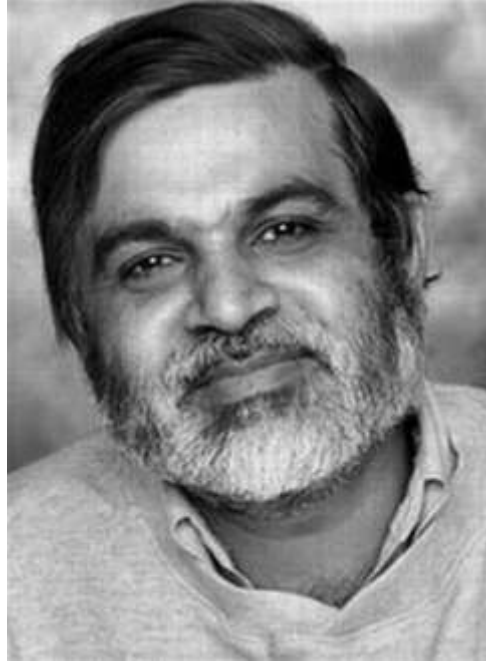
If one were to speak of what the novel is "about", it is about the immigrant population in Toronto, forced to begin a new life in a strange and often unwelcoming land, confronted with obstacles, prejudices and disillusionment.

The central figure of the novel is Nurdin Lalani, a former shoe salesman in Dares Salaam, who is forced by changing political realities to emigrate to Canada with his family. He is appalled by the lack of opportunity, and tormented by temptations and repeated failures. Vassanji attempts to explore the immigrant's journey through the experience to self-awareness.

Impact of Depressing Events

The novel deals with two depressing events in the life of the Lalani family: the young daughter Fatima receiving news of her getting admission to Arts and Science instead of the coveted and prestigious pharmaceutical college, and the father Nurdin being accused of assaulting a white woman. Though angry and dejected, Fatima the young woman of seventeen could accept her plight and decide that "Arts and Science was not so bad after all" (207), she and looks forward to joining the medical school later on. But Nurdin feels defeated and dejected and knows not where to look since the accusation of rape is a charge against not only his innocence but his inbred beliefs on morality. He had been brought up by the disciplines of Islamic religion and his father used to whip his children in German fashion. Sandwiched between the goddess Laxmi in the building of 'sixty nine Rosecliff Park Drive, a symbol of a burgeoning Toronto and the huge jabbing in the skyrise building of CN Tower,' between the

dreams of the riches, comforts and security and the constant futile battle against the harsh realities of the new land, between the values of his cultural origins and the problems of existence and survival in a new country, the Lalanis are at the crossroads of their life. The novelist comments:

> We are but creatures of our origins and however stalwartly we march
> Forward, paving new roads, seeking new worlds, the ghosts from our
> Pasts stand not far behind and are not easily shaken off. An account of
> Nurdin Lalani's predicaments must therefore go back in time and
> Begin at a different place. (9)

Nurdin's father Haji Lalani who had settled in Dar-es-Salaam in East Africa was born in an Indian Muslim sect, the Shamsis and was a man of strict disposition, "to whom the harsh German justice epitomized in the whip made of hippo hide and the name 'Hand of Blood' given its wielder by the natives – was not alien in spirit. He could have taken, bought a black woman…….to while away the lonely nights……Instead he prayed and fasted and became friendly with the Fathers …… with the sheikhs at the mosques". (13)
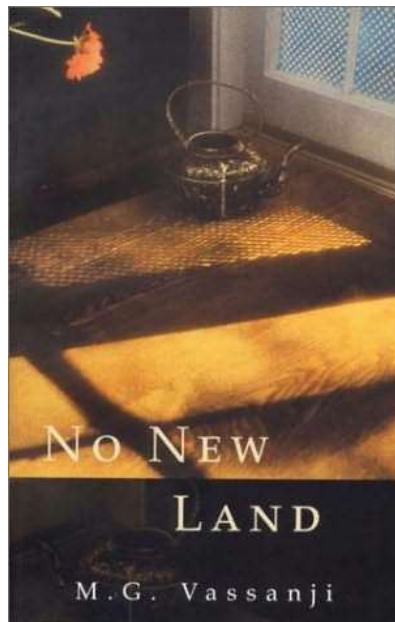
The Guilt – Strict Moralist

A German Young girl who is accompanied by her servant girl comes to a gift shop. Haji Lalani happened to see her and found himself staring at her. There was no scope for Haji even to touch her; yet he feels guilty as if he had really raped the girl and believes that he should have been whipped though neither of his friends (Father and Missionary) considers him guilty of any crime. Afterwards Haji decides to marry and settle down in the material world.

Nurdin belongs to such family background where the father is a strict moralist of the old school where even the desires are considered immoral acts and must be punished. However in Nurdin's case there neither is any desire nor any deliberate action vis-à-vis the white woman.

One morning at 11 o'clock Nurdin was pushing a squeaking trolley with bed linen at the Ontario Addiction Centre at the basement level which was quiet and windowless, but bright and gleaming in the artificial light. In the lobby he saw a girl in blue jeans sitting on the floor, leaning against the wall and her head was lowered. Her face was puffy and red. He hurried towards her and called:

'Madam – Miss – is anything wrong? Can I be of any help?' (178)

As there was no response he almost squats beside her with his hand on her shoulder waiting for her response. Before that moment he had never been so close to a white woman and also he becomes aware of her femaleness. But the response was quite shocking when she cried,

Rape! He's trying to rape me!

Nurdin was taken aback as the situation turns threateningly against him and he goes to his friend Romesh in the same building:

> There was an oppressive empty feeling in the pit of his
> stomach which was to stay with him for a long time
> to come. (179)

A Cave-like Situation

Vassanji has created almost a cave-like situation, the darkness inside the shop and the windowless artificially lit part of the basement corridor near the elevator. The frustrated plain looking Adella suffers from hallucination in the mystic surrounding of the cave in India, whereas the young white woman cries "rape" to exploit and get money from the plain-looking Muslim immigrant from Africa.

As Forster in *A Passage to India* has made use of the situation to describe the political and racial responses of the colonizers and the colonized, Vassanji uses the situation to highlight the problems that the immigrants face in a new country of the white. Be it India, Africa or Canada, the whites consider themselves superior and accuse the black of crimes they have not even contemplated. The racial prejudices are the same everywhere. It is no Amarpur, not the country where the wells are of gold, pillars of silver, floors that smell of musk and the hearts that are sympathetic.

Exploration of the Psyche of the Rootless

This episode is central to the novel and Vassanji explores the psyche of the rootless, frightened insecure immigrant Nurdin through this. Neither his father nor his wife ever considered him of any worth. In this alien country even his children despise him, since he could not find any good job and ultimately accepts a menial job quite undignified according to his wife Zera and his daughter Fatima. Zera never lets him near her and he finds himself a lonely unwanted man in the family. His relationship with Sushila, his playmate in Africa is now on the point of turning into a meaningful relationship, when he gets accused of rape. His existence has been so far very painful. In losing the sense of belonging to his country, even to his family, Nurdin has lost the sense of his identity.

In this new country he has only seen the unpleasant side of life both outside and inside his family. There is a sort of Kafkaesque painfulness, agony and isolation he has to undergo in this period of his life in an alien land.

Futility of Explanations

It is through Nanji, the part-time professor at the university, we are made aware of the futility of the western philosophy in explaining the eastern way of life. Nanji, who is always worried about the questions of morality and ethics comments:

> The only choice, real choice, man has in the world is whether to
> go on living…… or to commit suicide, end this absurd existence. (76)

This sounds so Shakespearean – 'to be, or not to be' in *Hamlet*.

Nurdin survives his experience through the alternative – of God and Missionary. His experience makes him realize his predicament, the harsh realities of survival and he becomes conscious of his plight.

Impact of Relationship with the Outer World – Freedom from Guilt

It is through his relationship with the outer world, first with Romesh and then with Sushila that he breaks out of his rotten existence, though the guilt of having the companionship of Sushila, the other woman, stays with him and he cannot look into the eyes of his father's photograph. Next it is the false accusation of rape and his wife's and his children's suspicion that really awakens him to his despicable plight, but he feels if they really know about Sushila, they would not doubt his integrity.

With the arrival of the Missionary the clouds of doubt and uncertainties disappear, since the Missionary does not consider him guilty and cuts off the final fearful link to his father. Nurdin feels released from his old ideas of morality, from his past and becomes a new man.

Rejecting the Existential Relationship with the Culture of the Past

The immigrant has now fully rejected the existential relationship with the culture of his past. He accepts the new cultural situation. It may be painful for the alien to accept it as a price of his awareness; it involves recognition of his own situation in time and space to the total cultural complex of the new world. The absurd drama that his touching a white woman creates is ironically comic; and though he is tortured and tormented in a Kafkaesque manner it is neither on a metaphysical level nor on a tragic level.

At the end when the charge is withdrawn and his innocence is proved beyond doubt he feels that,

> the tryst he had almost agreed to – and the freedom it
> would have led him to – now seemed remote and *unreal,*
> had receded into the distance, into another unknowable world.(205)

Redemption and Peaceful Reconciliation – Ambivalent Affiliation

The experience of being accused of the rape brings about a thorough change in him and makes him aware of his own worth. The novelist has symbolically used the red fez of Haji Lalani to free him from his fear, and sense of being unwanted. And the CN Tower draws him out to the new path of his life – in the new country and new culture.

On the other hand the motif of rape, what Lamming terms "Prospero-Caliban-Miranda syndrome" is used by Vassanji to give new meaning to the existential – exiled life of the immigrant in the country of the white. In spite of Vassanji's reference to Lawrence Durrell's translation of C. P. Cavify's lines from the poem *The City*, "There's no new land, my friend, no new sea; for the city will follow you, in the same streets you'll wander endlessly" (http://laudatortemporisacti.blogspot.com/2009/05/escape-from-oneself.html), the expatriate is unable to return to the old idea of home despite its certainties and he is unable to find a new one in his adopted land. He becomes aware of the new realities which have to be accepted and in them and through them, he must come to grips with himself.

Thus the condition of ambivalent affiliation is replicated in *No New Land*, where the Asian – African immigrants in Canada are shown negotiating the sense and status of their belonging to yet another continent, country and culture to which they had to immigrate.

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