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The Importance of Textbook Adaptation for the Localized Context: A CSE Framework Perspective

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Abstract

It is very prevalent for teachers to make changes of textbooks to satisfy local students' needs and curriculum. In China, because of the vast territory and unequal educational conditions in different places, how to adapt a textbook for localized context becomes more significant. This paper aimed to present and discuss an empirical practice of textbooks adaptation in alignment with the China Standards English (CSE) framework, which can be an example of textbook adaptation from a Chinese context. CSE (Ministry of China, 2018) is a national benchmark for all Chinese learners to measure their English abilities and guide the curriculum setting for each school, hence can be utilized as the standard for materials adaptation. In order to achieve the objective, the researcher adapted the reading and writing content of two college English textbooks aligned with the CSE in pedagogic classrooms in Wenshan University where the researcher worked in. The adaptation was proceeded by an instrument of checklist aligned with the CSE and analyzed by content analysis, whilst students' perception data about the adapted materials was collected by interviews and analyzed by conversational analysis and inferential analysis strategies. Results revealed that to adapt the reading and writing content of textbooks aligned with the CSE satisfied local students' learning needs and proficiency and can positively help them to improve their two language skills.

Keywords: China Standards English (CSE), College English, Localized context, Reading and Writing skills, Textbook adaptation

Introduction

Textbooks have always been taken as a guideline for teachers to proceed pedagogic activities, while there is no ideal textbook for different learners and context. Hence textbook adaptation becomes essential and significant to ensure the effectively utilization for different learners in each context. As Cunninghamworth (2002, p.136) suggested that there is no one perfect textbook fit between learner needs and course requirements, materials should be improved by adapting it to suit special situation. Gabrielatos (2004, as cited in Tibebu, 2017, p. 254) also mentioned two reasons of why textbook adaptation is needed. One reason is that coursebooks cannot show the methodology of 'what' and 'how' to teach clearly for teachers, and the other reason emphasizes on the significance of matching a coursebook with the teaching and learning context. What's more, Tomlinson (2013) thought that it is significant for teachers to learn to use and adapt textbooks to match students' interest, cultural knowledge, language proficiency and other learners' needs. Therefore, textbook adaptation is an

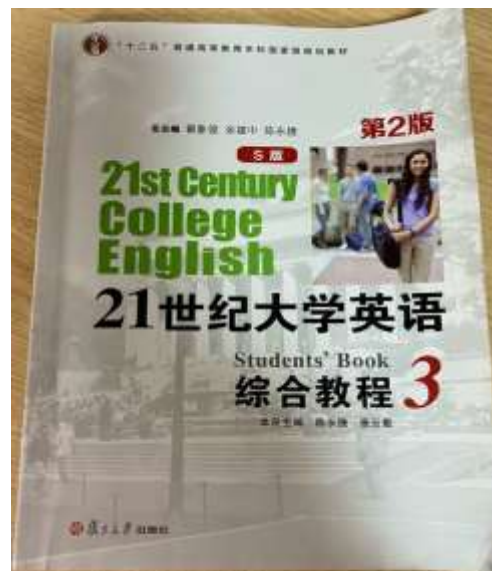
important process in any educational setting and context. The following research presented an empirical adaptation of college English textbooks in Chinese localized context.

In China, possessing good English proficiency is always helpful for college students to get a good job in future job hunting, so most college students even in rural areas aspire to learn the language well. Moreover, many Chinese universities take it as a condition for graduation that students should pass the College English Test (thereafter CET) Band 4, hence students have quite high motivation for improving their English. However, because of regional differences in education, there is no one textbook can satisfy all English learners' needs and proficiency abilities in different places. Hence to adapt textbooks for different local students becomes more crucial for Chinese teachers. For different colleges in different places, teachers don't have unified textbooks, so they follow the mainstream and choose the books published by some big and famous publishers as other universities. These textbooks are mostly not specialized for local students, which make the adaptation becomes inevitable. As a college English teacher in Wenshan University, the researcher always gets reflections from students that the textbooks are not very helpful for their language skills improvement. This phenomenon inspired the researcher to proceed a textbook adaptation experiment and search effective strategies to help students to enhance their English skills. Wenshan University is a state university of Wenshan Zhuang and Hmong Ethnic Autonomous Prefecture, Yunnan Province, China, which locates in the borderline of China and Vietnam.

Because of local backwardness in both economy and educational conditions, the University follows the mainstream of other universities in curriculum settings and textbooks chosen. Currently, all non-English majors in Wenshan University are required to take the course of College English for two semesters, and they are classed as three levels of A, B, C based on their English scores of the Chinese College Entrance Examination (thereafter CCEE). Students in classes A and classes B take the iEnglish Integrated Course textbook as their main coursebook. Meanwhile, students in classes C take the less difficult textbooks the 21st Century College English Students' Book as the main coursebook. The former book the iEnglish is published by the Foreign Language Teaching and Research Press, whilst the latter one the 21st Century is published by Fudan University Press of China. The following pictures show the two textbooks. Both of them are taken as the main coursebook for Wenshan University students to improve students' listening, reading, speaking and writing skills. As these two books are utilized by college students in the university, the researcher adapted both of them in actual classrooms.



(i-English Textbook 1)



(21st Century College English Students' Book 3)

Before the adaptation, it is necessary to comprehensively evaluate the textbooks so as to better adapt them. The evaluation of the two college English textbooks was based on the China Standard English (CSE) framework and had been finished before the adaptation. Choosing the CSE framework simply because it is the first national framework for all Chinese language learners to measure their language proficiencies. The establishment of the CSE framework is expected to make the English language education system more consistent, transparent, and open within the national and international context. With the framework be linked with the IELTS and Aptis, the CSE framework officially connects to the international examination system, which provides Chinese learners an opportunity to adapt the needs of future global workplace. As the framework is found suitable for all levels of English learners in China, the framework can apply not just to language assessment design, but also in teaching materials development and teaching methods design. This research adapted college English textbooks

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to satisfy local context and students' needs, hence taking the CSE framework as a guideline is more reasonable and beneficial for local students to reach the national and international levels.

According to the evaluation results, it was interestingly found that the two textbooks are not aligned with the CSE suggested levels. Both seem to be lower than the CSE demanded levels, namely, level 5 to level 6 for college students. Additionally, students also reflected that the textbooks content was easy for them and not very helpful for their language skills improvement. Many of them hoped to add more exercises and materials for the reading and writing content. As a result of these reasons, this research aimed to adapt the reading and writing content of the textbooks using CSE framework, so that these textbooks can be used by teachers and learners more efficiently for the English pedagogic practices.

Review of Literature

Textbook adaptation is always an essential process for teaching and learning needs. This is because choosing the most perfect textbook to satisfy all requirements for all learners is impossible (Cunningsworth, 2002). To put it more specified, each learning and teaching situation is unique and influenced by the following factors: the dynamics of classroom, learners involved, the syllabus, available resources, and motivation of learners. Moreover, Cunningsworth (2002) listed that materials adaptation is needed when it is necessary to leave out, add, replace, and change some parts of the materials because the materials are not ideal in objectives, methods, contents, balanced skills, cultural contents, or progression and grading areas. In addition, Saraceni (2013) summarized a number of limitations of teaching materials which are required to be adapted (as cited in Tomlinson, 2013, p. 50): "the textbook cannot promote and motivate learners effectively; the materials are rather trivial; the textbooks present a stereotypical image of the target language; the textbooks do not take into account its target users namely the specific learners and teachers." Furthermore, textbooks adaptation is needed because it is beneficial for learners to increase motivation and result in enhanced learning (McGrath, 2002). Tomlinson and Masuhara (2004, as cited in McDonough et al., 2013) also pointed out that materials adaptation is helpful for both learners' learning and teachers' enjoyment of teaching. Other scholars like McDonough, Shaw, and Masuhara (2013) thought to adapt the internal content namely topics, skills covered, exercises and proficiency levels of a coursebook can suit particular circumstances better, hence can maximize the appropriacy of teaching materials in context. They discussed several reasons for adapting. For instance, in the textbook content, it covers little grammar generally, or the reading passages contain lots of unknown vocabulary, or the comprehension questions are too easy, so they are of less use for language skill improvement.

Since adaptation of textbooks is inevitable and significant for every teaching situation, how to adapt a textbook appropriately? Saraceni (2013) discussed several categories of materials adaptation. One of the most prevalent is a teacher-centred approach which teachers are the main decider and implementor of materials adaptation process. However, with more research emphasizing the important role of learners in ELT classrooms including programme design, methodology, materials selection, and adaptation, it becomes more and more essential to adapt materials based on learners' needs. For example, Clarke (1989, as cited in Saraceni, 2013) developed a typical example of a learner-centred approach to adaptation, which highlighted the significance of learners' involvement in the adaptation process and

elaborated the differences between negotiated syllabus with externally imposed syllabus. The negotiated syllabus is generated from the negotiation between teachers and students, while the externally imposed syllabus is influenced by external factors including teachers, institution. and other administrative authority. It is noticed that engaging students into the adaptation process is helpful for learners to increase their involvement and critical thinking about the teaching activities.

Saraceni (2013) suggested to adapt courses after the evaluation of the textbooks. He also listed some important features of materials adaptation including learner-centred, motivate critical awareness, flexible, open-ended, and aesthetic, relevant, universal, and provocative in topics and tasks. First, it is regarded that learners are the centre of learning and textbooks adaptation process, while teachers are facilitators and co-ordinators for language exposure and different approaches to learning. Second, the textbooks should be flexible and selective, enabling teachers and learners to choose different activities, tasks, projects, and methods to adapt the materials to satisfy learners. Third, the open-endedness and the aesthetic experience means that the reader get direct response from the interaction with textbooks. The language and texts of the textbooks allow readers to have own interpretations and feelings, which can enhance the process of adaptation. Fourth, textbooks adaptation should enable the textbook be relevant to learners' learning development and promote the efficiency of the process. Fifth, textbooks should have a common topic to ensure that learners in different cultures can discuss the same topic, while at the same time having different interpretations from different cultural experiences and perspectives.

McDonough, Shaw, and Masuhara (2013, p. 70) provided more detailed techniques for adaptation including “Adding, Deleting, Modifying, Simplifying and Reordering”. Specifically, addition implies supplement more materials by expanding far-reaching in new directions (qualitatively) and extending similar examples (quantitatively). Deleting or omitting is opposite to addition, which tends to reduce the materials and substitute something else. Modifying means to make changes about anywhere inappropriate like the approach, focus of exercises or other activities of the coursebook. And simplifying is also a kind of modification which modifies difficult content to be easier or equivalent to students' proficiency levels. For example, to reduce the length of sentences, rewrite complex sentences, control the number and difficulty of new vocabulary, and convert grammatical structure to equal to students' understanding level. Another technique is reorder which make the parts of a coursebook in a different order. In general, adaptation is very helpful and practical for any teacher to make the lesson more relevant to the learners and make it match the local context.

McDonough, Shaw, and Masuhara (2013) also developed a framework for adaptation which presented the principles of adaptation. For instance, the adaptation should match with both external and internal criteria. The external criteria included learner characteristics, physical environment, resources and class size, whilst the internal criteria comprised choice of topics, skills covered, proficiency level and grading of exercises (McDonough, Shaw and Masuhara, 2013, p.65). In order to adapt the coursebook to match local context, personal needs and individual characteristics, a coursebook can be adapted by the above five techniques and apply these techniques to the content of a coursebook like language practice, texts, skills and classroom management. This article explored a new approach of textbook adaptation namely adapting coursebook aligned with the CSE framework, hence the following part revisits literature of the CSE framework.

As mentioned before, the CSE framework is developed by Chinese National Education Examinations Authority (NEEA) to be a consistent framework of reference for English language education at all educational stages. It defines the levels of English ability of Chinese learners and users of English. Each Chinese learner need to learn English from elementary school or kindergarten to university, go through four stages and lasting for almost 16 years. Since each stage has different syllabus and requirements, it lacks a consistent regulatory framework for syllabus settings and curriculum plan. And because of the vast territory and unbalanced economy, Chinese students get different educational conditions, which result in learners' varying English proficiency levels. The development of the CSE framework dealt with the problem of the inconsistent definition of English ability in the whole country, which is promoted to guide the English language teaching and curricula settings and inspire the development of English language materials. Additionally, with the development of Chinese economy and expanding of culture, it becomes demanding for Chinese people to possess higher English proficiency to interact with people from other cultures in employment market or educational field. The establishment of the CSE framework is hoped to enhance the alignment of Chinese English proficiency and tests with international level as well.

The construction of CSE has close relations with the wide utilization of the Common European Framework of References (CEFR) for languages in Asian countries including Japan, Thailand, Malaysia and Vietnam. Inspired from examples of CEFR-Japan, CEFR-Thailand, and CEFR-Malaysia, Chinese government has managed to adapt CEFR in China. However, since the scales of the CEFR were developed primarily to serve the interests of adult language learners in European context, either adoption or adaptation of the CEFR would be a simplistic and problematic solution to the need for a country as vast as China with a cultural, educational, and socio-economic context dramatically different from that of Europe (Jin, 2017). Then the State Council of China issued a document entitled Deepening the Reforms on the Educational Exams and the Enrolment Systems, focusing on constructing a foreign language assessment system of foreign language proficiency. In response to the document, Chinese Ministry of Education aims to develop a multi-functional national assessment system of foreign language proficiency of unified criteria, which is also the origin of China's Standards of English. As a result of the above reasons, the CSE framework was initially proposed and funded in 2014 by the Foreign Language Teaching and Research Press (FLTRP) and successfully released in 2018 by the Ministry of Education and National Language Commission in China. It describes English language ability of English learners in China from three stages with nine levels, aiming to provide references and guidelines for English learning, teaching, and assessment, and enrich the existing body of language proficiency scales for alignments on a global basis (Liu, 2015, as cited in British Council, 2019).

Compared with the CEFR which adopts the action-oriented approach to describe the language use from six main proficiency levels and three "plus levels", CSE takes a use-oriented approach to describe language ability based on the Communicative Language Ability (CLA) model (British Council, 2019) and the educational needs of Chinese English learners. The CSE and the CEFR also differ in their structures of proficiency levels. Adopting a "branching approach," the CEFR describes finer distinctions within the three super-ordinate levels (A, basic; B, independent; and C, proficient) so that "the relatively small gains in language proficiency made within language programmes (achievement) can be captured and reported" (Green et al., 2012, p. 48). The CSE, however, has hypothesized a finer-grained nine-level structure of levels, each corresponding to a key stage of English language education in China (Jin et al. 2017, p. 13). Specifically, based on the three stages with six

levels: Basic (A1-A2), Independent (B1-B2) and Proficient (C1-C2) of CEFR, the CSE divides the English abilities of language learners into three stages including Elementary (level 1-3), Intermediate (level 4-6) and Advanced (level 7-9) stage, and provides nearly 3000 ‘can-do’ descriptors to clearly depict English learner’s overall language ability, listening, reading, speaking, writing, organizational, pragmatic, overall interpretation and translation skills. Generally, the CSE framework combines Chinese national conditions and inconsistent English education situations in different areas with theories of the communicative competence model in the description of the language abilities and ‘can-do’ descriptors in the explanation of each level of language ability, in order to cater the needs of different levels of language learners and users.

Currently, research studies have been made on CSE are mainly from Chinese domestic scholars, especially those who participated in the framework development project as a member of expert group or a senior consultant. These research studies largely described the overall construction and some empirical studies of its validation from six aspects as follows: first, the appropriateness of the construction of the CSE; second, general ideas of the framework; The third aspect of these researches focused on studies about the construction of descriptors; The fourth aspect was about the validity of the CSE framework. Therefore, this research is a new attempt for putting the CSE framework into the guidance for textbook adaptation.

Methodology

Research Design

The implementation of this study was based on already finished evaluation of the two college English textbooks aligned with the CSE framework. The evaluation results suggested that the two college English textbooks utilized in the school are not aligned with the CSE framework, with the degree of difficulty levels of the two textbooks are lower than the CSE suggested level 5 to level 6. Because of the evaluated results, combined with students’ reflection and needs for improving reading and writing skills, this study adapted the reading and writing content in the two textbooks in order to align it with the CSE and improve students’ language skills.

Specifically, adapted reading and writing materials were implemented by the researcher in three classes of A, B and C of Wenshan University during September to October of 2020. The adapted materials were prepared based on McDonough, Shaw, and Masuhara’s (2013, p.70) strategies namely “adding, deleting, modifying and reordering”. For example, except deleting some easy and similar reading exercises like the Text B and Text C in each unit of the 21st century college English textbook, the researcher added more reading exercises equal to the CET 4 and 6 as its reading texts are more difficult and in accord with the CSE level 5 and level 6. In addition, reading strategies like predicting, scanning, skimming, main idea concluding, and detailed reading also were added to promote students’ reading skills. For the writing part of the book, it increased more types of writing except only emails in the textbook, whilst the difficult level of these writing exercises was also equal to the CET 4 level. Furthermore, for the adaptation of the iEnglish college English textbook, since the texts in the book are quite well and relate to students studying life, the researcher only modified some reading exercises like changing the discussion questions and reduce vocabulary exercises in lessons. Moreover, in order to improve the difficulty of the writing part and effectively help students to improve their writing skills, the researcher reordered the sequence of each unit’s writing part of the iEnglish textbook and added

more examples and exercises from the CET writing and IELTS writing. All adapted reading and writing lessons lasted for only one month, each week had two lessons (90 minutes) for each skill.

The following parts present the instrument, data collection, and analysis separately.

Instrument

Since the textbook adaptation was based on the evaluation results of checklist aligned with the CSE framework, the adaptation also followed the checklist. Moreover, intensive interviews were proceeded to collect students' perceptions about the effectiveness of adapted materials. So, this research was achieved by two instruments, the one is checklist aligned with the CSE framework, and the other is interview based on students' perceptions of the adapted teaching materials.

Checklist: The checklist combined with the subscales of the four English language skills in the CSE framework and the 8 units from textbooks. The CSE framework describes English abilities from listening comprehension, reading comprehension, oral expression, and written expression ability in subscales. Each textbook includes eight units. Four language skills content of eight units in the two textbooks were checked based on the descriptors of the CSE subscales. As this study focused on reading and writing skills adaptation, the following part introduces the two skills' part of checklist. The reading part consisted of 38 items, and the writing part consisted of 54 items. Each part aimed to check the texts, tasks, and activities of each the two skills in eight units. All items in the checklist were adapted from the CSE subscales, which aimed to check the degree of difficulty and content design of the textbooks.

Interview: The interview intensively asked students' perceptions about the effect of adapted college English materials. It invited 20 students averagely distributed in the three levels of adapted classes to take part in the interview, and all of these participants had taken the college English lesson and had used the two textbooks before attending the adapted lessons. Each of them was asked 4 to 5 questions to express their feedbacks of the adapted teaching materials. The interview questions mainly focused on students' satisfaction about the adapted reading and writing materials, which includes satisfaction of the whole content of the reading and writing parts and the efficiency of the two parts for their language skills' improvement. For instance, participated students were asked "What do you think of the adapted reading and writing materials?" "Do you think the adapted reading and writing materials positively help your reading and writing skills improvement?" "Can you give an example why you think the adapted materials are useful or not useful for your reading and writing skills improvement?"

Data collection

This part briefly introduced the process of data collection. As the data in this study was the two textbooks namely iEnglish College English Integrated coursebook and 21st Century College English Students' book, and 20 students' interview answers. Firstly, the two textbooks had been collected and evaluated. Moreover, the interview data was collected by recorder. As college students in Wenshan University in this study were divided into different levels of A, B and C classes and utilize the two textbooks for different classes. So, in order to get all three classes students' perception data about the efficiency of adapted materials, students in each level were interviewed averagely and voluntarily. It was mentioned that three classes of A, B and C of Wenshan University were chosen to be experimental classes for the adaptation, and 20 students averagely distributed in the three classes were invited for expressing their perception about the adapted materials. In order to let students fully and freely express

their opinions, each participant was interviewed separately, the interviewer asked questions in both English and Chinese and let them answer in Chinese, then students' answers are transcribed and translated to be analyzed.

Data analysis

This part presents the analysis of the reading and writing parts of the two textbooks and students' perception data of the adapted reading and writing materials.

Firstly, from the analysis of the reading and writing parts of the two textbooks by the checklist, three features were presented on the degree of difficulty aligned with the CSE, exercises and activities, and texts and vocabulary.

Table 1

Degree of difficulty of the two college English textbooks aligned with the CSE

Items	21 st Century College English Students' book	iEnglish College English textbook
Reading part	CSE Level 3 to Level 4	CSE Level 3 to Level 5
Writing part	CSE Level 2 to level 3	CSE Level 4 to Level 5

As the Table 1 presented, reading content in the 21st Century College English textbook aligned with the CSE level 3 to level 4, whilst the writing content in the same book aligned with the CSE level 2 to level 3. Additionally, the reading part of the iEnglish College English textbook aligned with the CSE level 3 to level 5, and the writing part aligned with level 4 to level 5. However, the CSE framework suggested levels for college students are level 5 to level 6 (Liu et al., 2018), which means the degree of difficulty of the reading and writing content in both the two textbooks are lower than the CSE levels.

The CSE level 6 suggested learners can get important and relevant information, make short comment on the language and content and infer author's mood and attitude while reading materials of medium difficulty, whilst could express their views on hot issues by using various approaches, and provide enough evidence and logical arguments for writing popular genres (Ministry of China, 2018, p.9-12). The CSE level 5 reading scales refer learners can grasp the essential meaning and analyze linguistic features of materials when reading medium linguistic difficulty texts related to education, technology, culture, or argumentation. The CSE level 5 writing scales request learners to be able to write reports, articles with argument or evidence and practical writing on topics of interest with complete structure and use various cohesive strategies to achieve semantic coherence.

Table 2

Exercises and activities of the two college English textbooks

Items	21 st Century College English Students' book	iEnglish College English textbook
Reading exercises and activities	12	7

Exercises for listening, speaking, and writing part	10	11
Total exercises and activities in each unit	22	18

As for the exercises and activities of the two textbooks, it can be seen from table 2 that both two books have too many exercises in the reading part. For example, the 21st Century College English textbook, out of 22 exercises and activities of each unit, 12 are reading exercise. And among the 12 exercises and activities of reading, 50% of them are set to practice students' vocabularies and grammar. Additionally, the iEnglish Integrated Course book has 7 reading exercises out of 18 ones in each unit, and the 7 reading exercises are mainly about vocabularies and grammar as well. The third feature is about texts and vocabulary. The texts and vocabularies in two textbooks were found easy for students, hence more difficult words were suggested to add into the teaching materials.

Moreover, for the analysis of students' perception data, it was transcribed and translated into English and to be analyzed by conversational analysis. Namely, transcribing and translating students' different perception data, analyzing students' answers of each question for the textbooks adaptation and synthesizing the attribute of their perceptions. Based on the attribute of the three classes' perception data, it inferred all college English students' perception of the adapted two college English textbooks.

Table 3

Students' perceptions on adapted reading and writing materials

Questions:	Positive answers	Negative answers
1. How do you perceive the adapted materials?	20	0
2. Do you feel your reading and your writing abilities have been improved after attending the adapted lessons?	20	0
3. Do you feel satisfied with the adapted materials?	20	0
<p>Answers:</p> <p>1.The added materials about sentence structure and paragraph writing are good for my writing.</p> <p>2. Added writing exercises are interesting and relate to our life.</p> <p>3. Added new words, grammar points and reading strategies are good for my reading.</p> <p>4. The explanation of reading exercises are very detailed and good for my reading.</p>		

	5. The modification of reading texts is good for my reading.
	6. Adapted reading exercises are interesting.
	7. The degree of difficulty of adapted materials is suitable for us.
	8. The adapted materials are useful for me to pass CET 4.
	9. The adapted materials encourage me to reading more news.
Do you have any additional recommendations?	1. Increase the number of difficult vocabularies.
	2. Increase more writing types.
	3. Add more new contents related to the social news like the COVID-19.

As illustrated in table 3, among the 20 interviewees, all of them gave positive answers about the adapted materials and felt the adapted reading and writing materials were good and useful for them, hence all of them presented satisfaction for the adapted materials. Additionally, each participant gave different examples of why the adapted materials were useful and three recommendations, which showed the strengths and weaknesses of the adapted materials.

Results and Discussion

This part discussed results of the study. It can be found that the adaptation of this study effectively helped students to improve their reading and writing skills, which proved the effectiveness of aligning the CSE framework with textbook adaptation.

On the one hand, this research adapted college English textbooks in alignment with the CSE framework, which enabled the teaching materials to suit students' language proficiency abilities and needs. From the perceptions of 20 interviewed students, all participants expressed the adapted materials were not difficult or easy. It suited their language abilities and stimulated their confidence for language learning. For instance, one student said, "My reading and writing skills had been improved greatly because of the part which taught us to write wonderful and grammatically correct sentences. As the introduction of sentence structure made me not only be able to write good sentences, but also helped me to quickly understand difficult sentences in reading texts." Another student expressed that he benefited from the adapted reading materials by modified reading exercises, which enabled him to find details of text accurately and develop critical thinking. For the adapted writing exercises, participants felt that the topics are interesting and related to their life, which made them easy to understand.

Moreover, for the degree of difficulty of the adapted materials, most of them felt very satisfied and expressed it suited them well. Only one of them thought the reading materials are a little difficult. Additionally, as the modified materials added exercises of College English Test (CET) Band 4, interviewees felt very satisfied about the adaptation and thought it satisfied their needs for passing the CET 4 and effectively helped them for language skills improvement. Hence, it can be known that to adapt textbooks aligned with the CSE is effective for Chinese college students to improve their language skills.

On the other hand, to adapt textbooks aligned with the CSE framework could promote local students to reach a national level of English. As it suggested of the CSE framework, college students should achieve the CSE level 5 to level 6 which demands learners to be able to understand and get significant details of medium linguistic difficulty texts whilst can write different kinds of genres with various approaches and enough evidence and logical arguments. Therefore, in adapted materials, a great number of reading exercises with medium linguistic difficulty texts were added to practice students' reading skills. Additionally, students got opportunities to practice argumentation, exposition, narration and practical writing like emails separately. Different structures and expressions of these writings were introduced, and exercises of the four categories writing were utilized to examine students' writing effectiveness. Participants stated in the interviews that the adapted materials were good for improving their reading and writing skills, hence it was hopeful that students could reach the CSE demanded levels for college students for the long term.

Conclusions

This study adapted the reading and writing content of two college English textbooks utilized in Wenshan University in China by a checklist aligned with the CSE and made an interview to collect students' perception about the adapted materials. As it was presented before, the adapted materials followed standards of the CSE framework and aimed to help students to enhance English reading and writing abilities. Results of the interviews showed all participants were very satisfied about the design and effectiveness of adapted materials. Hence, it can be stated that adaptation is inevitable as well as useful in pedagogic classrooms. Adapting textbooks aligned with the CSE is appropriate for Chinese local students to improve language skills and reach the language proficiency of a national and international standard. This study also may lead to more research on the adaptation of listening and speaking materials in alignment with the CSE.

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A Visit to the Ethnic Nayakkar Community People who are Unaffected by the Gilts of Modernity

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Abstract

Culture is an instrument which shapes the society, formulates the groups, and created the community. Unlike other entity of the world, which is purely regulated by the universe, culture is exclusively framed by humankind for the smooth relationship between mankind and environment. This travelogue points out the bizarre relationship between the contemporary world and the culture-bounded society, between long-established people and the current environment by providing a strong example of the people who startled the research scholar's childhood through their unique cultural practices. They are categorized under 'Nayakkar' community. The travelogue points out an inevitable bond between Environment, People, arts, and their cultural practices of this people who are living in a world where modernity peeks. Through these travelogues, the importance of being eco-friendly in the showground of modern world is highlighted.

Keywords: Environmental Studies, Travelogue, Cultural Studies, Thottiya Nayakkar.

A person who knows his origin could lead a comfortable life in this spoiled modern environment. To focus on future, it is necessary to know something about the past. The idea of modernity adds sophistication to one's life, but it has its negative impact of disrupting the values of the past and the values of tradition. Tradition is used as an instrument to vitalize the modern culture but in the name of modernity, people wipe out its ideals from the society. This paper exhibits the in-depth observation of the ethnic people whose lives are rooted through tradition

and culture of the past. These people are trying to preserve their identity in possible ways. They are staying among the common people who are totally impacted by the ills of modernism. Surprisingly, their strong rooted tradition doesnot change from its core. From my childhood, I have wondered about their “bizarre” practices especially during the festival times and it raised so many questions pertaining to their culture and environment. In today’s scenario, these people’s practices tend to protect the environment without doing any alteration.

They are named as Nayakkar community. Though this community lives in many districts, this paper focuses mainly on the natives who live in Desiyamangalam, Tottiyapatti, Villukaaranpatti, Dasinayakanur, Kuppamettupatti, Kudikaranpatti, Komalipuram which come under Karur district of Tamilnadu. At present, nearly fourteen thousand people of this community live in that surrounding.

KambalathuNayakkar or ThotiyaNayakkaris is a clan of people of Dravidian descent. They are referred to by different names such as ‘Rajakambalathu Nayakkar’, ‘Kodanki Nayakkar’. The ancestors of Nayakkar community were considered to be warriors and the name ‘Nayakkar’ means, the ruler of small regions or ‘Kuru NilaMannargal’.



And these Dravidian people dwell in Tamil Nadu, Andhra Pradesh, Karnataka, and Kerala. The etymology of their community’s name itself derives the connectivity towards all these states and their Dravidian identity is thus proved.

- Nayakar = Thampan, Veeran, father, in everything they are supposed to be superior.
- Nayaku = ("Naidu" in Telugu)
- Nayakar = Nair (Malayalam)

These Dravidian people dwell in Tamil Nadu and talk in a type of Telugu dialect where they added a lot of Tamil words in-between.

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The people are still warriors in the way they try to establish their identity and traditional lifestyle amidst modernity and its demands. Their participation in our country's freedom struggle was remarkable. Due to so many practical difficulties, most other Nayakkar communities adapt to the modern society. But the people of Thotiya Nayakkar community don't want to give up their culture and tradition for the sake of worldly pleasure. It appears that the Legend 'Veerapaandiya Kattabomman' came from the same crew.

The people of Thotiya Nayakkar community are firm followers of their cultural practices and they have many strict measures pertaining towards their weddings, rituals, ceremonies, work, and their attires. Despite those procedures, it seems that they don't want to detach themselves from their culture. Inter-caste and inter-community marriages are totally banned by them, especially by the Thotiya Nayakkar community. Ruthless punishments are given to the people who do not follow the customs and rituals. Despite being different from other people of other castes, etc., they are quite friendly to them and greet them in a good way. Most of the people do not want to share their unique cultural practices to others and they always remain introverts when it comes to the practices of gods which symbolically explain the cause of not sharing their life-style to others. The people believe that sharing might harm their customs and practices which are not established and recommended in other communities. This community has some specific practices. One such can be seen during gods' festival time. All the old ladies of the crew are not supposed to wear blouse and they need to do side-bun hairstyle which is illustrated in the following picture.



Hunting is their hobby, and they raise hunting dogs along with their children. They eat rabbits, squirrels, and monitor lizards. Pearl millet and sorghum form part of the ingredients for most of their dishes. Farming is their first and foremost occupation for their living but due to lack

of water in their surroundings, many of them are turned to be woodcutters for firewood. Though they live in poverty, they do not give preference to money and never give up their customs for it.

The community got its real attention in Pongal festival (Pongal is the four-day festival in Tamilnadu to commemorate the sun during harvest time in the month of January). On the occasion of 'Maattu Pongal', the third day of the festival to praise the cattle, Nayakkar people gather along with their sacred cattle in a region called 'Ayyarmalai' (a mountain temple where Lord Siva is believed to have incarnated as 'rathnagiriswarar'; it is located ten kilometers away from Kulithalai) to celebrate 'Maattu Pongal' through the dance 'Devarattam'. "Devarattam" (means "dance of the gods") is the folk dance performed by a group of people in a straight alignment in south and eastern part of Tamilnadu. The dance involves fast and fluent movements according to the rhythmic sound of Urumi mellam (Urumi– kind of skin instrument drum), an hour-glass shaped drum that is struck on one side and rubbed on the other side with a curved (boomerang-Shaped) stick. When they scratch, their Urumi with a bamboo stick, the hundreds of dancers start throwing wonderful steps with the piece of cloth tied in their hands and a turban on their heads which they call as 'uruma'. The Nayakkar men should compulsorily wear 'uruma' during all the time. Their performance is 'Devarattam' performed in all kinds of celebrations like wedding, their temple festival and in their most dignifying cattle festival. The performance was a feast for the eyes of audience, and it is pleasure to watch their unique steps merge with the beat.



In Ayyarmalai, nearly thousand people from thirty villages gather and perform their rituals to their God. The dance performance on that day is crucial for them and certain notable things that they do during festival are attention-grabbing.

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1. Thotiya Nayakkar people let their jokers ('Komali') to throw a 'door to door' tell-tale performance to collect the money. And they are not supposed to use that money for their own purposes; instead, they spend it for the benevolence of their Jakkama's Temple. When they arrived for this year, they collected fifty thousand rupees through their performance, and it is going to be spent for their dear almighty 'Jakkama'. The costume of 'komali' possesses a lot of admirable components to retain its humor. One such thing is 'cowry shells'; they have arranged 'cowry shells' on the surface of mouth to duplicate their teeth and a petal of banana flower as their tongue which sticks out from mouth. They do have Cat-like Moustache and beard which is made out of some dried grass or straw. They usually travel to nearby villages to do their act.



2. The second most important part of Pongal festival is "Saalai karuthu Maadu". It is a cattle competition in which lots of different oxen from various villages compete and they need to jump over the flower garland. It replicates a running race, a race for the animals. Though the competition resembles a famous south-Indian sport Jallikattu, where men have to compete over an ox, this sport is exclusively between oxen. They consider this as their prime sport and its victory as their soul pride. The reward for the

victory is quite remarkable. The keeper of champion ox does happily receive a lemon as an award. After that, people worship that ox as their God.

3. The people are not interested in their education, and they possess low literacy level. They give much preference for agriculture since they believe hard-earned food and proper shelter are the prime sources of living. This community people let their cattle free without tying their nose rope and it reflects their concern towards the equality of animals which may be considered as the root base of eco-centric environment. During their living style, one thing is very much certain, that is, 'being traditional is never so bad' and it helps the human society to keep up their body and mind healthy. The women of Kambalathu Nayakkar community prefer to rely on the traditional household possessions like mortar and pestle, stone-hand grinders (roller stone placed on the flat stone for grinding to be done), copper vessels, and clay pots for their kitchen. The traditional way of cooking let them to stay healthy and most of the orthodox Nayakkar community people never visited allopathic doctors in their lifetime.

The Nayakkar people follow their rituals seriously. In the performance of one ritual, men and women are not supposed to wear shirts and blouses since, from their view, it reflects the westernized culture. And it has been a sign of their denial of transformation towards modernization. Even today, men of that community follow their customs by wearing 'kadukan' (studs) and 'Urumaa' (turban), which they should follow from the age of five till their death.

A beautiful poem in Tamil literature defines the brave nature of this clan, especially of their women crew.

"Peyarellam pomman thimman
Oorellam patti thotti
Veerathil kambalathu vadukar kootam
Pengalo adilum kaatam" (kalanchipatty, 2012)
"பெயரெல்லாம்பொம்மன் திம்மன்
ஊரெல்லாம்பட்டிதொட்டி
வீரத்தில் கம்பளத்துவடுகர்கூட்டம்
பெண்களோ அதிலும் காட்டம்"

Kambalathu Nayakkar's women are the pioneers of 'Feminism'. They ruled out the stereotype of society by getting married to men who are younger to them. Each and every aspect of their appearance reflects their unique culture, and it is totally different from the present

modernized system. They have a habit of collecting their fallen hair to make a bun to do Nayakkarkondai which is exceptional and attractive. Their exclusive hairstyle, exceptional Sari draping, and beautiful ornaments stand as testimony to the indigenous style.

KambalathuNayakkars still go for the multiple marriages (polygamy). They do not regret having many children and they readily follow the joint family system. The community people are known for doing Necromancy (Black magic). They forbid wearing slippers inside their village's sacred points. The women avoid foods from outsiders. Polygamy (multiple marriages) continues in their community.

They have a good relationship towards cattle and land and treat these like gods. Their way of life presents one of the models of Environmentalism, which, however, requires more detailed study. The culture and tradition of Kambalathu Nayakkar community may be described as Eco-Centric to some extent.



They use naturally-extracted Neem oil for their hair. Farming is their main source of income. The villages that they belong have red soil for the cultivation. So, the cultivation of tapioca is largely done there. They consume Pearl millet and all-natural sorts of seasonal vegetables on a regular basis which enables them to lead a healthy life.



The tiny Eco-friendly homes are made of clay, straws, and stone. And they do leave some space for their beloved cattle. They make almost all the necessary tools by themselves which allow very little space for ‘Artificial things.’ At present, the clan is very particular not to allow modernity to infringe on their traditional lifestyle. These people are not scholars; they do not know about Global Warming, Ozone Depletion, Green House Effect, Environmental issues; yet they are trying to protect nature by planting trees, using Eco-Friendly products, also by showing their respect towards other species and let the animals to use its own space in this surrounding.

The true spirited Kambalathu Nayakkar will never wear chappals in his life, and it reflects their respect towards the mother land. They do agriculture with the help of their beloved animals. We notice that they are lovers of ‘Nature’ and they actively protect nature without trying to alter it.

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Interrogating the Hegemonic Male-Chauvinistic Socio-Cultural Backgrounds and Emancipation of Women: A Study of Henrik Ibsen's *A Doll's House*

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Abstract

Norwegian playwright, Henrik Ibsen (1828-1906) is considered one the most significant dramatists in the world. He ponders over and reflects the socio-cultural webs influencing the lives of the individuals in his writings. Patriarchy has left indelible imprints in many societies since times immemorial. Men have enjoyed all the privileges over women. Subjugation and subordination of women have remained the most common and widely accepted features of such societies. The women attempted well to stand and prove themselves as good companions under such socio-cultural milieus but whenever the men started turning dominating ones, the resistance was bound to happen. This paper aims at the analysis of the depiction of women in a male chauvinistic society in late nineteenth Century Norway in *A Doll's House*. This paper also analyzes the hegemonic relationship of a woman being a wife with her spouse, with other men-women in society, her husband's perceptions about her, her selfless attitude, her psychological agony and sacrificial nature.

Keywords: Henrik Ibsen, *A Doll's House*, emancipation, subjugation, subordination, resistance, socio-cultural milieu, hegemonic, male-chauvinistic society, psychological agony.

In his *A Doll's House* (1879), Henrik Ibsen projects enthusiastic Nora while preparing for Christmas and her experiences thereafter. Nora's experiences with her husband, Torvald Helmer and with the couple's friends form the plot of this play. The action of the play in three Acts takes place at Mr Torvald Helmer's house. Undergoing through the financial crisis, Mr Helmer suggests Nora carving extravagance. Over time, ideological differences start developing into clashes between them. Although Nora attempts well to let him feel relaxed from the financial context, she desires to treasure the festive moments as benchmarks had been set during the last

Christmas. Once Mr Helmer had fallen sick, he had to be taken for treatment to Italy, but the couple had no money. In this scenario, she had not considered it appropriate to borrow money from someone else hurting her husband's dignity, so she managed money from the bank by doing her father's signature illegally. Mr Krogstad is the only person who knows this act of forgery and has kept the records of her forgery. Mr Krogstad is a bank employee where Mr Helmer works as a lawyer. Once, Mr Helmer warns Mr Krogstad to fire him from his job, the latter starts blackmailing Nora for her act of forgery. After knowing his wife's act, his ego gets hurt and turns angry worrying about the social grace and reputation. Besides these, Helmer's friend Dr Rank, Nora's old friend Mrs Linde contribute to the plot.

For emancipating the status of women in a family and largely in society, female writers started expressing their anxiety regarding the role of a woman in society from the late eighteenth century, although after the 1960s it took the form of a movement. Mary Wollstonecraft's *A Vindication of the Rights of Women* (1792) responds to the educational and political theorists of the eighteenth century like Milton, Pope, and Rousseau who believed that women should not obtain a rational education. Here, Wollstonecraft argues that women are also human beings and deserve the same educational as well as other rights like men, and treating them as mere property or ornament for men is against the moral foundation of the society (Nayar 85). Olive Schreiner's *Women and Labour* (1911), and Virginia Woolf's *A Room of One's Own* (1929) vividly portray the unequal treatment given to women seeking education and alternatives to marriage, and motherhood, and a section of Simone de Beauvoir's *The Second Sex* (1949) projects the depiction of women in D. H. Lawrence's novels. However, some male writers seeking reformation in the status of women express their voices which include Stuart Mill's essay "The Subjugation of Women" (1869) and Friedrich Engels' *The Origin of Family* (1884) (Barry 116). Pramod K. Nayar writes, "Feminist theory argues that the representation of women as weak, docile, innocent, seductive or irrational-sentimental is rooted in and influences actual social conditions, where she does not have power, is treated as a sex-object or a procreating machine, has fewer political and financial rights and is abused" (83). Whereas M.H. Abrams writes, that much of the feminist literary criticism that continues in our time has been interrelated with the movement by political feminists for social, legal, cultural freedom and equality (124).

The playwright showcases that how the traditional gender roles drive the lives of couples in society. With the opening of the play, Nora enters the hall humming a tune in high spirits with several parcels, a Christmas tree, and a basket. After sensing her presence, Helmer calls out from his room:

HELMER. When did my squirrel come home?

NORA. Just now. (Puts the bag of macaroons into her pocket and wipes her mouth.)
Come in here, Torvald, and see what I have bought.

HELMER. Don't disturb me. (A little later, he opens the door and looks into the room,
pen in hand.) Bought, did you say? All these things? Has my little spendthrift wasting
money again?

NORA. Yes, but, Torvald, this year we really can let ourselves go a little. This is the first
Christmas that we have not needed to economize.

HELMER. Still, you know, we can't spend money recklessly.

NORA. Yes, Torvald, we may be a wee bit more reckless now, mayn't we? Just a tiny
wee bit! You are going to have a big salary and earn lots and lots of money. (8)

As Helmer had anticipated Nora's intentions regarding the festive shopping, he reminds her about their crucial economic condition, but Nora imposes the honour and respect of being the bread-runner of the family on him. When he expresses his wish not to have any debt or borrowing as it curtails the freedom of life, she articulates her wish to treasure the festive moments. He says to Nora, "You always find some new way of wheedling money out of me" (11)

The playwright highlights the helplessness of women which compels them to make compromises to save the dignity and life of their life partners from their perspective through the character of Nora. Nora's past action torments her throughout the play as Mr Krogstad, a bank employee starts blackmailing her for favours in return:

KROGSTAD. When your husband was ill, you came to me to borrow two hundred and
fifty pounds.

NORA. I didn't know anyone else to go to.

KROGSTAD. I promised to get you that amount-

NORA. Yes, and you did so.

KROGSTAD. I promised to get you that amount, on certain conditions. Your mind was
so taken up with your husband's illness, and you were so anxious to get the money
for your journey, that you seem to have paid no attention to the conditions of our
bargain. Therefore it will not be amiss if I remind you of them. Now, I promised to
get the money on the security of a bond which I drew up.

NORA. Yes, and which I signed. (37-38)

As Mr Krogstad had caught the discrepancy in signing the bond to borrow the amount from the Bank and when he asks for confirmation, Nora responds, "Papa died on the 29th of September" (39). He interrogates her that how her father can sign the paper after three days of

his death i.e. 2nd of October. Finally, she confesses that she had done her father's signature, as she had no other way. She says that at that time her father was extremely ill, if she had asked for the signature, she would have to tell the reason, "when he was so ill himself I couldn't tell him that my husband's life was in danger-it was impossible" (40). Whatever Nora did listening to the voice of her conscious is morally correct as she attempts to strike a balance between the two one who has given her life and the second who is her life now. She wished to save the lives of both, but legally it becomes a crime of forgery that might bring disgrace to the reputation of her husband especially. After gathering a lot of courage, she speaks to her husband "you must let Krogstad keep his post in the bank" (54) which invites reprimands in return from her husband.

After Krogstad gets fired from the job, again visits Nora and warns:

KROGSTAD. You know, I suppose, that I have got my dismissal.

NORA. I couldn't prevent it, Mr Krogstad. I fought as hard as I could on your side, but it was no good.

KROGSTAD. Does your husband love you so little, then? He knows what I can expose you to, and yet he ventures-

NORA. How can you suppose that he has any knowledge of the sort?

KROGSTAD. I didn't suppose so at all. It would not be the least like our dear Torvald Helmer to show so much courage-

NORA. Mr Krogstad, a little respect for my husband, please. (67)

At any cost, Nora wishes to save the reputation and esteem of her husband but, all her attempts in this respect, either to convince her husband or pacify Mr Krogstad turn in vain.

Thereafter, the playwright displays that how a woman remains ready to do anything that pleases her husband in a male chauvinistic society where the roles of both men as well as women are determined by the socio-cultural constructions. Nora's preparations present a picture in this respect when she has dialogue with Mrs Linde:

NORA. Yes, I was passing by. As a matter of fact, it is something you could help me with. Let us sit down on the sofa. Look here. Tomorrow evening there is to be a fancy-dress ball at the Stenborgs', who live above us; and Torvald wants me to go as a Neapolitan fisher-girl, and dance the Tarantella that I learnt at Capri.

MRS. LINDE. I see, you are going to keep up the character.

NORA. Yes, Torvald wants me to. Look, here is the dress; Torvald had it made for me there, but now it is all so torn, and I haven't any idea-

MRS. LINDE. We will easily put that right. It is only some of the trimming come unsewn here and there. Needle and thread? Now then, that's all we want.

NORA. It is so nice of you. (49-50)

Not only Nora as a wife turns passionate to fulfill the wish of her husband, Helmer, but Mrs Linde being an offshoot of a patriarchal society understands her role and also assists Nora in her pursuit of preparation for the ball with equal passion.

The reactions of Mr Helmer, after he reads the letter revealing Nora's act of forgery exemplifies the typical patriarchal mindset as his unconscious completely gets manifested. He starts blaming her in a single breath:

HELMER. (walking about the room) What a horrible awakening! All these eight years- she who was my joy and pride-a hypocrite, a liar-worse, worse-a criminal! The unutterable ugliness of it all!-for shame! (Nora is silent and looks steadily at him. He stops in front of her) I ought to have suspected that something of the sort would happen. I ought to have foreseen it. All your father's want of has come out in you. No religion, no morality, no sense of duty-How I am punished for having winked at what he did! I did it for your sake, and this is how you repay me.

NORA. Yes, that's just.

HELMER. Now you have destroyed all my happiness. You have ruined all my future. It is horrible to think of! I am in the power of an unscrupulous man; he can do what he likes with me, ask anything he likes of me, give me any order he pleases-I dare not refuse. And I must sink to such miserable depths because of a thoughtless woman! (97)

Once Nora confesses her act of forgery, Mr Helmer gets lost in a monologue that reflects his extreme selfish nature. Helmer's upbringing does not allow him to associate himself with his life partner who has sacrificed her self-esteem for his survival and after this revelation, he starts cursing her, humiliates her by cursing her father too. He even does not attempt to think from Nora's point of view and turns completely indifferent to her. Calling her immoral is ironic as vividly her act of forgery is the most moral and ethical one because it is only her ethics that prevent her from letting her unwell father know about the necessity of such an amount as it might have tensed her father on the one hand whereas, on the other, she considers the prestige of her husband of higher significance as she does not borrow from anyone else that might have brought shame and humiliation to him.

The past of Mrs Linde reveals that she had to sacrifice her love for the sake of her family responsibilities as her mother was bedridden and her two little brothers needed her, so she left her lover, Mr Krogstad for a comparatively wealthy person. After the death of her husband, and mother when her brothers have grown up and can survive without her, she expresses her wish to

reestablish her life with Mr Krogstad, “I want to be a mother to someone, and your children need a mother. We two need each-other. Nils, I have faith in your real character- I can dare anything together with you” (82). Here, one sees that a woman like Mrs Linde suppressing her wishes desires and dreams amidst a larger heap of responsibilities. She loves someone and is compelled to marry someone to bring out her parental family from the financial crisis. She does not leave her bedridden mother and her little brothers in the hours of need rather takes proper care of them in both ways financially by marrying a rich man and emotionally too. When she is not needed by her brothers, she desires to settle down with her former lover Mr Krogstad who is a widower now.

The playwright conveys that resistance is bound to happen in the form of repercussions of the suppressed morality, ethics, and biased socio-cultural constructions. After experiencing the obnoxious and blaming tone of her husband’s language, Nora makes up her mind to leave him and liberate herself. Although when Helmer comes to know that under the influence of Mrs Linde, Mr Krogstad has changed his mind and does not wish to bring any harm as intended earlier by sending the bond back, he starts apologizing before Nora but as she has seen him in the real colour, does not wish to change her mind. The playwright writes:

NORA. Listen, Torvald. I have heard that when a wife deserts her husband’s house, as I am doing now, he is legally freed from all obligations towards her. In any case, I set you free from all your obligations. You are not to feel yourself bound in the slightest way, any more than I shall. There must be perfect freedom on both sides. See, here is your ring back. Give me mine. (110-111)

Thereafter, the playwright emphasizes that how a woman is considered inferior to a man in a male chauvinistic society. He questions the subordination and subjugation of a woman through the experiences of Nora. She says that when she was at home her papa told all his opinions to her so that she can have the same opinions. If sometimes she differed, her papa used to dislike it and would often say that she is his doll-child. She adds that after marriage:

I was simply transferred from Papa’s hands into yours. You arranged everything according to your own taste, so I got the same tastes as you...When I look back on it, it seems to me as if I had been living here like a poor woman-just from hand to mouth. I have existed merely to perform tricks for you, Torvald. But you would have it so. You and papa have committed a great sin against me. It is your fault that I have made nothing of my life. (103)

Nora blames the hegemonic patriarchal structure of the society that imposes its ideology on women by restricting women to articulate their voice, by suppressing their individualism. A woman is just to please the men in her life like father, husband, and son. It is the male chauvinistic society that assigns her roles to be played. No one asks her for her likes and dislikes even the most significant decisions of her life are taken by the males of the family. The play ridicules the marginalization of women in Norwegian society.

The above analysis reveals that the hegemonic patriarchal socio-cultural structures play a significant role in shaping the mentality and behaviour of the men/women in Norwegian society. It shapes the men as dominating, oppressive ones, decision-makers of their as well as of the family including the women whereas the woman is supposed to behave submissively without resisting to the decisions of the men in the family and the society largely. The woman is supposed to perform the prescribed roles by the dominating male chauvinistic set up. A good woman is supposed to act as per the wishes of her father, husband, and son. Besides her reproductive role, the woman has to take care of the upbringing of the children whereas the honour of earning the bread of the family is associated with the man. The pivotal character, Nora does her best to please her husband, leaves no stone unturned for the happiness and strengthening of the family relationships. It is her selfless love for her husband and father that pushes her into the act of forgery and even after being blackmailed, she does never wish to bring disgrace to her husband's male ego.

The thankless, abusive, blaming, and humiliating reactions of Helmer, after the revelation of Nora's act of forgery, result in the change of her attitude and perceptions. Overcoming her apprehensive nature, she turns resistant and articulates her suppressed self. Excessive oppression of the woman results in the self-expression of the woman. Therefore, leads to the emancipation of the woman from the shackles of the male chauvinistic society. Through this play, the playwright expresses his radical voices for the equal and humanitarian treatment of females by hinting at the necessity of changing perceptions regarding women in late 19th Century Norway.

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Draupadi's Secret Love: A Feminist Study of Chitra Banerjee Divakaruni's *The Palace of Illusions*

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Abstract

Retelling the great Indian epics *Ramayana* and *Mahabharata* is carried out over many generations. The contextual study of these great myths interprets distinct ideologies according to the creed of generation after generation. In the lineage of retelling the myths Chitra Banerjee Divakaruni attempts to portray the saga of Mahabharata from Draupadi's perspective in the genre of novel. *The Palace of Illusions* titled by Divakaruni which is meant to be her dramatic recreation is the central element for discussion in this article.

Keywords: Divakaruni, *The Palace of Illusions* Feminism, culture, history, system.

Mahabharata has been retold by many personalities and it has different version which highlights the affiliated theme. Every retelling differs by its narrating style and even by the plot which add aesthetic value to the text. The sub plots of Mahabharata began to receive greater attention and reputation after in Post-Independent India. Some of the famous retelling includes *Jaya: An Illustrated Retelling of Mahabharata* by Devadutt Pattanaik, *Ajaya: Roll of the Dice* by Anand Neelakantan, *The Rise of Hastinapura* by Sharath Komarraju, *Karna's Wife: The Outcast Queen* by Kavita Kane and *Yajnaseni* by Pratibha Ray. *The Palace of Illusions* by Chitra Banerjee Divakaruni is an original retelling of Mahabharata from Draupadi's Perspective. *The Palace of Illusions* is known for its first person narration of Draupadi's life from her birth from fire to her death. Divakaruni consistently puts forth women characters as the lead in all of her works and in *The Palace of Illusion* Draupadi is celebrated as exquisite feminist icon. Divakaruni manifests her characterization of Draupadi as "It is her life, her voice, her questions, and her vision that I invite you into in *The Palace of Illusions* (The Palace of Illusions, Author's Note xv).

One of the remarkable differences seen in Divakaruni's version from the Vyasa's version is the confession of Draupadi's love towards Karna. In the novel *The Palace of Illusions* published in 2008, Draupadi questions the injustices meted out to her instead of silently suffering like a conventional woman. "Divakaruni transforms Panchaali from being an Object to a Subject. This is at once connects the readers to not only a mythological but also a contemporary understanding of feminine identity (Beena G). Nevertheless, casting the celestial characters and incarnations of gods and goddesses in the entire drama, Draupadi is portrayed as a skeptical personality of ancient myths and rituals in *The Palace of Illusions*. Divakaruni's Draupadi is robust, rebellious and more realistic in nature and refuses to accept the unfortunate future of getting married to five husbands foretold by the great foreseer Vyasa. One can see the perpetual bitter thought of Draupadi towards her father Drupad's initial denial when she is born from the fire which he raised and chanted for the sake of his son Dhristadyumna. "In his own harsh and obsessive way, he was generous, maybe even indulgent. But I couldn't forgive him that initial rejection. Perhaps that was why, as I grew from a girl to a young woman, I didn't trust him completely (6)".

Persisting in a powerful patriarchal society Draupadi never allowed herself to be oppressive and vulnerable. The knowledge of reason behind her father's initial rejection that a girl child is useless in earning allies to his kingdom perturbed her enough and so Draupadi gradually moulds herself to establish her identity. She develops interest in hearing her birth story from Dharmya Ma. Gods have foretold her future during her birth that she is born to change the history, which pacifies her womanhood and hence she always tries to connect her life happenings to the prophecy to come true. While the other versions of Mahabharata accuse Draupadi for being cause of great destructive Kurukshetra war, Divakaruni's novel elevates Draupadi's adversity to the adversity of all women in world and Draupadi's inner questions to the questions of all women in world.

The myth had predestined her marriage with five Pandavas irrespective of her will and wish but Divakaruni emphasizes Draupadi's feminine love and feeling towards Karna. Still Krishna dominated and fantasized Draupadi's mind with ideas of Arjun as if he is the only person to win the challenge of Swayamvar and that Draupadi can fulfill her childhood dream of changing history only through him. In spite of all this Draupadi forgets herself on seeing Karna's portrait and she describes him as

"as my eyes were caught by the figure on Duryodhan's right, older than the prince and austere faced, the man sat upright, his lean body wary, as though he knew the world to be a dangerous place. Though in the midst of a court, he seemed utterly alone. His only ornaments were a pair of gold earrings and a curiously patterned gold armor unlike

anything I'd seen. His eyes were filled with an ancient sadness. They pulled me into them. My impatience evaporated. I no longer cared to see Arjun's portrait. Instead, I wanted to know how those eyes would look if the man smiled. Absurdly, I wanted to be the reason for his smile (69)".

Women in India were never given freedom to choose their life partner. The societal construction favours men by imposing chastity as the only holy possession of women whereas men have no such bound and so the infidelity of husband has become a common factor in many families. Draupadi, being born in a royal family has been told by Dharmaraja that her husband (prince of any kingdom) may fall into a circumstance to marry many wives to which she should accept. But Draupadi being a feminist icon expects her husband to be loyal to her and love her alone, which she sees in the eyes of Karna. Ancient culture objectifies woman saying that a woman whose body is devoured by a single man is portrayed to be the epitome of virtue. Draupadi is trapped by the highly praised masculinist 'dharma' to choose her life with five husbands, and she is gifted by Vyasa with a strange boon that she would become a virgin every time when she moves from one brother to the other. The boon merely helps her husbands, but not her because her memory is not validated by any patriarch surrounded by her "Nor was I particularly delighted by the virginity boon, which seemed designed more for my husbands' benefit than mine (120)". The novel reveals Draupadi's love for Karna throughout her life and so whenever her husbands let her down, she thinks of Karna and imagines that he would not have let her down.

The original version of *Mahabharata* constructs the decree for women by imposing the divinity to Draupadi who is worshipped as the goddess of chastity whose virtue is ridiculously tested in the court of councils by dismantling her. The text also projects the prophecies during the birth of Draupadi that she is going to change the history. But how is she going to change the history is kept a mystery until Draupadi is helplessly humiliated in front of great legends like Beeshma, Dhrona and especially Karna. Here the strong feminist question arises: Is this the only way that Draupadi can change the history of world.

"In the interest of the effectiveness of the women's movement, emphasis is often placed upon a reversal of the public-private hierarchy. This is because in ordinary sexist households, educational institutions, or workplaces, the sustaining explanation still remains that the public sector is more important, at once rational and mysterious, and, generally, more masculine, than the private. The feminist, reversing this hierarchy, must insist that sexuality and the emotions are, in fact, so much more important and threatening that a masculinist sexual politics is obliged, repressively, to sustain all public activity.

The most "material" sedimentation of this repressive politics is the institutionalized sex discrimination that seems the hardest stone to push (Gayatri Chakravorty Spivak)".

The humiliation of woman in such a great epic evidences the fact that women are highly discriminated in public sphere than in the private sphere. Divakaruni concentrates on Draupadi's passion in *The Palace of Illusions* which the original text did not consider. Draupadi's foremost passion from her girlhood after Vyasa's foretold prophesy is to become the queen of world's most beautiful palace.

"often I imagined of my own palace, the one I would build someday. What would it be made of? What form it would take? Krishna's palace in Dwaraka was pink sandstone, the arches like the ocean waves that boarded it. It sounded lovely, but I knew mine would have to be different. It would have to be uniquely mine. (113)".

When Draupadi learns that being girl is the sole reason for Drupad's disregard of Draupadi's birth, it cultivates the speculation to own the unique palace and to become the queen of queens. Draupadi throughout her life struggles to uphold the power as a woman whether it is being the daughter to the great king Drupad or the wife of the world's five great warriors. This happens in the life of every woman where the patriarchal society denies treating her equally right from her birth which becomes the root cause of major social and domestic crisis of woman and her struggle to attain power and recognition. Though Draupadi grows strong and powerful she fails to choose Karna as her life partner during the Swayamvar in order to save her brother Dhri. The anxiety of prophesy that she will become the reason for her brother, father, and children's death prevented her love for Karna when Dhri becomes ready with his sword for fight during Karna's attempt in Swayamvar. Though Draupadi loved Karna she forsakes him to protect her brother Dhri who was her only companion and well-wisher from the birth when every one of her father's relatives abandoned her. It displays her feminine nature. Draupadi feels herself lost when she posed the most hurtful question to Karna for which she regretted in silence till her death to make Karna retire from the challenge and to stop the fight that risks Dhri's life "Before you attempt to win my hand, king of Anga, it said, tell me your father's name. For surely a wife-to-be, who must sever herself from her family and attach herself to her husband's line, has the right to know this (95)".

Being distressed in numerous ways of engaged life with five husbands and dominant mother-in-law Kunti, Draupadi often reclines from the eyes of Karna which she faced during Swayamvar. Fate doesn't allow in establishing a healthy liaison between Draupadi and Karna as their encounter always ends in a discontented way due to the crucial circumstances that made Draupadi to infuriate Karna. As a result, Karna remained silent when Draupadi was badly in

need of help during the humiliation in Hastinapur that shook Draupadi's longtime love to Karna. Karna's vengeance on Draupadi can be seen from the way he provoked Dussasan by saying, "Why should Draupadi be treated any differently? Take her clothes, too (192)". Hearing this Draupadi learns a lesson for her life and develops hatred towards Karna "Karna, I said to myself you've taught me a lesson; and you've taught it well (194)". Draupadi's hatred doesn't last long. Draupadi is satisfied with her life only after learning that Karna was also attracted towards her and desired Draupadi when Karna reveals it to Bheeshma "When Kunti told me that if I joined her sons, I'd be king instead of Yudhistir, I wasn't tempted. But when she used her final weapon, when she said that as her son I, too, would become Paanchali's husband – I was ready to give up my reputation, my honor, everything! I had to use all my will power to remain silent! (276-277)" Draupadi's longing all her life ends and it can be seen through her words "Wasn't this What I'd secretly wanted all my life, to know that he was attracted to me, even against his will? (277)".

Draupadi attained both extreme happiness and sorrow in her life which is not common in the lives of ordinary women. Though Draupadi is celebrated for her strength and confidence after all terrible odds of her life Draupadi's self-desire is expressed in *The Palace of Illusions* through her secret love. The author celebrates women as a being to live the life whole heartedly in the novel by exposing Draupadi's fascinations whereas the society always stereotypes women as scarifying community for the sake of men's welfare. Despite knowing that her love towards Karna is unlawful, Draupadi constantly develops certain ambience for Karna throughout her life and because of that she fell off first from the mountain in the final journey to heaven which she accepts willfully. To put it in a nutshell "Divakaruni within the plot of *The Palace of Illusions* exhibits her specific concern for those female characters who were subjected to torture and neglect in *Mahabharata*. The feminist consciousness becomes the voice of humanity at large" (Beena Agarwal).

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Draupadi's Secret Love: A Feminist Study of Chitra Banerjee Divakaruni's *The Palace of Illusions*

Bhuvaneshwar Prasad's *Tambe ke Keere* (1946): Avant-garde or the Theatre of the Absurd?

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Courtesy: <https://www.amazon.in/Tambe-Ke-Keede-Bhuvaneshwar-Asangat-ebook/dp/B08LDVGSBC>

Abstract

This paper proposes to discuss eminent Hindi literary historians' claim *Tambe ke Keere* as the first absurd play in the world. Bhuvaneshwar Prasad's work predates Jean Genet (1910-1986). Eugène Ionesco (1909-1994) and Samuel Beckett (1906-1989) had not staged their plays yet. So

how could he conceive a play like *Tambe ke Keere*? Did he encounter Alfred Jarry's *Ubu Roi* (1896), the first absurdist drama? What are the Chekhovian motifs in his plays? Or did he come across the Russian absurdist? These are the few questions that the paper proposes to explore.

Keywords: *Tambe ke Keere*, Avant-garde, Absurdity, The Theatre of the Absurd

Let me begin by sharing with you the definition of the avant-garde from the *Cambridge Advanced Learner's Dictionary* and *Thesaurus*, "Avant-garde ideas, styles, and methods are very original or modern in comparison to the period in which they happen", and the well-known Absurdist playwright Eugene Ionesco defines 'absurd' as "that which is devoid of purpose. [. . .] Cut off from his religious, metaphysical, and transcendental roots, man is lost; all his actions become senseless, absurd, useless" (as cited in Esslin, 1961, p. 5). Similarly, in the context of music, "absurd" means "out of harmony" (Esslin, 1961, p. 5). David Hesla (1971) expands on this lack of harmony by saying human existence itself is absurd "because being human and existing are mutually contradictory" (p. 8). These explanations of 'absurd' are pretty similar as well as applicable to the characteristics of the Theatre of the Absurd, which include Verbal nonsense and devaluation of language, tempo and speedy character reactions, images which are at the same time "broadly comic and deeply tragic, "revealing of ultimate realities of the human condition, and dreamlike forms of thought" (Esslin, 1961, pp. 282-361). Absurdism in theatre was characterized by the lack of motivation in human beings, absence of moral values and a threat to their identity. The viewer is presented with a meaningless, chaotic environment; people speak in an illogical manner which is rather preposterous. Their ideas, mediation, and philosophy changed both the subject matter and the form of their plays.

When Alfred Jarry (1873-1907) wrote *Ubu Roi*, he was rebelling not only against the conventions of current drama but against all customs, society, and life. His intention, apparently, was to shock and provoke scandal. *Ubu* confronted the Parisian bourgeois with a grotesque picture of its greed, selfishness and was at the same time the personification of the grossness of human nature. Anton Chekhov (1860-1904) wrote plays that reflected the disconnectedness and inarticulacy of his characters in which people came together and parted because "people had no words or because there were no words" (Brooks, 1966, p. 25).

Bhuvaneshwar Prasad (1910-1957) had a sophisticated understanding of the realities of life from close quarters. He was born in Shahjahanpur district of Uttar Pradesh. His father was Onkar Baksh. Bhuvaneshwar was barely one and a half years old when his mother died. Thus, the responsibility of his upbringing came to his stepmother, Chameli Devi. It is at this juncture that his tragic journey of life started. A life full of deprivation and abject neglect in the family and trammelled by conventions thwarted his growth as an individual, which left some jagged ends in his personality. However, he got much love and affection from his paternal uncle, Mahamaya Prasad, but it was inadequate to heal his wounds. When he was fourteen years old, his uncle died due to the plague. Bhuvaneshwar felt neglected in the absence of a secure family environment. Ultimately, he had to leave home. Due to a lack of family control, he became fiercely independent and somewhat wayward. For most of his life, he lived in abject penury and alcoholism. He had his formative

schooling in Shahjahanpur, cleared his intermediate from Bareilly and received higher education in Allahabad. He had a keen interest in literature. Although he was a meritorious student, he could not bring himself to delve into his course textbooks. As a student, apart from Hindi, he studied English and Urdu adequately. After reading about his growing up years, one could guess that his sense of absurdity stems from his bitter life experiences.

When Jaishankar Prasad (1889-1937) was writing plays with a cultural perspective, close at heels, reinforcing literary trends were Seth Govind Das (1896-1974), Harikrishna Premi (1908-1974), and Udaishankar Bhatt (1942-1977). Lakshmi Narain Mishra (1903-1987) is known for Modern Drama and primarily wrote Plays of Ideas and Problem Plays. Bhuvaneshwar has broken the barriers of stage conventions to the shifting core of psychological reality present in human hopes and dreams. Shorn of all certainties, he is confronting a world in which God is dead. Characters disintegrate in a world in which the existentialist sense is absurd. He not only raises questions pertinent to his times but transforms them into more critical questions of drama in literature. Bhuvaneshwar Prasad's *Tambe ke Keere* provides a profound recognition of the absurd conditions of life expressing the difficulty of finding meaning in a world that is in constant flux.

Bhuvaneshwar's initial writings were published in Premchand's magazine *Hans*, and he developed a good rapport with Premchand. For a brief period, Bhuvaneshwar was associated with the Progressive Writers Association. After dropping out of college, he made Allahabad and Lucknow his workspaces. To eke out a living seemed to be the most mundane and challenging task for him. He was a good conversationalist, and this fuelled his fame. Ironically, he was simultaneously considered a vagabond, a genius, and a lunatic. About two years before his death, his mental health issues became a matter of grave concern. There are many versions of how Bhuvaneshwar died. The most acceptable version is that in 1957, he was found dead in a Shrikrishna Dharamshala in Benaras. His death was rather a tragic end to his recalcitrant storm-tossed life.

World War II (1939-1945) destroyed the faith people had in humanity and reason. It was not one war but a series of wars that brought mammoth military, economic, social, and psychological devastation. The shared hopelessness, anguish, gloominess, and despondency was widespread due to the extermination of human beings and decimation of cities. Despite the achievements of knowledge and science, human beings could go berserk with unimaginable barbarism and greed—was a bitter truth emerged. When the intellectual class surfaced after the war in 1945, they were in a state of bewilderment. A radio that had aired mellifluous music for them had been instrumental in bombing faraway places. The science that had provided logic and means for a comfortable living employed resources for the ruthless devastation of humankind. Witnessing this, people ultimately lost faith in logic, knowledge and science, and the whole world seemed to be an askew—every bit of the problems, possibilities, and all human relationships became chaotic. The dream to construct a beautiful world was instantaneously transformed to fear of destruction. Self-confidence lost its meaning. Living normally under the shroud of such incessant fears was impossible. Hence people began to live with inexplicable anxiety and skepticism. Finally, everyone realized that the new

realities were starkly different from what they had experienced before. The absurdity of realism does not embitter humankind but when its illusions are shattered.

The role of art is to ferret the multiple shrouded corporeality of life. It attempts to dive deep to represent the complexities that become the warp and the woof of art. In *Tambe ke Keere*, Bhuvaneshwar undertakes this exploration. The fundamental problem that he wrestled with was how to present rampant absurdity in the literature that evolves out of bitter reality. If, on the one hand, he wanted to keep intact the social complexity in his oeuvre, on the other hand, he was equally desirous of portraying the inherent dilemma in the unconscious mind of the individual. This was an enormously challenging task for any writer. Bhuvaneshwar chose *ekanki* (one-act play) and short stories genres to share his creative ideas. He was so proficient in constructively using *ekanki*, and it is because of this, his identity as a playwright is more prominent today. Apart from *ekanki* and the short story, he wrote poetry and literary criticism. He was highly fluent in English and was widely read in English literature. At the epicentre of his intellectual pursuits is his engagement with the futility of life, which did his works a cut above the rest.

Bhuvaneshwar's dramatic world was oppressive and poignant. Among the Hindi *ekanki* writers, Bhuvaneshwar carved a distinct identity for himself, and his position is unrivalled. Shamsheer Bahadur Singh (1911-1993) considers him the *janak* (father) of Hindi *ekanki*. (Singh 221). All literary historians are unanimous in acknowledging that Bhuvaneshwar is responsible for initiating a new writing style in one-act plays and made a unique contribution to *ekanki* in the history of Hindi literature.

The credit to recognize Bhuvaneshwar as a writer goes to Premchand, who gave him a place in *Hans*. He also wrote a detailed review highlighting the literary merit of Bhuvaneshwar, which set a mark for his literary career. Later on, Premchand published Bhuvaneshwar's first one-act play titled "Shayama: Ek Vaivahik Vidambana" (1933), based on Shaw's *Candida*. Added to the list are "Ek Samyahin Samyavadi" (1934) and "Shaitan" (1934). Premchand's publishing these plays in *Hans* brought an acceptance and appreciation in literary circles for Bhuvaneshwar. Subsequently, he compiled three other one-act plays- "Pratibha ka Vivah," "Rahasya Romanch", and "Lottery" in a single volume called *Karwan* (1935). In addition, Bhuvaneshwar wrote the prologue and epilogue to *Karwan* with an entirely novel approach and aphoristic style. Impressed by his work, Premchand wrote in the review of *Karwan* that it marked "the beginning of a new trend in Hindi literature" blending the styles of Shaw and Wilde "never before has anyone offered such a penetrating, philosophical and intellectual perspective on life and its various happenings, which is the basis of new drama" (as cited in Yayavar, 2011, p. 16). Bhuvaneshwar had incredible control over situations that manifest in his sharp and subtle sarcasm in his oeuvre. His characters are imbued with intellectual complexity and are often a victim of some mental affliction. Most of his one-act plays address man-woman relationships, love, and marriage.

Eminent writers like Henrik Ibsen (1828-1906), August Strindberg (1849-1912), Oscar Wilde (1854-1900), Bernard Shaw (1856-1950) and D. H. Lawrence (1885-1930) had a compelling influence on Bhuvaneshwar. He was equally moved by the theories developed by Sigmund Freud

(1856-1939) in psychology and psychoanalysis. These influences are undoubtedly visible in his literary works. Western influence made him question the established truths, notions, and ideas. Therefore he was inclined towards freedom of thought, socialism, gender equality and breaking obsolete social norms. Thus, his focus was to express the hidden, suppressed, and unvented desires, emotions, and thoughts commonly experienced by ordinary men (Ankur and Anand 13). Because of his modernist tendencies and the angst of existentialism apparent in his plays, he shows a shift towards absurdist writings.

There is no linear plot in *Tambe ke Keere*. Prasad uses distorted characters mingled with sparkling humour. He represented interiority rather than the external world, there is no division between facts and fantasy, an independent perspective on the fluidity of time (Rastogi, 2001, p. 64). The impact that *Tambe Ke Keere* had on his career was enormous. It catapulted him from oblivion to notoriety. Its total disregard for existing conventions threw the dramatic world into confused consternation. Bhuvaneshwar emerged as a playwright of extraordinary radicalism and extreme dramatic precision, whose vision of life in the twentieth century became, for many, a path to follow. Theatre, for him, was a medium that must make man think. He desisted from the “culinary theatre”. His starkly vivid stage images articulated an experience that had previously been inarticulable, and in doing so, gave birth to a ‘new drama’. He achieved these effects by the stubborn refusal to meet all expectations: the apparatuses of drama, such as plot, setting, catastrophe, were all abandoned and with them went the conventions that allowed the critic to pass educated and sound judgment. “Man is a timeless abstraction incapable of finding a foothold in his frantic search for a meaning that constantly eludes him” (Pavis, 1998, p. 2). Behind the obscure and enmeshed patterns of events are experienced psychological realities which were of passionate importance to him. These reservoirs of emotion, sin, and misery were documented by the playwright and told through disparate tales on the stage (Stokenström, 1992, p. 97). His plays represent fragmented and flawed actions. None of the criteria by which conventional drama was measured appeared to be met in this play, yet it drew attention. Its power was perceived to lie in its incomprehensible, radical denial of the processes by which theatre becomes meaningful.

“Absurdist plays,” according to Styan, “fall within the symbolist tradition” in their lack of conventional plot and characterization and in a Sisyphean manner “narrowed to connote man trapped in a hostile universe that was subjective and made to describe the nightmare that could follow when purposelessness, solitude and silence were taken to the ultimate degree” (as cited in Cornwell, 2006, p. 129).

Through different characters, situations and thoughts are echoed from behind the screen on the stage. Bhuvaneshwar makes use of off-stage characters reminiscent of the classical Greek playwright Euripides and Shakespeare. *Tambe ke Keere* has seven characters: Thaka Afsar (Tired Officer), Rikshawala, Pareshan Ramni (Anxious Ramni), Stree (Lady), Masroof Pati (Busy Husband), and Pagal Ayah (Insane Ayah). The only person who remains on the stage is the Lady Announcer. Pareshan Ramni and the Masroof Pati constantly convey to the audience man’s isolation and his failure to communicate. Both show acute dissatisfaction and the absurdity of human existence. The internal and psychic reality it recreates is profoundly moving. The

Rikshawala symbolizes the dehumanization of man. Pareshan Ramni is shown to be very distressed in a menacing way.

Bhuvaneshwar eschews naming his characters –instead, he keeps them nameless by giving them generic names. Elizabeth Sewell (1952) comments: “There is a suggestion here that to lose your name is to gain freedom in some way since the nameless one would be no longer under control...It also suggests that the loss of language brings with it an increase in loving unity with living things” (p. 128). In other words, individual identity is defined by language. Having a name is the source of our separateness and the origin of the restrictions imposed on our merging in the unity of being. Hence, Bhuvaneshwar, through the destruction of the language, through the nonsense dialogues, through the arbitrary rather than the contingent of naming things – expresses the mystical yearning for unity with the universe.

(Screen ke piche se kuch gambhir mardani awazein):-

Kaun kaun sada akela nahi raha?

Kis kis nei apne padosi ka chera pehchana?

STREE: *Akele aur besaro-saman hum bhule hue raste khojte hain.* (Bhuvaneshwar, 2004, p. 155)

(Some solemn male voices from behind the screen):-

Who has not lived here alone?

Who has recognized the face of his neighbours?

STREE: Alone and without any belongings, we try to find our lost pathways.
(Trans. author)

Bhuvaneshwar (2004) indicates in his stage direction: “*Yeh natak drawing-room ke liye hi hai*” (p. 155) [This play is meant for a drawing-room only]. This implies that the world outside is threatening: the circumstances seem ordinary, but a generalized, unspecified horror seething beneath the action. Nothing is verifiable, and there is a chilling sense of the isolation of the people (Hochman, 2013, p. 101). Through a woman’s voice, he satirizes the meaninglessness of man:

STREE: *Kisne Kisne apni aatma mein jeevan ke aadi muhoort ko sisakte-subakte nahi suna? Akele aur besaron -samaan hum bhoole hue raste khojte hain.* (p. 155)

STREE: Whom all have not heard the anguish and pain within their souls at the auspicious moments of their lives? Alone and without any belongings, we try to find our lost pathways.
(Trans. author)

The role of the lady announcer is to control the off-stage characters:

ANNOUNCER: *Hum mrityu ko niruttar kar detein hain. Mrittu hamare sirhane loriyan gati hai. Hum apni janein khatre main daal sakte hain, pensionein nahin.* (p.156)

ANNOUNCER: We render death speechless. Death sings lullabies by our bedside. We can risk our lives, but not our pensions.
(Trans. author)

Through the use of symbols, Bhuvaneshwar lends a new meaning to the play.

(Ek aur awaaz): *Kaanch ke beej. Inko barabar nahin bona padta. Ek bar bou, hazaar bar kato.* (p.158)

(Another voice): The glass seeds do not require to be sown repeatedly. Sow them once, and reap the harvest a thousand times. (Trans. author)

These are the symbols for the advancement of biotechnology, which enhance production, devastate the natural environment, and deplete the soil irreversibly.

Strindberg states in the introductory note to *A Dream Play*: “The characters are split, double, and multiply; they evaporate crystallize scatter and converge.” However, a single consciousness holds sway over them all-that of the dreamers.

MASROOF PATI: (*swapnil*) *Tumne suna...Nirmala mujhe aaj maloom hua ooni baadlon mein rehti hai.* (p. 163)

MASROOF PATI: (dreamily) Did you hear... I have come to know today, Nirmala lives in the woolly clouds). (Trans. author)

The tradition of the commedia dell’arte reappears in several other guises in *Tambe Ke Keere* - the rikshawala attempts to make the audience laugh as jokers do. He uses gestures extensively, which are evident from behind the screen- Pagal Ayah, Masroof Pati and Pareshan Ramni are all off stage and rely on it for dramatic effect.

PAGAL AYAH: *Rikshawale ne kitna accha naash kiya. Meri khwaish hai ki hum uske statue banayein. Uski jali autograph bechni ke liye, companiyan khadi karein.* (p. 170)

PAGAL AYAH: Rikshawala has done the destruction wonderfully. I wish to make his statues and set up companies to sell his fake autographs. (Trans. author)

Despite advancements in science and technology, Bhuvaneshwar intends to make his audience aware of man’s precarious and mysterious position in the universe “and brings to the forefront man’s discontent with this ambivalent position” (Esslin, 1961, p. 353). Various scientific inventions have destroyed the spontaneity of humankind, and it has been reduced to a veritable robot. This is the central issue in the play and has been dealt with from different perspectives. The most crucial sentence in the entire play is:

Hamari subse tazi ijaad, kaanch ke sooter. Inko sirf tambe ke keere kha sakte hain-(kuch ruk kar)...Hamari isse bhi taazi ijaad tambe ke keere. (P. 170)

Our most recent invention, glass sweaters. Copper insects can only eat these-(Stops for a while)... our most recent discovery than this is copper insects. (Trans. author)

The title of the play can be interpreted at many levels. “Tambe ke Keere” can mean the dehumanization of man due to the advancement of technology. The characters are neurotic. They seem to satirize despair, savagely illogical vaudeville non-sequiturs. In *Tambe ke Keere*, the language is that of the intelligentsia. It is spontaneous and has clarity, but at times, complex. Along with Hindi, it has a smattering of English and Urdu. English words like “auditorium”, “screen”, “autograph”, “statue”, “neurotic”, “central”, “significance”, and assimilation of “company” to “companiyan”. He makes use of some Urdu words like: “masroof”, “mukammil”, “ijaad”, “aina”. At times, he deliberately gives a colloquial touch to Urdu words: “tehjeebyafta” instead of *tehzibyafta*.

The use of symbolism makes the theme enormously complex. In *Tambe ke Keere*, the symbols become very abstruse at some places. “Jhunjhuna” (rattler), “(a stone)”, “ek shabd” (a word), “ek patti” (a leaf), “jeevan ka sangmarmar” (life is marble stone), “badal” (cloud), “suraj” (sun), “aina” (mirror), “andha kuan” (a dry well), “siti bajana” (to blow a whistle), “kaanch ke beej” (seeds of glass), “kaanch ka sooter” (glass sweater), “riksha” (rickshaw), and “tambe ke keere” (copper insects) are few symbols that have been used. Jhunjhuna symbolizes a sceptre, a whip, a symbol of power, ek pather denotes illiteracy, ek patti indicates perennial regeneration, ek shabd is the ability to express oneself. At the same time, jeevan ka sangmarmar implies our conscience, badal is symbolic of emotions, suraj is emblematic of intellect, aina is suggestive of dimwittedness, andha kuan implies fundamental darkness of the soul, siti signifies hope to create something new, kaanch ke beej symbolize industrialization, kaanch ke sooter connote being an outsider to one’s surroundings, riksha symbolizes meaninglessness, and tambe ke keere hints at the English, our colonizers, exploiting the resources of India and following the policy of divide and rule amongst its population.

The play is highly nuanced, and there can be myriad interpretations. Bhuvaneshwar (2004) himself is aware of it because, at the end of the play, he conveys this through the announcer:

ANNOUNCER: *Meri samajh mein iss natak ka lekhak neurotic hai. Jo hamein ruchta nahin, jo hamare vicharon ke saanchei mein antta nahin, usei hum neurosis na kahein to kya kahein...iss purei natak mein koi matlab nahi hai, vah hamein khamkha bharam mein daal raha hai.* (p.171)

ANNOUNCER: My understanding is that the playwright of this play is neurotic. What we do not like, what does not fit into the mould of our thoughts, if we do not call it neurosis, what else can we call it? There is no meaning in the whole play; it is creating confusion without any rhyme or reason. (Trans. author)

The above dialogue is an insinuation at the intellectuals of those times because, during Bhuvaneshwar’s life, critics could not evaluate his works objectively. In *Tambe ke Keere*, the shift from the objective reality of the world outside and surface appearance to the subjective reality of the inner state of consciousness—a shift that marks the watershed between the traditional and the modern, the representational and the Expressionist projection of mental realities are finally and triumphantly accomplished.

Krishna Narain Kakkar's persevering efforts and faith in Bhuvaneshwar's work came to fruition on 26 April 1996 when *Tambe ke Keere* was staged by the eminent theatre director Bhanu Bharti at Ravindralaya, Lucknow, under the aegis of Meghdoot Theatre group. According to Kakkar, "When Bhanu Bharti began work on "Tambe..." he found new energy, and a new meaning every time in the play (Rastogi, 2001, p. 78).

This paper argues that the much-neglected one-act play of Bhuvaneshwar Prasad *Tambe ke Keere* is rightly considered the first Absurd play in Hindi, and it may not be first Absurd play in world literature. Bhuvaneshwar had felicity in the use of English and was a voracious reader.

Though Absurdism achieved eminence only in the 1950s, its genealogy can be traced to the latter part of the nineteenth century, when Alfred Jarry wrote *Ubu Roi* and staged it in Paris (10 December 1896) first absurdist drama (Brockett, 1979, p. 340). Luigi Pirandello (1867-1936) was the first significant dramatist to state a fundamentally absurdist view explicitly. Russian literature flourished in English translation in the late nineteenth century, and the canon of plays and novels attained a certain eminence and "tone". It was primarily solemn but never irrelevant (Emerson, 2013, p. 3). There is evidence that Bhuvaneshwar read much Russian literature including Gogol and Chekhov. It is a strong possibility that *OBERIU* was available in translation to Bhuvaneshwar, and he had access to this collection of short pieces by Alexander Vvedensky (1904-1941), Daniil Kharms (1905-1942), and Nikolai Zabolotsky (1903-1958), three famous Russian absurdist. Between 1927 and 1930, the three formed the basis of *OBERIU*, an avant-garde literary organization (from an acronym standing for The Union of Real Art). To me, it seems, albeit tentatively, that Bhuvaneshwar Prasad may have read Kafka's famous novella *Metamorphosis* (1915), where the chief protagonist Gregor Samsa turns into a vermin: "His back became as hard as an armour plate, his belly became brown and arched in ribs, and two legs became thinner, which multiplied into several more legs and the difficulties he encounters in trying to carry on with his life." It has apparent resonances to the title of the play *Tambe Ke Keere* - the Kafkaesque imagery of "brown belly"- the colour of the same bronze family and several legs of the 'keere' (insects).

Bhuvaneshwar's bitter experiences effectuated a rebel who broke through all established conventions of the writing of his times. A close reading reveals both elements of avant-garde and absurdism in the play. Albeit the world he portrays is a rather bleak, "out-of-harmony" world and its representation at times is appalling, the absurdities explicitly indicate attempts by humankind to live in this deracinated world. Thus, he successfully laid its foundations, its style, and craft in Hindi drama which set the stage for Vipin Agarwal, Lakshmi Narain Lal, Lakshmikant Verma, Satyavrat Sinha to develop it further. The decade of the sixties witnessed its proliferation in Indian theatre. "Teen Apahij" (Three Handicapped People), "Coffee House mein Intezaar" (Waiting in the Coffee House), "Roshni Ek Nadi Hai" (Roshni is a River), and yet the brilliance of Bhuvaneshwar's *Tambe ke Keere* and its indelible influence continue to grow. It would be heartening to watch the afterlife of this text in the present times.

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Exploring the Teaching Effects of Curriculum Cycle on Students’ Mastery of Generic Structure of Persuasion

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Abstract

This study takes one of most common genres in school settings — Persuasion as the target of study to explore Chinese university students’ individual genre writing ability development from the perspectives of following the generic structure, with the purpose of providing hints for Chinese university students’ genre writing ability development and enriching the studies of genre-based pedagogy. 34 English majors took part in the study and the linguistic analysis based on the designed persuasion generic structure analysis template was used to analyze the writings.

By comparing students’ pre- and post-test writings, the study found that the participants made great changes in the post-test, and they had a good mastery of the generic structure of persuasion. Nearly all the writings in the post-test realized the social purpose of persuasion, more writings learned to use effective points and elaborations to illustrate their arguments, more writings added the optional and minor elements of generic structure such as providing background information, stating the problem, previewing, and reviewing the arguments. Besides, there are some creations for the generic structure: some writings had creation in the title; some writings used such questions as the background information or stating the problem in the introduction part to arouse the readers’ interests or curiosity; some writings added appeal of actions in the conclusion part except for the important elements listed in the reiteration part.

Keywords: Chinese universities, curriculum cycle, generic structure, persuasion

Introduction

In the English teaching context of Chinese universities, language input skills of listening and reading are emphasized and practiced more than the output skills of writing and speaking owing to the standards of traditional testing systems. Hence, writing becomes the most difficult skill for students to master and it's usually the lowest score-getting skill in some national university English language tests, such as the College English Test Band 4 and 6 (CET 4 and CET 6) in China. In these decades, researchers and teachers are always finding the most suitable approach to writing and the writing instruction theories have experienced several stages of development.

The first is the product approach to writing, frequently used since the 1960s, emphasizing accuracy of language forms based on the idea that learning is the product of forming habits (Silva, 1990). In this approach, writing is largely about linguistic knowledge with focused attention on correct use of vocabulary, syntax, and cohesive devices (Pincas, 1982a). Imitation is the typical feature for students to learn in this approach. But it also has obvious weaknesses, among which, the most obvious one is that students' process skills play a small role, thus making learners' knowledge poorly understood by. In general, under the guidance of the product approach, the teachers usually present language structures in a text and then students imitate. After various experiments and teaching practices, this teacher-focused approach was quickly obsolete.

Then, in the 1970s, people found that the product approach had more and more disadvantages and began to shift to a new writing teaching approach. In the 1980s, English as a second language (ESL) writing gradually moved from a language-based approach to the process approach. Process approach focuses on the writer, specifically on the creative thinking that demonstrates the non-linear process a writer uses in writing. It provides much interaction among students, peers, and the teacher. Compared with emphasis on the form of language in product approach, the process approach focuses on the writer's thoughts and the importance of repeated thinking, and pays less attention to readers (Silvia, 1990). For quite a long period, even to now, product approach has been accepted and applied to English as a Foreign/Second Language (EFL/ESL) writing classes because of its effectiveness. However, one drawback of process approach is that all text types (e.g., informal letter, research report) follow the same steps and procedures (i.e. prewriting, composing/drafting, revising, editing etc.). But this approach does not reflect the social context and social purpose of particular text types.

Then in the early 1980s, genre-based approach evolved and was developed as a reaction to the weaknesses of the process approach, the teaching of which focused on specific features of genres. This approach was first developed by Martin and Rothery (1981) in a disadvantaged school program in Sydney, later by Martin (1992), Matthiessen (1995), Halliday and Matthiessen (2004) and other scholars. Initially, there's no single teaching/learning approach associated with the theory of "genre" or "text types". Practices vary depending on such factors as the students and the emphasis on particular aspects of genres. Inside the genre-based classrooms, a range of methods have been employed including investigating the texts and contexts of students' target situations, encouraging reflections on writing practices, exploiting genre sets, and creating mixed-genre portfolios (Johns, 1997; Paltridge, 2001). In SFL approaches, this teaching/ learning process is typically seen as a cycle which takes writers through modelling, joint negotiation, and independent construction, allowing students' different points of entry and enabling teachers to systematically expand the meanings students can create (e.g., Feez, 2002). This cycle (later called curriculum cycle) model represents a "visible pedagogy" in which what is to be learned and assessed is made clear to students, as opposed to the invisible pedagogy of process approach. As a teaching model, the curriculum cycle has gone through several models of adaptations by different researchers for different research purposes in these years. But the key features of it are explicit teaching and collaborative writing. Through explicit teaching, students get familiar with the textual features of genres with teacher's guidance, and through collaborative writing, students learn from peers. This scaffolding from both teachers and peers regulates students' learning and then contributes to their individual writing ability development.

Based on these underpinnings, the present study takes the Chinese university students' common classroom writing genre — Persuasion as the target of study to analyze students' individual genre writing ability development from the perspective of following the generic structure of persuasion, so as to provide hints for Chinese students' writing ability development, and to provide empirical evidence for studies in the field of the genre-based pedagogy.

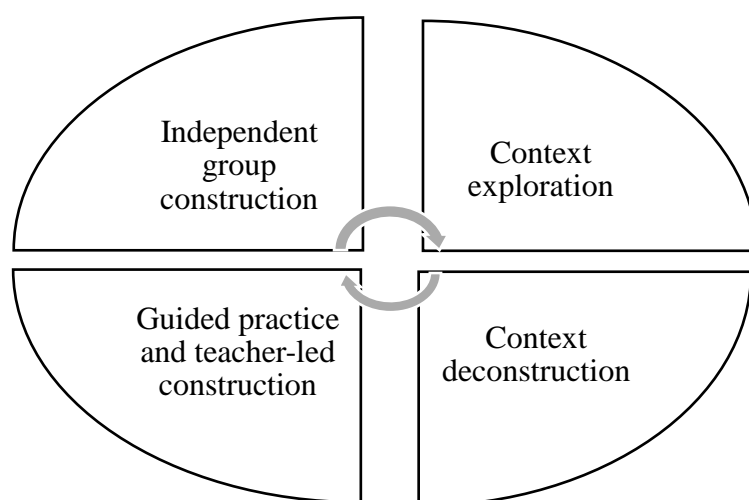
Literature Review

Curriculum cycle, also called as the teaching and learning cycle in many researchers' genre-based studies, emerged from genre-based approaches to literacy in the late 1980s, where the initial emphasis was on writing (Rose & Martin, 2012; Rothery, 1994). Since then, this teaching model has evolved to attach closely to the supported reading and viewing of texts and images to build curriculum and field knowledge as well as to provide opportunities for students

to engage in extended exchanges about language and texts (Derewianka & Jones, 2016). Originally the cycle has three stages (Callaghan and Rothery, 1988) and some researchers adopted the three-stage model in their studies (Feez, 1998; Feez, 2002), then many adapted versions are developed, such as the four-stage model of Derewianka (1990) and Butt et al. (2001), the five-stage model of Sharpe and Thompson (1998), and Derewianka and Jones (2016). The present study incorporates the above-mentioned models of curriculum cycle and adapts it into a four-stage model by linking the teaching context and adopting the new terms, as presented in the following figure 1.

Figure 1

The Adapted Curriculum Cycle Model in This Study



The above figure shows that there are four stages in the cycle: context exploration, text deconstruction/modelling, guided practice and teacher-led construction, and independent group construction. A variety of language activities including listening, speaking, reading and writing are designed to develop students' knowledge of genre as well as to enhance their comprehensive language skills and literacy skills. This study tries to explore how this designed cycle model improve students' individual genre writing ability development from following the generic structure of persuasion.

In the research field of genre-based pedagogy, many studies have reported the teaching effects of curriculum cycle on the writings of different genres, such as exposition (Kongpetch, 2006, Jamrassri, 2018), review report (Payaprom, 2012), recount (Chaisiri, 2010b; Rayupsri & Kongpetch, 2014;), narration (Pribady, 2012), discussion (Srinon, 2010; Nagao, 2018; Rajagopalan & Jie, 2016), and summary writing (Chen & Su, 2012) etc. Scanning the previous studies, few studies pay close attention to the genre of persuasion, while in Chinese university English writing teaching contexts, persuasion is not only important in school settings and future

work fields, but also an important written expression function in CSE. It is an essential skill for Chinese English learners to master. This study intends to take persuasion to carry out the experiment.

In addition, many studies have reported the teaching effects of applying curriculum cycle to genre teaching. Cornelius and Cotsworth (2015) found that curriculum cycle can be an alternative solution that allows EFL learners to understand how the text is composed using a holistic approach and also allows EFL teachers to teach by explaining purpose, generic structures, and linguistic markers of the target genre text. Jamrassri (2018) experimented 32 English Education students at Phranakhon Rajabhat University by using the curriculum cycle model to learn the exposition genre and her study found that the curriculum cycle model improved students' writing ability as the social purpose, generic structure, and linguistic features were appropriately employed in their essays finally. Syarifah and Gunawan (2015) observed improvement in six EFL learners' writing performance of a discussion genre text. In particular, the social function, schematic structure, and language features improved because of the cycle model. Thus, their results showed that scaffolding was embedded in the curriculum cycle. Walsh et al. (2015) argue that curriculum cycle supports English as an Additional Language or Dialect for students to understand and create different types of multimodal texts, including paper-based, live or digital. Yasuda (2015) used SFL as the research framework to investigate the changes in EFL learners' generic and language features. This author identified changes in learners' understanding of interpersonal and textual meanings through SFL-informed genre analysis tasks.

In addition, some studies reported both the positive effects and limitations of curriculum cycle. For example, the study of Tsou & Lin (2013) reported the benefits of applying curriculum cycle to explore the genre-based teaching in terms of allowing learners to gain genre awareness and improving writing quality, but the control group learners' understanding of genre awareness did not improve significantly. Viriya and Wasanasomsithi (2017) applied the curriculum cycle to writing lessons for a 12-week period. However, there was little improvement in the learners' awareness of the reader-writer relationship and what they should write about. Their study concluded that the limited improvement of the reader-writer relationship awareness is because of the omission of the awareness in the learning classroom context of the study.

To summarize, the previous studies show that although many studies have experimented this model, but agreements on the teaching effects of this cycle have not been reached. How this collaborative writing process can finally lead to individuals' genre writing ability development is an issue deserving further exploration. Thus, the present study intends

to focus on the teaching effects of this curriculum cycle on students' mastery of generic structure of the genre of persuasion.

Research Methodology

Participants

The participants of the study are 34 second year English majors in an ordinary-level Chinese university "Chongqing Technology and Business University". They have learned English for 7 years and have taken the course of "Basic English Writing I" before the experimental semester to develop the basic writing skills and the ability to write with accurate grammar and vocabulary. Besides, according to China Standards of English (CSE), the language level of the participants is between level 4 and 5. That means they are able to write with correct grammar and vocabulary. Appendix A "Samples of Pre- and Post-tests Writing Analysis" can also reflect that those participants can write with correct grammar and vocabulary in both the pre- and post-test writings. In the experimental semester, the writing course they took was "Basic English Writing II" focusing on developing students' genre writing ability according to the curriculum. What they need to practice in the experimental study is to write with the appropriate generic structure of persuasion.

Research Instrument

There two research instruments in the study. One is the lesson plans based on the designed curriculum cycle. There were 30 class hours for the experimental semester of writing course, covering 15 weeks, two hours for each week. The arrangement of lessons for the 15 weeks are as follows.

(1) The first week: course introduction and pre-test for individual writing ability. The pre-test was writing a persuasion in 40 minutes and the topic was "Whether it's wise to judge a person by appearance or not?"

(2) The second week: introducing the generic structure of persuasion. To be specific, the introduction included the following aspects:

-- Brief introduction of persuasion: its social purpose and relationship with argumentation and exposition.

-- Persuasion in daily life and study: its importance.

-- Generic structure of persuasion: the introduction of generic structure and written composition example analysis on the generic structure.

(4) The 3rd to 6th week: the first curriculum cycle on the topic of "garbage sorting",

with each week focusing on one stage of curriculum cycle.

(5) The 7th to 10th week: the second curriculum cycle on the topic of “travelling”, with each week focusing on one stage of curriculum cycle.

(6) The 11th to 14th week: the third curriculum cycle on the topic of “wealth”, with each week focusing on one stage of curriculum cycle.

(7) The 15th week: the post-test for individual writing ability on the topic of “Is smart phone beneficial or harmful to us?” within 40 minutes in class time.

The other research instrument in the study is the designed persuasion generic structure analysis template. It is based on the important elements of persuasion in the corpus of persuasion in daily use and school settings. With corpus, people can now distinguish the deterministic approach and probabilistic approach. It is the probabilistic approach on which SFL is based and consequently the “genre”. Language by its very nature is probabilistic. That is, given certain contexts and the purpose, we can expect certain forms of language. Besides, Foley (2012, p. 151) summarized the main genre structure used in school settings. The generic structure of persuasion is shown in the following figure 2.

Figure 2

Generic Structure for Persuasion

Text Structure	Social purpose	To persuade the readers to accept one side of an argument	
	Generic structure used in school settings	Statement of position Argument Reinforcement position	<pre> graph TD Thesis --> Preview Thesis --> Position Thesis --> Arg["Argument (*)"] Arg --> Point Arg --> Elaboration Arg --> Reiteration["Reiteration of Thesis"] </pre>

Note. Cited from Foley, 2012, p. 151.

Based on these, the following elements in the generic structure were picked up to establish generic structure analysis template of persuasion as shown in the following table 1.

Table 1*Persuasion Generic Structure Analysis Template*

Generic Structure Items		
Social purpose	To persuade one point of view	
Text Structure	Introduction	Background information
		Stating the problem
		Preview of argument
		Taking a position
	Arguments	Point
		Elaboration
	Reiteration	Review of arguments Restatement of position

All the individual writings collected in the study are analyzed based on the above template. And in the analysis process, some principles are adopted. If there are no points of arguments, then there will be no elaborations and the writing does not reach the social purpose of persuading to accept one point of view or to do an action. If there are logical problems, there will be no effective argument points and corresponding elaborations, then the writing fails to reach the social purpose. If the writer does not take a position clearly, that is, the genre of the writing task is not persuasion in strict sense, instead of being an argumentation or others, then the writing fails to reach the social purpose, and no points and elaborations will be counted. Besides, points of arguments in each individual writing are counted and in order to compare the results of pre- and post-tests, the average number of points is calculated.

Research Steps

There are three steps in the study. The first step is carried before the teaching instruction. It focuses on the design of curriculum cycle and the persuasive writing feature analysis template as mentioned in the previous section. The second step is the pre-test and the implementation of the teaching experiment. The pre-test mainly focuses on the individual writing ability test rated by the indicators of persuasion generic structure items. Then, the lesson plans are prepared in this stage to be ready for the teaching instruction. After that, the designed curriculum cycle based on the lesson plans are implemented for a semester. The third step focuses on the post-test. Students' writing in the post-test will be evaluated and analyzed by the same template, and then the differences of writing ability development in adopting the elements of generic structure of persuasion in the pre- and post-tests are contrasted.

Findings and Discussions

In the experiment, 68 individual writings from the pre-test and post-test are collected in total from the 34 participants of the study, with two writings from each participant. After the data collection, all the writings are analyzed by linguistic analysis with the persuasion generic structure analysis template. Two analysis samples respectively from pre-test and post-test are shown in Appendix A as examples to show the data analysis process. In the presentation of the findings, some symbols were also used to indicate the occurrence or frequency of each structure element as shown in the following table 2.

Table 2

Symbols Used in the Analysis

✓	the writing has the element of the structure
×	the writing does not have the element of the structure
T/A	the total number of occurrences in all writings or the average number of points to illustrate the arguments
Per.	The percentage of writings with a particular element in all writings

The Results of Generic Structure Analysis for Pre-test

The results of the analysis on the generic structure of persuasion in the pre-test are presented in the following table 3.

Table 3											
Generic Structure Analysis for the Pre-test											
Individual writing No.			1	2	3	4	5	6			
Social purpose	To persuade one point of view		x	✓	✓	✓	✓	✓	✓	✓	✓
Text Structure	Introduction	Background	✓	x	✓	✓	✓	x	✓	✓	✓
	Stating the Preview of arguments	Taking a position	✓	✓	✓	x	✓	x	✓	x	x
			✓	x	✓	x	x	x	x		
			✓	✓	✓	✓	✓	✓	✓		
			✓	✓	✓	✓	✓	✓	✓		
Arguments		Point	0	3	1	2	0	3			
		Elaboration	x	✓	✓	✓	x	✓	✓	✓	✓
Reiteration		Review of arguments	x	x	x	x	x	x	x	x	x
		Restatement of position	✓	✓	✓	x	✓	✓	✓	✓	✓

Note. The occurrence of each of the generic structure elements were calculated except the element of “point”, the number of which was calculated. Then in the last column, the total

any background information and 15 students did not state the problems. Most of them did not preview the arguments, except nine students.

Next is the body part, seven students did not provide any point of argument for the position they take, six students only mentioned one point, which were obviously not enough to illustrate the topic. The average point they use to illustrate the arguments was only 1.7. That is, they used less than two points on average to illustrate their arguments, which lessens the persuasive value of their writing. Besides, eight writings did not provide effective elaborations for the arguments.

Finally for the reiteration part: most of them (88.3%), except four writings, did not review the arguments. But it is interesting that nearly all of them, except one, had the restatement of position.

In a word, in the pre-test, students had some problems in following the generic structure of persuasion. Most of the writings did not have the complete structure of persuasion and some of the writings even read illogical and were less persuasive for the limited points to illustrate the argument, some writings did not provide background information, state the problem, preview, and review the arguments. Some of the writings even deviate from the genre of persuasion without providing any points for the argument.

The Results of Generic Structure Analysis for Post-test

The results of the analysis on the generic structure of persuasion in the post-test are presented in the following table 4.

Table 4	
<i>Generic Structure Analysis for the Post-test</i>	
Individual writing No.	1 2
Social purpose	To persuade one point of view ✓ ✓
Text Structure	<div>Introduction</div> <div>Background</div> <div>Stating the problem</div> <div>Preview of arguments</div> <div>Taking a position</div> <div>Arguments</div> <div>Point</div> <div>Elaboration</div> <div>Reiteration</div> <div>Review of arguments</div> <div>Restatement of position</div>
	<div>✓ ✓</div> <div>✓ ✓</div> <div>× ✓</div> <div>✓ ×</div> <div>✓ ✓</div> <div>3 2</div> <div>✓ ✓</div> <div>✓ ×</div> <div>✓ ×</div> <div>✓ ✓</div>

Note. The occurrence of each of the generic structure elements were calculated except the element of “point”, the number of which was

3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	T/	Per.																									
0																																1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	A	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	33	97.0%																									
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	34	100%																									
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	27	79.4%																									
✓	×	×	✓	✓	✓	×	✓	×	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	×	×	×	×	×	×	×	×	✓	24	70.6%																									
✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	32	94.1%																									
3	3	3	2	3	3	3	2	0	2	2	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	92/2.7																											
✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	33	97.0%																									
✓	✓	✓	✓	×	×	×	✓	×	✓	×	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	×	×	×	×	✓	✓	✓	✓	✓	✓	26	76.5%																									
✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	33	97.0%																									

In the post-test, their writings have the following features. First, for the social purpose of persuasion, all writings except one, which was written as an argumentation, realized the purpose of persuading readers to accept one side of view for the controversial topic.

Then for the introduction part, taking a position is the most important. All students took a position clearly, except one student who wrote an argumentation to talk about the advantages and disadvantages of the issue. For other parts of introduction, all writings provided some background information, more than 2/3 of the writings stated the problem (27 writings,

79.4%) and previewed the arguments (24 writings, 70.6%).

For the body part: point and elaboration, except one student, all other writings provided effective points and elaborations. The average points they used to illustrate the argument were 2.7, which is between two and three. They used at least 2 points to illustrate their arguments effectively. These can make the writings more persuasive.

For the reiteration part: 26 writings (76.5%) reviewed the arguments and nearly 33 writings (97.0%), except two, restated the position. This means that most of the students had an effective summary in the conclusion part.

All the above indicate that in the post-test of individual writings, the participants had a good mastery of the generic structure of persuasion. Only one student had a misunderstanding for the social purpose of persuasion and did not take one side of the issue to persuade the readers, all the other writings followed the structure well. More than 2/3 of the writings applied every element of the generic structure. Some writings missed certain minor elements of the structure, such as seven students did not state the problem, 10 students did not preview the arguments, eight students did not review the arguments, one student did not restate the position. But these missing parts are not vital for the generic structure and won't affect the realization of the social purpose of persuasion. Some elements such as preview, and review of arguments are optional. But if they can be added, the structure will be more complete and more compact.

Comparison on Generic Structures Between Pre- and Post-tests

To compare the application of each element of generic structure, some symbols are used, which are summarized as follows in table 5.

Table 5

Symbols for Generic Structure Comparison in Pre- and Post-Tests.

①	Background information	②	Stating the problem
③	Preview the arguments	④	Taking a position
⑤	Point	⑥	Elaboration
⑦	Review of arguments	⑧	Restatement of position

Besides, the frequency, occurrence or percentage for each structure element was counted. For the element of "point", the average frequency was calculated too. For the mastery of generic structures, the results of pre- and post-tests are summarized in the following table 6.

Table 6*Comparison of Generic Structures in Pre- and Post-tests*

Items	Social purpose	Introduction				Arguments		Reiteration	
		①	②	③	④	⑤	⑥	⑦	⑧
pre-test	28	19	19	9	34	61/1.8	26	4	33
post-test	33	34	27	24	32	92/2.7	33	26	32

The above table 6 shows that students had made progress in many aspects of following the elements of generic structure of persuasion in the post-test.

Firstly, for the social purpose, in the pre-test, six writings failed to reach the purpose while in the post-test, only one writing had that problem. That is to say, after a semester's instruction, they had a clearer understanding about persuasion.

Secondly, for the introduction part: for the first two elements of introduction, students made progress in the post-test compared with that of the pre-test. In the pre-test, only 19 writings provided some background information, nearly half of the writings (15 writings) did not state the problem, while in the post-test, all writings provided background information and 27 writings stated the problems. But for the elements of previewing the arguments and taking a position, students also made progress. Besides, only nine writings previewed the arguments in the pre-test, while 24 writings contained this element in the post-test. For taking a position, two students still had problems in the post-test. This is because one student misunderstood the direction of the writing task and followed the pattern of argumentation, and the other student actually took a position, which was shown in the body and conclusion part, but the language used to take a position in the introduction part was missing. That does not mean they two did not know the generic structure of persuasion. In a word, for the introduction part, most students had a clear idea about the important elements of persuasion.

Thirdly, for the body part, students learned to use effective points of arguments and elaborations to illustrate the position they had taken. They made progress in this part by increasing the effective points of arguments. In the pre-test, some writings did not have any point or have only one point, but in the post-test, nearly all writings had two or three points to effectively illustrate their position by using corresponding elaborations.

Fourthly, for the reiteration part, most writings (26 writings, 76.5%) in the post-test had a review of arguments, which can constitute a very important part of the summary. While in the pre-test, only four writings reviewed the arguments. For the restatement of position element, students did a good job in the pre-test, so there was no progress, only one student did not write this element. But this was not a retrogression, because this student was a special case: he had a misunderstanding on the genre of the writing task, so in his writing, he did not take a position, then there was no restatement of position.

Besides, there are other creations for the generic structure in the post-test. Some writings had creation in the title, for example one writing was titled “No Phone Is Smart but You Are”; some writings used such questions as “Can you imagine a world without smartphones?”, “Can you live for a second without your cell phone?”, “How can we live without the smartphone?.....” as the background information or stating the problem in the introduction part to arouse the readers’ interests or curiosity; some writings added appeal of actions in the conclusion part except for the important elements listed in the reiteration part.

Conclusion

This study develops a four-stage curriculum cycle to help Chinese university students learn persuasive writings. A quasi-experiment was designed: before the experiment, a pre-test for individual persuasive writing ability was carried out, then three iterations of curriculum cycle were implemented and finally a post-test for individual writing ability was done at the end of the experiment. Through the linguistic analysis of students’ individual writings in the pre and post-tests, the study found that participants learned more on the genre writing pattern through the designed curriculum cycle model. The language activities designed in the teaching cycle can enhance their understanding of each of the features of persuasion and contributes to their genre writing ability development. But this pattern of teaching may lead to stereotyped writings, so in the future writing practice, innovations in writing, even a slight element of creation should be encouraged after they have mastered the basic structure in writing.

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Appendix A: Samples of Pre- and Post-tests Writing Analysis

1. Samples of pre-test writing analysis

(1) The analysis of textual feature for an individual pre-test writing

It's unwise to judge a person by appearance	Text structure
As is universally acknowledged that judging a person just by appearance is constituted as a rude and superficial behavior since the outward is congenital while disposition is more likely determined by upbringing. This kind of misjudgment can really contribute to the barrier in establishing relationships. Here come the reasons.	<div>Stating the problem</div> <div>Taking a position</div> <div>Preview of arguments</div>
First of all, we may be unable to make friends or inclined to make toxic friends. Betrayal, gossip, selfishness, all these defects are invisible according to a charming appearance and vice versa. A true friendship is heart to heart rather than appearance to appearance. Secondly, we may be incapable of collaboration. Appearance disagreement can give rise to ideas disagreement, and end up squabbling even disbanding. Last but not least, the majority of us long to share the trip through life with a perfect companion, but that perfect companion is worth questioning.	<div>First argument:</div> <div>Point</div> <div>Elaboration</div> <div>Second argument:</div> <div>Point</div> <div>Third argument:</div> <div>Point</div>
The Little Prince, a famous book, says "It is only with the heart that one can see rightly". Little could we know until we see beyond appearance since what is essential is invisible to eyes. When we make the acquaintance of someone, of course, it is wise to judge a person by disposition.	<div>Restating the position</div>

(2) Summary of the textual feature for an individual pre-test writing

Generic Structure Items			Individual writing: Occurrence/frequency
Social purpose	To persuade one point of view		✓
Text Structure	Introduction	Background information	×
		Stating the problem	✓
		Preview of argument	✓
		Taking a position	✓
	Arguments	Point	3
		Elaboration	×
	Reiteration	Review of arguments	×
		Restatement of position	✓

2. Samples of post-test writing analysis

(1) The analysis of textual feature for an individual pre-test writing

No Phone Is Smart but You Are	Text structure
Nowadays, smartphones have gradually become a necessary part of life for the majority. <u>It is undeniable that smartphones really bring us some convenience in daily life, such as available latest news, online learning, etc.</u> However, it would be a better choice to not use smartphones in daily life. <u>The reasons are as follows.</u>	<div>Background information</div> <div>Stating the problem</div> <div>Taking a position</div> <div>Preview of arguments</div>
<u>First, over-using smartphones to communicate has directly influenced social connections. All sorts of apps for conversation offer amounts of informal words and expressions to tell the accurate feelings so people can communicate with others easily online. Nonetheless, short of skills to talk with others logically and sensibly in reality would be the only consequence if too much depending on this method. Incorrect behavior and expression would actually trouble people themselves no matter where it happens. It must be surprising for you to have great changes when you get rid of the limitation of your</u>	<div>First argument:</div> <div>Point</div> <div>Elaboration</div>

smartphones and go out to have communication with others.	
<p>Second, smartphones would be a great intrusion in your learning or working process. People are always pursuing a quiet environment to settle down or study in such a modern country. Now smartphones have turned a new obstruction to them. All of us are familiar with the situation that smartphones should be muted so we could pay enough attention on works. But it is still a tough process for the majority to ignore the slight vibrations from smartphones. Though vibrations are slight, they could be the temptation informing people to see what messages they receive. Constantly interrupted by smartphones, people are unavailable to manage work in high efficiency.</p>	<p>Second argument:</p> <p>Point</p> <p>Elaboration</p>
<p>Last but not least, smartphones provide us with a large amount of complicated news reports which may make us lose ourselves. As the saying goes "There are a thousand Hamlets in a thousand people's eyes" so every piece of news is definitely different for everyone. The reports we read from smartphones often mislead us into wrong values because editors in different platforms or countries have some prejudice to some extent. It is difficult to keep a sensible position for identifying that complex information all the time. The best way is to avoid using smartphones in daily life thus we could receive the least mixed information.</p>	<p>Third argument:</p> <p>Point</p> <p>Elaboration</p>
<p>In conclusion, the life we live depends on how we shape it. No using smartphones gives you the chance to feel the real world and effort you pay for improving yourself. Avoid using smartphones and be yourself!</p>	<p>Review of argument</p> <p>Restating the position</p>

(2) Summary of the textual feature for an individual post-test writing

Generic Structure Items			Individual writing: Occurrence/frequency
Social purpose	To persuade one point of view		✓
Text Structure	Introduction	Background information	✓
		Stating the problem	✓
		Preview of argument	✓
		Taking a position	✓
	Arguments	Point	3
		Elaboration	✓
	Reiteration	Review of arguments	✓
		Restatement of position	✓



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EFL Teachers' Perception and Practices of Code-Switching to Amharic

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Abstract

Code-switching is a prevailing fact in countries like Ethiopia where English is a foreign language and a medium of instruction. Because of this, teachers' perception and practices of code-switching appears to be worthy of consideration and should be taken into account in EFL research context. This study, therefore, investigated EFL teachers' perception and practices of code-switching between English and Amharic. A case study design was employed in which interview and observation were predominantly used for data collection process. Interview was meant to assess what teachers think about switching code to Amharic, where English is supposed to be the only medium of instruction in the classroom. Whereas, observation along with audio-recording was used for witnessing the alteration made between the aforementioned languages. The research participants were eight (8) English language teachers, who were conveniently sampled from Goro Secondary School, which is found in Ethiopia, Oromia region of Adama town.

The finding indicated that regardless of some facilitative role code-switching plays in English classroom, most teachers perceive code-switching negatively, as it retard students' English language acquisition. The interview report revealed that code-switching occurred because of students' incompetence of understanding lessons delivered through English as a medium of instruction. This in turn, forced teachers to make switching to Amharic in order to help students understand the lesson better. They said that students' English language incompetence was inherited mainly from lower grades, where mother tongue was used as a medium of instruction. The finding from observation also confirmed that code-switching to Amharic was substantially practiced, which aims to help students with poor English command, and make them understand the instruction better. Teachers' code-switching practice was implemented to facilitate the classroom functions like to give instruction and clarification of difficult concepts. And also, it is used to explain unclear grammar and vocabulary structures.

Keywords: code-switching, EFL teachers' perception, practice, Ethiopia, Amharic.

Introduction

Code-switching, the alteration of two or more languages in the same discourse, has been the focus of concern in respect to EFL learning and teaching process. The fact, however, is that there are different perceptions and classroom situations EFL teachers perceive and apply in their classroom setting. In Ethiopian EFL context, code-switching is made between the native languages and the foreign language, which is aimed to be acquired.

In order to acquire English as a foreign language, the significance of using English in EFL classroom is inculcated in the minds of most language teachers (Cook, 2001). However, relatively few studies have examined how English and native language can be used in these classes. Regarding to this, (Thompson, 2006) says, since the late 1800's, different teaching methods and approaches have advocated how L1 and TL are being used in the classroom e.g. Grammar Translation Method, Direct Method, Audio-lingualism, and Communicative Language Teaching Method.

During the era of Grammar Translation Method, L1 was considered as an essential tool for successful second language acquisition (Cook, 2001). L1 is also used by both teachers and students for translating the reading passages and exercises, giving instructions, grammar explanation and communication (Richards & Rodgers, 2001). As a response to the GTM, the Reform Movement came out in the 1920s and its endeavor was to develop other methods in language teaching, which came to be known as a Direct Method. It recommended that the target language should be learned in the same way as the mother tongue was naturally acquired. Direct Method asserted that students' native language was never been allowed, and linguists who supported the prevention of the MT, argue that translation will not give the exact meaning of the word (Ibid).

Audio-lingual method also prohibits the use of the learners' L1 during classroom instruction because it is believed to interfere with the development of target language forms. Yet, linguists and language teachers criticized ALM due to the lack of communication skills it offers (Richards and Rodgers, 2001). This changed the emphasis to seek a more communicative method such as the Communicative Language Teaching Method. The emphasis of CLT was on improving communicative skills as a reflection of real life communication. As to (Willis, 1996), in CLT, L1 is not banned; target language is the main language medium in the classroom and students are encouraged to use L1 in situations where it is necessary. (Richards & Rodgers, 2001) also noted that there seems to be very little space left for L1, though the goal of CLT is to

interact in the TL. There are also different studies indicating how code-switching used by teachers for different purposes in EFL classrooms.

Teachers' code-switching in EFL performs different functions. These functions are emerged from the questions like why speakers code-switch, how and when code-switching takes place is important in CS practice. Thus, different research findings showed that many reasons can be mentioned in various research setting. For example, Lin (1990) analyzed teachers' language choices in English language classes that the teachers who were observed applying the following CS functions when switching from TL (English) to L1 (Cantonese):

Teachers switched to L1:

- To give Instructions
- To give clarification
- To explain grammatical points
- To explain vocabulary and words

In EFL classroom, the TL (English) is always expected to be the main language in the classroom as the language of instruction. However, the switch from one language to the other is often seen in this classroom. This practice is inevitable in classroom where learners come from multi-lingual background having their L1 in mind. According to (Cook, 1999), code-switching is inevitable because TL learner have their first language background in their mind.

“Target language learners have L1 permanently present in their minds. Every activity the students carries out visibly in the target language also involves the invisible L1 From a multi- competence perspective, all teaching activities are cross- lingual ... the difference among activities is whether the L1 is visible or invisible, not whether it is present or altogether absent”

In Ethiopian context, since the 1950s, English has been used as the medium of instruction in Ethiopian schools at least starting from junior high school onwards (Tekeste, 2006). However, different governments in Ethiopia amended the policy realizing the role played by the mother tongue in teaching and learning. According to the 1994 policy, indigenous languages such as Amharic, Afan Oromo, Tigrigna, Somali, Afar and Guragna were to be used as media for instruction up to grade eight in areas where they are commonly spoken and understood. However, when students are promoted to high school, where English is a medium of instruction, that is where the tendency of switching between English and the indigenous languages come. Teachers, as a main classroom actor, play a vital role to manage the classroom situation in which the code-switching happened.

The researcher has also noticed the practice of CS in EFL classroom with deficits in systematic use. It seems that teachers have no clear understanding of the pedagogical values and guideline on how L1 can be used in English classes. In the context of this study, code-switching, the alternation between L1 (Amharic) and TL (English) is common practice in different grade level. Particularly, this practice is occurred in grade nine where a transition is made from mother tongue instruction to English instruction. However, little information is known about code-switching in the Ethiopian EFL context. A clear understanding of what teachers perceive and practice of code-switching has not yet been given sufficient consideration in research domain, this study tried to investigate what perception teachers have about CS, and what classroom function it does.

The Research Questions

1. What do teachers' perceive of code-switching between English and Amharic?
2. What do teachers' practices of code-switching between English and Amharic?

Material and Methods

Research Design

A descriptive case study design was used in this study as (Gall & Borg, 2003) describe case study design as the in-depth study of instances of a phenomenon in its natural context, and from the perspective of the participants involved in the phenomenon (p. 436). Case study design is a design of inquiry found in many fields in which the researcher develops detail analysis of a case, a program, an event, activity, process, or individuals. Cases are bounded by time and activity, and researchers collect comprehensive information using a variety of data collection procedures over a sustained period of time (Yin, 2009).

This study followed a qualitative research approach, which is used for exploring and understanding the meaning individuals or groups attribute to a social or human problem. This research approach is mainly concerned with stories and accounts including subjective understandings, feelings, opinions and beliefs. Qualitative approach involves data collection procedures that result primarily in open ended, non-numerical data that is then analyzed by non-statistical methods Dornyei (2007). Typical example qualitative data: observation, interview and transcribed recordings.

Setting and Participants

This study was conducted in Goro Secondary School found in Adama town of Ethiopia, particularly grade nine. The reason for selecting this grade was that it was a transitional level where students came from mother tongue instruction to English instruction. During this change of the medium of instruction, the practice of code-switching becomes one classroom phenomena, which in turn teachers' perception and practice toward it should be studied.

Sample Size and Sampling Techniques

For this case study, eight (8) English teachers were conveniently sampled because some teachers might have been unwilling to be observed and interviewed, only to select the willing ones to participate in this study. According to (Dornyei, 2007), there are some practical criteria to use convenient sampling, such as such as willingness, easily accessibility, proximity, and availability at a certain time.

Instrument of Data Collection

This study used observation and interview to collect the required data. This study employed semi-structured interview where a common set of topics and questions were used for all teachers' participants. It was chosen because they focus on obtaining answers for main themes and questions, and it allows room for flexibility in the forms and sequences of questions (Kvale, 2008). Not only that, it also provides opportunity to the interviewer to add questions that may occur during the interview (Perry, 2011). Lastly, it gives freedom to explore certain issues within the context of the study and provides in-depth and rich information. The purpose of interview was to gather data on teachers' perception of code-switching from English to Amharic.

Non-participant observation was applied because the observer observes as a detached representative without any attempt on his/her part to experience through participation what others feel. In non-participant observation, the observer is observing in such a manner that his presence may (Tracy, 2012). The purpose of this observation was to observe the situations and function in which switching to Amharic was used.

Method of Data Analysis

As observation and interviews were the dominant source of data, qualitative way of data analysis was employed in which the data from their interview was qualitatively described by words. The aim of interview data was to study teachers' perception of code-switching, whereas the aim of observation was to identify the classroom practice of code-switching. The data from the interview and observation will be triangulated in the discussion part.

Teachers' Perception of Code-Switching

Teachers' perception on code-switching practice

Teachers had different views on code-switching, but most of them admitted they switched their code from English to Amharic in English classroom despite their belief English should be the dominant language. Most of them also have the same stand to minimize the extent of the CS practice. For instance, T7 interview report showed that code-switching is occurred in the classroom to help weak students though he knows it hampers students English so that students should stop using it.

“In my opinion using first language in English classroom is not good, and it is also the sign of students’ weakness in English language. If students only use English in classroom, they will improve their English skills, but now the reality is students are weak so that a teachers use their language (Amharic) to help them. It is better to stop using it in English classroom.”

T5 also concerned with the negative side of switching to mother tongue in English classroom, and yet it may have some role to help students understand the lesson. He said as much as possible, it should better be avoid because if teachers use it, students will imitate or do what their teacher does as good thing. On the same notion, T3 asserted that code-switching is not allowed pedagogically, but she used it to make students understand the lesson because English is challenging for them.

“Pedagogy doesn’t allow the use of mother tongue in English classroom because in English classroom students should use English to improve it. But, here we have different situation that some students can’t listen, they can’t speak and they can’t even understand English properly. For that reason, I switch to their mother tongue. But according to my opinion, I don’t think it is important to use mother tongue in English classroom.”

Likewise, two teachers, T6 and T8, affirmed that the practice of code-switching is primarily aimed to tackle students’ challenge to understand the lesson. Specifically, T6 concerned that students don’t want to use the opportunity given to speak English in group works. Rather, students use frequently switches to their mother tongues than using English. Not only these, according to T6, students are afraid or shy to speak English that they rush to switch to their mother tongue. Only two respondents, T1 and T2 somehow showed a support to code-switching by saying that it should be used where it is needed to enhance students’ level of understanding the lesson.

Teachers’ perception on supporting or opposing code-switching practice

Their response indicated that teachers had slightly different view. For example, T1 and T2 hesitate to decide to support or oppose. Their views presented respectively as follow.

“...I have no such idea of whether supporting or not, but it has its own time to use okay. I am in between okay. Where necessary I use it, where not necessary I should have to use the target language; that is it.”

“...I didn’t totally oppose and also support. To some extent I support the use of mother tongue in English classroom. In some cases, I think it is very important for students, if I use their mother tongue or other than the target language. Therefore, it is very important to use to some extent or I mean sometimes.”

The teacher like T5 and T6 believe that there are mandatory situations in which they must use Amharic to support students understands the lesson. T5 supported his argument with his pedagogy training by saying if students' facial expression shows they don't understand the lesson, better to support them with L1 which oppose to the idea of T3 previously acknowledged pedagogy never support this practice.

“I think totally rejecting is not good, in our college training, it says, if the students' facial expression shows that they don't clearly understand the lesson; it is preferable to use L1. But, totally using L1 in English classroom is not good ok.”

Supporting the above notion, T8 stated that entirely avoiding L1 from English classroom is not recommendable rather the concern should be the extent of the practice.

“I don't agree with the ideas of totally opposing and rejecting using students' mother tongue in English classroom. Rather, my concern should be the extent to which mother is used in English classroom. I support if it is used in small amount only in a situation where students face difficulty. Otherwise, I oppose if it is used frequently because it will make students depend on their mother tongue that may again affect their English language development.”

Contrary to that, T7 sees no benefit of using L1 for students' future English development. He said there is no benefit in the long term academic life of students rather it may make them dependent on their mother tongue. He further commented that, to be successful in English, students must face the challenges, but he admitted the reality is the opposite.

Teachers' perception on code-switching and the level of students

During the interviews, the teacher participants were requested to provide their opinions about their code switching practice and the level of their students. Most teachers believe that the use of code-switching is strongly related to students' English level. For example T1 said:

“Some students at high school level could not read, they could not speak, communication was very difficult, and I used more Amharic than I ever thought I would use at high school level. The major factor is students' lack of adequate English language communicative skill”

Furthermore, T2, T4, and T6 reflected that using L1 depends basically on the level of the students, accordingly, T6 said that

“Normally, the English level of students is going down and down from time to time. They are not able to understand very simple English, if they don’t even understand plain English, then you are going to use their mother tongue.”

Similarly, T3 and T8 asserted that as there is strong relation between students’ English language ability and teachers’ use of code switching. He insisted that students may ask the teacher a thing they don’t understand, and you have to clarify it by explaining in their language, otherwise they don’t be happy.” Supporting his argument T8 suggested that:

“....most of the time, weak student has low level of understanding English language. When you teach something, you can simply observe from their face that they do not understand you. But, when you say something in Amharic they will react and show some sort of motivation. So, whenever I observe they don’t understand me, I may use their language to help them.

Teachers’ perception on pedagogical training about code-switching

Regarding pedagogical training about CS, teachers’ reflection is different. Most teachers are not pretty sure whether they have taken pedagogical training about code switching. T1 interview report indicated that no training has been offered on how to handle the practice of code switching in English classroom.

“I have not seen or heard anything about the practice of code switching in English classroom. I know that Amharic is a medium of instructions at different places of Oromia region. At the same time, English is also working as a medium of instruction at high school. Besides that, I didn’t remember I learnt anything about code switching.”

Furthermore, T2 insisted that there is no written document about the use of mother tongue in English classroom, but there is common understanding that English is the dominant language where being used as a medium of instruction. Thus, encourage English and discourage mother tongue is what should be in English classroom. On her part, T3 assumed that pedagogy never allow the use of mother tongue in English classroom.

Two teachers T6 and T8 forwarded their own opinion by saying that they are not quite sure if code switching is included in Ethiopian curriculum. They said they are new for the word code switching, but they know about mother tongue use in English classroom. On the same essence, T7 commented the following:

“Even though no one told me or train me about using/avoiding L1 in English classroom, but my mind knows that I must not use and not expected from me to always use Amharic in English classroom.”

Teachers’ perception on the effect of code-switching on students’ learning

The result of teachers’ interview report revealed that the practice of code switching has more negative effect on students’ English language learning even though it provides students some way out in case of difficult to understand lessons. For example, T1 sees the practice of code-switching in English classroom as minimizing opportunity to practice English. According to him, classroom is the only place for students to practice English in which mother tongue use will decrease this opportunity. Another teacher (T2) explained the way L1 use negatively affects students’ language learning. He said that when mother tongue is allowed in English classroom, there could be high tendency to depend on that. From his teaching experience, when he uses Amharic in English classroom, students demand more.

According to T3, learning is daily practice and developing habit; hence, if students use mother tongue in English classroom, they may develop the habit of using MT all the time that will affect their English learning. Similarly, T7 is more concerned about the extent of students’ practice of code switching that create tendency to depend on mother tongue. The result of T4 interview report revealed that the practice of code switching has both positive and negative effect on students’ English language learning.

“As what I can observe, code-switching has both positive and negative effect when it comes to learning English. It serves as an instrument that helps them easily understand the lesson but then again because of code-switching the students will not be able to improve or enhance their proficiency in English language.”

In supporting the above argument, balanced explanation was given by T8. He said that if Amharic is used frequently in English classroom, no doubt it affects students’ English language ability badly. As students came from elementary schools where mother tongue is used as a medium of instruction, they may face challenge to deal with English at high school. Therefore, his suggestion is that mother tongue should not be used frequently. Furthermore, T6 also commented the following.

“Of course, if the teacher always does code-switching, the students will just rely and be dependent on their first language. Also, it will not make the learners to be fluent in English language. But still code-switching is important; in English language learning, first language is sometimes needed.”

Teachers' perception on factors for code-switching practice

In response to this question, teachers raised different factors related to the practice of code-switching. The first teacher (T1) elaborated what he believes are factors. According to him, poor background of students and teachers as one factor. He stated that they have poor English command that is why we need the support of our mother tongue in English classroom. Especially, students always wait for translation in order to understand the content. Likewise, T2 mentioned, difficulty to understand new words, reading text, and listening text, as a deriving factor for switching from English. His response focused on students' inability to understand the lesson in English. On the same item, T8 suggested the following:

“In my view, there are different factors related to the use of Amharic in English classroom. According to my experience, the first factor is related to competency, especially students' ability to deal with English as a medium of instruction at high school level. That means, they have low English competency in their elementary grades, and when they came to high school, they tend to depend on their mother tongue. The other reason could be that some teachers themselves are not competent enough to help students to develop their English. But the student-related problem overtakes their main problem.”

Other teachers also said it is student-related factors that encourage switching between languages. T4 identified students' poor English competence, which resulted from their poor English background, was the prominent factor. He said starting from grade one in lower grades, they have the problem of speaking English language and now it is difficult to learn at this stage. Instead they prefer to use their local languages. T7 was also reflected the same to raise students' poor English ability as the main factor.

Translation of new vocabulary, grammar and clarifying lessons are other factors for switching between L1 and TL according to T5 and T6 view. For example, T5 says when he teaches vocabulary, he translates to their L1, and even there is a shortage of English vocabulary from teacher in some cases. T6 added that he uses students' mother tongue to clarify the lesson, otherwise they become silent. He also sometimes says a word or a phrase in students' L to motivate them; otherwise they ignore you.

Teachers' Code-Switching Practice

The aim of observation is to observe and witness the turns (switches) made from target language (English) to first language (Amharic) and what classroom functions they serve. This observation was made based on Lin (1990) classification of teachers' language choices in English language classes.

- A) To give Instructions
- B) To give clarification
- C) To explain grammatical points
- D) To explain vocabulary and words

A) To give Instructions

Extract 1:

T2: The instruction says that Melesse's cousin enjoyed his visit to Ethiopia. He kept a diary of his tours. Complete his diary entry by filling in the spaces with words from the box below. ከዚ በታች በሰጥን ውስጥ የተሰጡ ቃላት አሉ። እነዚን ቃላት በፓሴጂ ውስጂ ያሉ ክፍት ቦታዎች ላይ ትመላላሉ። ፓሴጂ የሚያወራው ስለ መለሰ የአገት ልጅ-ብኝት ሚያወራው። ታነቡና ካነበባች በኋላ ባለው ክፍት ቦታ ላይ የተሰጡ ቃላትን ትመላላሉ ማለት ነው። የተሰጡ ቃላት እነማን ናቸው።

Extract 2:

T3: The instruction says read the passage and choose the correct word or phrase from the box to complete it. ከዚ በታች ያለውን ንባብ ካነበባች በኋላ የሚቀጥለውን አረፍተ ነገር ባዶ ቦታ በመሙላት ትሰራላች ማለት ነው። የተሰጠው ንባብ ስለ Bale Mountain and Awash National Park and the passage also talks about the Simien Maintains. ከተሰጠው ሁለት ቃል ውስጥ የትኛው ቃል በ passage መሰረት መልስ ይሆናል።

The above two extracts are presented one after the other because they have similar form of instruction which merely focus on how to fill the given blank space in the reading passage. The switch from English to Amharic was made to make the instruction clear for students. The following two extracts revealed that T1 was also observed using code-switching to give instruction.

Extract 3:

T4: Read this passage for the next time and do exercise on page twenty two. ሰማች ፖፅ ሀያ አንድ ላይ ያለውን ታነባላች ካነበባች በኋላ ፖፅ ሀያ አንድ ላይ ያለውን exercise ትሰራላች። ፖፅ ሀያ አንድ passage እስከ ሀያ ሁለት አለ። ከዛ ደም ሀያ ሁለት ላይ activity አለ። እና ባነበባች መሰረት እነዚን አክቲቪቲዎች ትሰራላች ማለት ነው።

In the above extract, the switch was made from English to Amharic by T4. The instruction focused on what students should do next time at home. The switch was made by a teacher considering that Amharic instruction could give students addition input to understand the instruction. On the upcoming extract, T2 ordered his students to play a game by using adjectives.

Extract 4:

T2: Find adjectives to describe a cat. The students who describe a cat will compete to each other. ምን ታደርጋለህ መሰላቱ መጀመሪያ አንዳንድ አድጀክቲቮች ትመርጣለህ ካትን describe ለማድረግ ማለት ነው። መጀመሪያ ታስባለህ ከዛ ሁላቸው ትነሳለህ describe ታደርጋለህ። describe ያደረጉ ይቆማሉ adjective describe ማድረግ ያልቻሉ ደግሞ ይቀመጣሉ ማለት ነው። በመጨረሻም የቆሙ አሁንም ሌላ ዙር ይወዳደራሉ or for another term compete ማለት ነው። በመጨረሻም ወይም እስከ መጨረሻ የቆመ winner ማለት ነው።

In the above extract, T2 was giving instruction on how a competition should take place between students to produce as many adjective as possible to describe a cat. He switched code to Amharic to tell his students how this game is played between students. The teacher thinks that they better understand the procedure of the play if told in their mother tongue

B) To give clarification

During recording, teachers were also observed while switching their code from English to Amharic and Afan Oromo to give detail clarification of points they have been teaching. Thus, giving clarification appears to be another function that teachers employ mother tongue in English classroom. From the lesson transcript, different extracts were received that discussed how code-switching was used for clarification.

Extract 1:

T1: When we describe places, most of the time we should have to know adjectives to describe different things. አንድን ቦታ describe ለማድረግ ወይም ለመግለጽ የምንጠቀምባቸው ቃላት ይኖራሉ። ስለዚህ መጀመሪያ ወርዶቹን ማወቅ አለብን። በተለይ adjective ማወቅ አለብን። Adjective በጣም ወሳኝ ነው። ይሄ adjective በአማርኛ ቅጽል ወይም ገላጭ የሚባለው ማለት ነው። ገላጭ ማለት ምን ማለት ነው። አንድን ነገር ለመግለጽ የምንጠቀምበት ተቀጽ ቃል ማለት ነው። የኛ ጭንቅላት ውስጥ ስዕል ወይም ደግሞ የነገሩን ፒክቸሩን ወይም ደግሞ ማፑን ጥሎ የሚያልፍ ማለት ነው። For example, አንድ ሰማይ ጠቀስ ሰዉይ እየመጣ ነው እንበል ጭንቅላታችን ውስጥ የሚሰለፈ ነገር ምንድን ነው፣ በጣም ረጅም ሰዉይ ሰዉ እንደሆነ ጭንቅላታችን ውስጥ የሚሰለፈ ማለት ነው፣ በጣም ቦርጫም ሰዉይ አየመጣ ነው እንበል፣ ጭንቅላታችን ውስጥ የሚሰለፈ ምንድን ነው በጣም ወፍራም ሰዉ እየመጣ እንደሆነ ነው። እንዲሁ በህሊናቹ እንድትስሉት የሚረዳዎቹ ነገረ ማለት ነው። ግልጽ ነው አይደል።

In teaching adjective, T1 made a switch from English to Amharic to clarify the concept of adjective. The purpose of this switch was to give more clarification about the issue under

discussion. In this case, the researcher noticed how well students understood the Amharic clarification of adjective.

Extract 2:

T1: First of all we should have to categorize words. መጀመሪያ ወርዶችን categorize ማድረግ አለብን። categorize ማለት ምን ማለት ነዉ መመደብ ማለት ነዉ። አንድ ወርድ ከየትኛዉ ይመደባል ስም ነዉ ግስ ነዉ ወይም adjective ነዉ and so and so. After that we can learn other points.

The above extract is another example to show how T1 employs Amharic to clarify how words are categorized in different part of speech. The aim of using Amharic in this context could be providing clarification about the topic under discussion.

Extract 3:

T1: what you have to know here is that....እዚጋ ምንድነኑ ማወቅ ያለባቸ dictionary የራሱ ጥቅም እንዳለዉ ነዉ። Dictionary ዉስጥ የምናገኛቸዉ ቃላት head words ይባላሉ። ወርዱ አንዳለ ፎርም ሳይቀየር ምንም ሳይቀየር አንዳለ dictionary ዉስጥ የምናገኘዉ ምን ይባላል head word ይባላሉ። ምንም ፎርም ሳይቀየር ማለት ነዉ okay። ሌላዉ ደሞ እንዴት አንድ word ማንበብ እንችላለን ነዉ...Pronunciation እንዴት ነዉ። The other one is definition, የአንድ word ትርጉም ወደ ሌላ ስትወስዱ ምን ይመስላል። The other one is part of speech. ይሄ ደሞ የንግግር ክፍሎች ማለት ነዉ። የንግግር ክፍሎች ምን ይመስላሉ። ለይተን የማናዉቅ ከሆን በጣም አስቸጋሪ ይሆናል ማለት ነዉ። ለምሳሌ ግስ አለ ስም አለ ቅፅል አለ ተወሳክ ግስ አለ መስተዋድድ አለ and so and so are what part of speech ናቸዉ። The other one is grammar, grammar ዉስጥ ደሞ ምን ይመስላሉ አነዚ ወርዶች። grammar ሲባል ምንድ ነዉ...የአንድ ቋንቋ ህግ ወይም ሰዋሰዉ ዉስጥ ምን ይመስላል። grammar ሲባል transitive or intransitive አይነት grammar አለ። ሌላ ደሞ countable and uncountable nouns ሊሆን ይችላል። ይህንን መጀመሪያ ቀድመን ማወቅ አለብን ማለት ነዉ።

In this Extract, T1 was frequently switching his code to Amharic to summarize what has been taught in that particular period. The aim of this switch to Amharic seems to summarize and to remind students which can be taken as clarification on how a given word in a dictionary can be seen in terms of pronunciation, definition, and grammar.

B) To explain grammatical points

Explaining grammatical points by teachers was observed as one situation where teachers made a switch to students' first language. One of the frequently observed classroom phenomena

in which teachers switch their code from English to Amharic and Afan Oromo was to explain the rule and structure of grammatical points. To start from T1, he switches to Amharic to explain about how *will* is used in English sentence.

Extract 1:

T1: We use *will* when we don't what...determine what we are going to do. We don't determine it okay but we do at that time of speaking. We do something spontaneously or suddenly. ይሄ ዋል ምንድነው እሱ የተለያዩ ቴንሶች አሉ ከነዚህ ቴንሶች ውስጥ ወደ ሳናስብበት ወደፊት ምንጠቀምበት ማለት ነው። ዲሲሽን የለም ቀደም ብለን የወሰነው ነገር የለም። ስናወራ ወዲያው ዲሳይድ ያደረግነው ነገር ነው።

According to the above extract, a switch to Amharic was made by a teacher to elaborate the concept of *will*, which is one of grammatical structure. The teacher also tried to explain in what situation and time we use the word *will*. The switch between languages was needed to reach students understanding in their first language. Another example of code-switching use between English and Amharic in teaching grammar was given below.

Extract 2:

T5.I said before present perfect has different uses ok, for the past completed action but the result is observed to this moment or time ok. ልጄታ ጥቢል አሁን ሚታየው ሆኖ ነው ማለት ነው ንፁ ሆኖ ነው ሚታየው ማለት ነው already ሚለው ቅድመኑ አጥባለች ለማለት ነው። ok, አሁን ግን የሚታየ ነገር ምንድነው ከሁኑ ጋር የሚያዛምደው ነገር, the baby is clean.

The above extract was taken from T5 teaching present perfect tense. In doing so, the teacher tried to explain in which time context we use it in Amharic. He elaborated the given example in Amharic so that students could understand better. Hence, the teacher used code-switch between English and Amharic to explain grammatical point. T6 was switching code in the process of explaining relative clause as presented below.

Extract 3:

T6.ለምን እንጠቀምበታለን ይህን relative clause? ምንድነው አለማው። It is used to give additional information. በጣም ጥሩ አንብባቹ ነው የመጣቹት ማለት ነው። Relative clause የምንጠቀመው ተጨማሪ መረጃ ለመስጠት ነው። ለ Relative clause የምንጠቀማቸው ቃላት ደግሞ pronoun ይባላሉ።

Code-switching was used in the above extract to deal with the concept of relative clause. In doing so, T6 explain the use of relative clause by switching codes between the TL and L1. The teacher said in Amharic that relative clause helps to give additional information.

Extract 4:

T8.For example, the elephant has become extinct. (We don't know exactly when).
**ሄይ ምን ማለት ነው ዝሆኑ ጠፋ ይላል ግን exactly much እንደ ጠፋ ሚገልፀው ነገር
የለም...so present perfect tense በ past ተጀምሮ እስካሁን የቀጠለን action ያሳያል, ግን
መቼ እንደተጀመረ አይናገርም::**

Teacher eight (T8) was making switch from English to Amharic to explain present perfect tense, one of the tenses repeatedly discussed. It was seen different times that students understand more about grammar when told through their mother tongue. That is why I think, T8 was trying to switch from English to Amharic.

Extract 5:

T3: Is that clear students? Going to **ምንጠቀመው መቼ ነው ማለት ነው፤ ወደፊት
ለማድረግ ያቀድነው ነገር ካለ ነው:: ለምሳሌ አንደኛው ምሳሌ ምን ይላል ሚቀጥለው
ሳምንት እህቴን የመጎብኘት እቅድ አለኝ እንደማለት ነው::**

The switch from English to Amharic was again revealed in the above extract. After explaining the use of *going to* in English, the teacher switches the code to Amharic to explain the example in more elaborated way. As teachers use most of the time, they turn their medium to students' mother tongue because they knew students could not always understand English. Another example was given afterward the practice of cod-switching in grammar teaching.

D) To explain new vocabulary

As vocabulary appeared to be crucial in English language learning, translating, and giving the meaning of new words through L1 was observed as a result. Giving the meaning of new words in students' mother tongue (Amharic) was known to be one function of code switching. On their interview too, teachers indicated that they code switch to help students learn vocabulary better. The result of classroom observation report, which is used for vocabulary teaching, is presented as follow.

Extract 1:

T1. Visit **ማለት ቅርብ ቦታዎችን መጎብኘት ሲሆን** Tour **ማለት ደግሞ ሩቅ ቦታዎችን
መጎብኘት ማለት ነው::**

In this case, T1 translates the two words (Visit and Tour) in Amharic to show students the difference.

Extract 2:

T1: What does it mean *Acacia trees*? Acacia **ሚባለው ግራረና ገራረ መሰል ዛፎችን ነው።**

In the above extract, T1 gave the meaning of the word *Acacia trees* in Amharic. The aim of translating this word could be to introduce the vocabulary for students.

Extract 3:

T2. Monastery **ማለት ገዳም ማለት ነው።**

In the above extract, the meaning of monastery was given as **ገዳም**, for those who don't know the meaning of this word before.

Extract 4:

T6.....The robber in the bank *grabbed* the money-----the cashier handed over to him.
እፍስ ማደረግ ማለት ነው grabbed.

Teacher 6 gave the meaning of the word *grabbed* in Amharic, saying *grabbed* means **እፍስ ማደረግ ማለት ነው።**

Extract 5:

T2. What we call Alphabetic order in Amharic...**የፊደል ገበታ**

T2 was giving the meaning of alphabetical order in Amharic as **...የፊደል ገበታ**

Extract 6:

T2.Rope **ማለት ገመድ ማለት ነው።...waist ማለት ወገብ ማለት ነው።**

T2 again offered the meaning of rope and waist in Amharic as given above.

Discussion of the Result

This part provides the discussion of the results in the light to answer the research question. It focuses on the interpretation of the main findings, taking into account how the findings answer the research question. First, it discusses the perception of teachers towards the practice of code-switching. Second, it discusses the actual use and of code-switching.

As evident from teachers' interview report, teachers had different views on the use of code-switching in English classroom. Most teachers perceive code-switching as inevitable classroom phenomenon because of students' incompetence to deal with English. Many teachers view their use of code-switching practice in English classroom is strongly related with students' English language incompetency. Teachers also expressed their concern on excessive use of code-switching in English classroom might have negative impact on students' English language development. However, teachers never ignore the fact that English should be the dominant language in the classroom, switching to mother tongue should be reduced to the level of only providing some facilitative role.

Different code-switching functions were mentioned by teacher respondents. Hence, because of students' incompetence and inability to understand lessons like grammar and vocabulary, teachers are forced to clarify the difficult concepts through students' mother tongue, Amharic in this context. According to their response, students have low English language competence because Amharic had been their medium of instruction in lower grades, and when they come to high school, where English is a medium of instruction, they tend to switch to their mother tongue whenever difficulty to understand English happened. Teachers also use code-switching in situations such as giving instruction and clarifying of difficult points

Macaro's (2000) study somehow concurs with this study by indicating in what situation teachers' code switching occurs. Thus, teachers frequently use L1 when (a) teaching grammar explicitly, (b) providing complex procedural instructions, (c) controlling students' behavior, and (d) checking for comprehension quickly when time pressures dictate. Code-switching becomes a useful communication strategy when the amount of input modification needed is too great for the time allocated to them. It was concluded that code-switching is beneficial when it improves the learning of the TL (Ibid).

Conclusion

The first objective of the research asks for what teachers' perceive about the use of code-switching between English and Amharic. The result of this study revealed that teachers' perception towards CS is more of negative. This is because teachers said they don't want to code-switch in classroom, but they do it as it appeared to be inevitable classroom phenomena where students with low English competence exist. According to their response, basically, code-switching occurred to compromise the incompetence in target language (English). Again, teachers repeatedly warn that the overuse of code-switching will not make students develop their English. However, as seen from their response, teachers admitted code-switching to have some facilitative role in the teaching and learning process. Most of the teachers perceive their own use of code-switching may affect students' English language learning despite it serves some

classroom functions. Based on the finding, therefore, it is concluded that the finding indicated that a negative perception of code-switching was found from teachers' interview response.

The second objective of this study is investigating teachers' code-switching practice in English classroom. The result shows that teachers code-switch to Amharic was made in response to different classroom factors like giving instruction, clarification of vocabulary and grammar points. Based on the finding, it is concluded that there different code-switching functions teachers reported they do, and their students wanted them to do, and teachers actually do in the classroom. These practices include giving instruction, clarification, explaining grammar and vocabulary.

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Working Memory in Bilingual Versus Trilingual Children from Urban High Socioeconomic Indian Families

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Abstract

Linguistically rich country like India has children speaking multiple languages. This is more prevalently observed in the urban Indian metropolitans. Though bilinguals have cognitive gains, trilingual children and their cognitive gains need to be evaluated. A sample of 55 children aged 6 to 8 years, with 27 in bilingual and 28 in trilingual groups, was recruited through purposive non-probability sampling technique from parental reports of their functional linguistic use. They were assessed for background measures of developmental level, intellectual functioning, and socioeconomic status. Working memory tasks comprising of verbal and visuospatial components were conducted on the sample. Results depicted a significant difference between the groups with bilingual children outperforming the trilingual children. Evidence concordant and discordant to these findings are discussed. Recommendations are provided to implore further studies for multilingual homes and formal education set-ups.

Keywords: Working memory, Children, Cognitive, Multilingual, Urban High Socioeconomic families, Language, Typical

India is a land of multiple cultures with language diversity. Each state boasts of different language and culture. Multilingualism cannot be avoided in an urban Indian city. Bilingualism is at the grass-root level in India (Mohanty, 2006). A metropolitan city of India would inevitably be a mixture of cosmopolitan inhabitants. This makes multilingualism an everyday necessity of such a population.

One of India's fastest-growing metropolitan urban cities is Bangalore (World Urbanization Prospectus, n.d.). Known as the "Silicon Valley of India," Kannada, English, Telugu, Tamil, and Hindi, Marathi languages are included in the list of spoken languages (Maps of India, n.d.). Thus, urban bilingualism was 55.70%, and urban trilingualism in Karnataka was 73.84% as per the census 2011. The percentage of bilinguals and trilinguals in Karnataka has been more than the national average (Mallikarjun, 2019).

Many factors could be enlisted for multilingualism in families of Bangalore. Urban private schools which encourage children to learn from multiple languages from their pre-primary levels of education, high inter-state mobility owing to change in locations in the IT industry and other similar sectors, mixed state marriages are some of the reasons many children from these families are also multilingual.

Much evidence has been reported linking executive functioning (EF) skills to a "bilingual brain" (Ramirez & Kuhl, 2017). A significant advantage is noted in terms of attentional control, inhibitory capacity, and cognitive flexibility exhibited by bilinguals across the life span (Bialystok, 2015; Mindt et al., 2008; Engel de Abreu, 2011). Several disadvantages have been noted, such as achievement of conversational proficiency vis-à-vis higher-order cognitive proficiency levels in languages, vocabulary size and semantics of the second language in bilinguals and losing ground of both the languages when immersed in a non-native language environment such as schools (Mindt et al., 2008; Thomas & Collier, 2002).

Most of the current evidence in language development or acquisition, vocabulary development, and cognitive abilities is compared with monolingual and bilingual peers only (Mieszkowska et al., 2017). Nevertheless, these are studies conducted in the west, where few places have as much language diversity as the Indian subcontinent.

Many Indian studies on language acquisition and auditory processing factors in multilingualism have been notable (Prasad & Prema, 2013; Kumar et al., 2020). Research assessed WM in monolingual and bilingual children from Karnataka, India. They found a "bilingual advantage" in their study (Raju & Nataraja, 2016). In another study, SES was linked to language development in Indian children (Dadlani et al., 2018).

Hence, a consideration of social factors is essential to ascertain the nature of cognitive advantages or disadvantages of multilingualism. Specifically, many language acquisition factors come into the picture in the developing child. The age, critical period of exposure and learning, and socioeconomic status (SES) are social factors in language acquisition (Mayberry & Kluender, 2018; Chen & Hartshorne, 2021; Ramirez et al., 2017). Critical periods of language acquisition (in terms of first learning of a native language and then a second language) have been in the debate by theorists, although childhood and pubertal periods are considered most conducive for able language learning (Chen & Hartshorne, 2021; Hartshorne et al., 2018).

The Present Study

Managing and using multiple languages could be viewed as multitasking (Poarch & Bialystok, 2015). While multitasking, various cognitive skills related to working memory (WM)

could be at use. WM is one of the core EF functions (Miyake et al., 2000). It is a system that stores information over short periods and when this information is used to complete some goal-directed activity (Redick et al., 2015). WM is one of the important parameters of information processing in human development and the maturation of cognition (Cowan, 2016). This area of research has impacted many aspects, including language development and skills.

The present study explores our understanding of multilingualism in children vis-à-vis WM. There are two groups of children from the urban city of Bangalore. The first group (referred to as BL_{Children} hereafter in the study) is the children with conversational and functional usage and proficiency of two languages. The second group (referred to as TL_{Children} hereafter in the study) is the children with conversational and functional use and proficiency in three languages. Both the groups are classified based on the report of their biological mothers (the primary caregivers in both groups). These two groups of children are from high socioeconomic (SES) backgrounds. They are similar in age, IQ, and developmental assessment.

The moot question raised in this study is based on the evidence of better EF skills in bilinguals (Mindt et al., 2008). Hence the children switching more than two languages (TL_{Children}) might differ from the BL_{Children} in the EF skill (Poarch & van Hell, 2012) --- in this study, WM. So, is there a "trilingual advantage" in the high SES school-going children in WM? If there is an advantage, is it to be observed in verbal, visuospatial, or both the components of WM. What could explain the findings?

This study attempts to compare school-aged BL_{Children} and TL_{Children} on the verbal and visuospatial components of WM. The following research questions are associated with this study.

Research Questions

1. Is Verbal WM performance significantly different in the BL_{Children} in comparison to the TL_{Children}?
2. Is Visuospatial WM performance significantly different in the BL_{Children} in comparison to the TL_{Children}?

Operational Definitions

1. TL_{Children} = Children who have three languages in conversational fluency and functional use. The three languages being: (a) Native language of the child
(b) English
(c) Language X (another native language of Karnataka, India)

2. BL_{Children} = Children who have two languages in conversational fluency and functional use. The two languages being: (a) Native language of the child
(b) English
3. WM = Standardized and valid tests were used for measuring verbal and visuospatial WM. N-Back tests for verbal WM and N-Back and spatial span tests for visuospatial tests.
4. SES = Measured using a valid test based on parental education, annual income, occupation.

Method

A cross-sectional exploratory study was designed. The sample was recruited only with the written consent of the parents and the assent from the children. The data included in the manuscript is compliant with all the ethical rules necessary for bio-behavioral research (Venkatesan, 2009a). The period of collection of the data was from May 2019 to October 2020.

Participants

A non-probability purposive and snowball techniques were used to collect the sample. The sample consisted of typically developing probands (N= 55) in 6 to 8 years, including boys and girls. This sample consisted of:

- (a) Typically developing probands with the functional use and conversational fluency of exactly two languages. The children spoke *Native Language-English*. The children of this group will be referred to as **BL_{Children}** hereafter in this study.
- (b) Typically developing probands with the functional use and conversational fluency of exactly three languages. The children spoke *Native Language-English-Language X*. Language X was one other of the native languages spoken in the state of Karnataka. The children of this group will be referred to as **TL_{Children}** from hereafter for this study.

Recruitment of Clinical Sample

Families from the schools/apartment dwellings/communities in east Bangalore were shortlisted. These families were contacted and requested to participate in the study. A total sample of 28 probands in BL_{Children} and 27 probands in TL_{Children} were recruited. The children were of Indian origin, right-handed with no visual-hearing impairment, and studying in English medium private schools.

Criteria for the inclusion of the probands were according to Table 1.

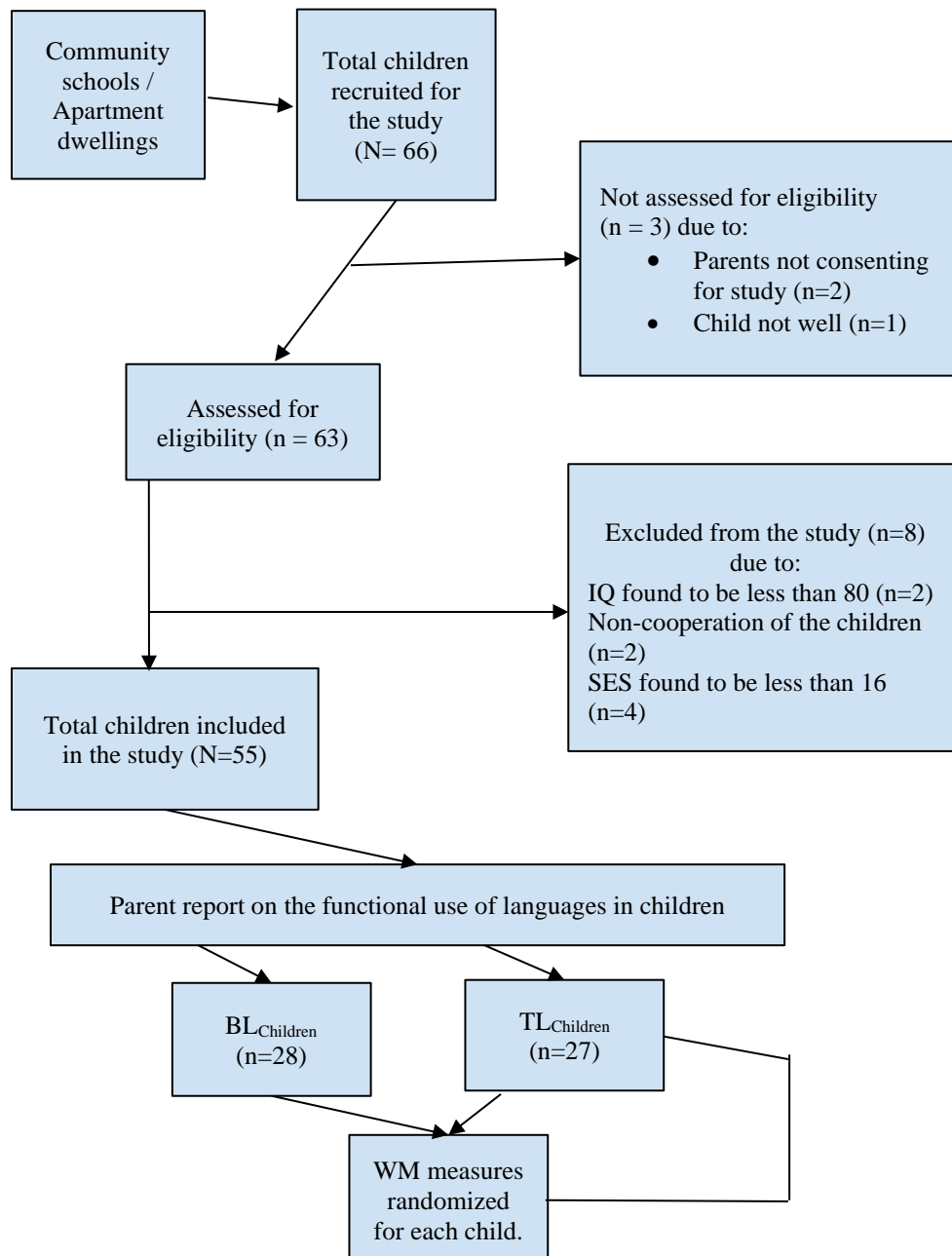
Table 1*Inclusion Criteria for BL_{Children} and TL_{Children}*

No.	BL _{Children}	TL _{Children}
1.	In the ages of 6 to 8 years	In the ages of 6 to 8 years
2.	Having no delay in any of the developmental domains	Having no delay in any of the developmental domains
3.	IQ of equal or above 80	IQ of equal or above 80
4.	Staying with biological parents	Staying with biological parents
5.	Children not on medication	Children not on medication
6.	Belonging to high SES	Belonging to high SES
7.	Family size of 4 or 5, including the child	Family size of 4 or 5, including the child
8.	Both the parents staying together	Both the parents staying together
9.	Children are of Indian origin	Children are of Indian origin
10.	Uses two languages in conversational fluency and functional use	Uses three languages in conversational fluency and functional use
11.	Only English as the medium of instruction in school	Only English as the medium of instruction in school
12.	Living and growing in Bangalore	Living and growing in Bangalore

Note. The recruitment of the sample was based on the inclusion criteria used for the study.

The recruitment of the sample is portrayed in the flow diagram in Figure 1.

Figure 1
Flow Diagram of the Recruitment of the Sample



Note. The recruitment of the children for the two groups is depicted here.

In the group of BL_{Children}, there were 17 boys (60.71 %) and 11 girls (39.29 %). In the TL_{Children} group, 17 boys (62.96 %) and ten girls (37.04 %). Table 2 provides the characteristics of the sample. The children were maximum in grade II for both groups (BL_{Children} = 67.9%; TL_{Children} = 55.6%).

Table 2
Characteristics of the Sample

Variables		BL _{Children}	TL _{Children}
N		28	27
Boys : Girls		17 : 11	17 : 10
Education (in %)	Upper Kindergarten	---	3.7
	Grade I	21.4	25.9
	Grade II	67.9	55.6
	Grade III	10.7	14.8

Note. The sample size, gender ratio, and education of the children are provided in this table.
N = 55

Tasks and Procedure

The investigator (first author) used a computer-coded and amenable data intake and record sheet for every child to facilitate ease of scoring and administration of the measures. The probands and their parent/s were assessed in well-lit rooms of either the clinics/centers or their homes in two or three sessions of 45 minutes each by the investigator who has a Rehabilitation Council of India (RCI) approved pre-doctoral qualification in clinical psychology and doctoral qualification in psychology. The details of the tasks presented are provided in the following inter-related sections.

1. ***Assessment of background variables in probands:*** They were assessed on development and intellectual ability measures.

- (a) *Assessment of development:* This was done with Activity Checklist for Preschool Children with Developmental Disabilities (ACPC-DD; Venkatesan, 2004). The number of items in each of the eight child development domains is fixed at 50 items. On each item, the child receives a score from 0 to 5 depending on the level of assistance required to perform that given item. Children with no delays in any of the domains were included.
- (b) *Intellectual Functioning:* Intellectual functioning was assessed using the Binet-Kamat Intelligence Scale (BKIS; Kamat, 1967; Venkatesan, 2002). It is a normatively indexed age scale. Many tasks combining both speed and power in their verbal, numerical, and

visuospatial components are included. Scoring is in the form of credits for partial or complete successful completion of each task. Basal, Ceiling, and Mental ages are computed to derive intelligence quotient (IQ) accordingly. Though BKIS has been outdated, the test has been robust through the times (Gopalkrishnan & Venkatesan, 2019). Hence, scoring has been according to the newer calculation of adjusted IQ as proposed to the same item list (Roopesh, 2020).

- (c) *Parent Report of Child's Language Skills:* A direct report on the child's conversational fluency and functional language use from the parent (mother) was obtained. The BL_{Children} were either simultaneous bilinguals who grew up learning both the languages or learned their native language at home and learned the second language as English at school. Similarly, the TL_{Children} used three languages either through the parents, school, or the surrounding community setting. Both the groups of children were exposed to the languages from birth to five years of life.
- (d) *Socioeconomic Status:* The family's SES of the child was assessed using NIMH-SES readapted version (Venkatesan, 2009b), as direct questions might elicit vague or inappropriate answers. A family SES score of 16 and above were included.

2. **Assessment of Working Memory:** Probands were assessed for the following variables using the measures as given below. The measures of WM were administered to both the groups in random order as provided from the table of random sets generated using computer software (Urbaniak & Plous, 2013). N-back and Spatial span tasks were incorporated to measure verbal and visuospatial components of WM for both probands. The tasks for probands are from the NIMHANS Child Neuropsychological Battery (Kar et al., 2004).

3.

- (a) *Verbal WM:* Verbal 1-back was presented for probands consisting of 30 consonants from Indian languages. The child is to tap his hand on the table if the consonant gets repeated consecutively. The 2-back task consisted of 54 consonants. The child responds by tapping the table if the consonant gets repeated after an intervening consonant.
- (b) *Visuospatial WM:* Visual 1 and 2 back tasks for both groups of children consisted of 36 cards of the same dimensions, with a black dot placed randomly on the card, again of the same dimension throughout. In the 1-back task, the child will respond by tapping the table if the dot repeats itself in the same location consecutively. In the 2-back task, the child responds if the dot is seen at the same place after one intervening random card. The number of accurate responses and errors in both the verbal and visual tasks form a score.

The span task for the probands consisted of 1-inch cubes of 4 arranged in a row with 1 inch in between. The examiner used the fifth cube for different sequences as provided in the NIMHANS Child Neuropsychological Battery (Kar et al., 2004). The child

should repeat the sequence exactly like the examiner. Both forward and backward sequence is provided, and the accuracy scores are the number of correct sequences tapped for both the conditions. The total score being the scores obtained on all the successful trials.

Data Analysis and Statistics

All analysis proper was conducted using the SPSS (version 23.0; IBM Corp, 2015). Data were screened for skewness, kurtosis, and normality using Shapiro Wilk's test. Depending on the obtained results, parametric (normal distribution) and non-parametric (skewed distribution) tests were conducted to infer appropriately.

Results

The study's findings are presented in the following two distinct but interrelated headings: (a) Sample demographic characteristics (b) Distribution of WM scores for the sample.

(a) Sample demographic characteristics

A perusal of demographic characteristics of the sample (Table 2) shows the probands (N: 55) were on average in the early childhood of development and with an average intellectual functioning of 112. Table 2 depicts the demographic details of age, SES, and development of the sample. Their mean level of development for both groups was 1967-1968 scores. The average age group of the children was 6.7 years. The children's family belonged to high SES at the time of assessment. Age ($t = 0.40, p > .05$), IQ ($t = 0.15, p > .05$), SES ($t = 1.14, p > .05$), and developmental level ($t = 0.13, p > .05$) of the children in both the groups were not significant.

Table 3

Demographic Details for the Sample

Variables	BLChildren (N = 28)			TLChildren (N = 27)			t-test	p-value
	Mean	SD	Range	Mean	SD	Range		
Age	6.79	.56	8 - 6	6.73	.54	7.8 - 6	0.40	.69
SES	19.86	.45	20 - 18	19.96	.19	20 - 19	1.14	.26
Developmental Scores	1967.25	20.7	1996-1931	1968.15	28.57	2000-1891	0.13	.89
Intellectual Functioning	114.99	13.00	95.31-145.94	115.55	14.31	93.44-158.13	0.15	.88

Note. The details on age, socioeconomic status, developmental level, and intellectual functioning of the children.

N = 55

p > .05

Table 4 depicts the distribution of scores on the cognitive functions --- WM. They were classified as verbal and visuospatial WM.

Table 4

Distribution of WM Scores for the Sample

Variables	BLChildren (N = 28)		TLChildren (N = 27)		Z	p-value
	Mean Ranks	IQR	Mean Ranks	IQR		
Verbal WM Composite	33.23	4.00	22.57	6.00	-2.48	.01*
Visuospatial WM Composite	33.41	4.75	22.39	7.00	-2.56	.01*

Note. Verbal and visuospatial WM scores is computed as a composite and compared for the two groups of children.

N = 55

*p < .01

Table 5

Distribution of Errors for the Sample

Variables	BLChildren (N = 28)		TLChildren (N = 27)		Z	p-value
	Mean Ranks	IQR	Mean Ranks	IQR		
Verbal WM Errors Composite	25.34	6.50	30.76	6.00	1.26	.21
Visual WM Errors Composite	25.14	8.50	30.96	10.00	1.35	.18

Note. The errors for the verbal and visuospatial WM are computed as composites for both groups of children.

N = 55

p > .05

Two cognitive functions --- verbal WM and visuospatial WM composite score performance for the two groups of children is provided. A non-parametric test (Mann-Whitney U statistic) was used to analyze the group differences on the tasks. Composite scoring was attempted to assess the performances of the two sets of parents broadly. Meaningful grouping of verbal and visuospatial components was attempted to compute the composite variable (Song et al., 2013). Further, the sum of each of the tasks' raw scores was taken as a natural weighting composite. The composite provided one unified score for each construct/component related conceptually (Riordian, 2017). One advantage of creating such composites, according to Riordian, was also to reduce the Type 1 error in cognitive outcome studies. Hence, verbal composite accuracy/error scores were computed as the sum of verbal 1-back, 2-back tasks. The visual accuracy score composite was computed as the sum of visual 1-back, 2-back tasks and spatial span forward and backward tasks. Visual error composite is the sum of visual 1-back, 2-back task conditions' omission, and commission errors.

The results have been detailed in the following subsections for more clarity:

- (a) Composite accuracy scores
- (b) Composite error analysis

Mann-Whitney U test for the group signifies both the verbal and visuospatial WM for the BL_{Children} and TL_{Children}.

(a) *Composite Accuracy Scores*

For the BL_{Children}, the range of accuracy scores is higher in comparison to that of TL_{Children}. The trends in accuracy scores are seen to be in the same direction for the groups. A comparison of BL_{Children} and TL_{Children} performance depicts that, on average, BL_{Children} have scored more in the verbal tasks. Given the higher mean ranks in accuracy scores and smaller variation, BL_{Children} outperformed TL_{Children} in the N-back verbal stimuli tasks. The two groups' performance on the visuospatial WM show a similar picture. Higher mean ranks and lower variation by the BL_{Children} depict that the performance of BL_{Children} was better than the TL_{Children}. These findings support our first and second research questions positively.

(b) *Composite Error analysis*

Additional analyses of the distribution of errors for the two groups are provided in Table 5. Contrary to accuracy scores, there seems to be no significant difference in all task errors on verbal and visual components. The omission and the commission errors on the verbal tasks are the same for the BL_{Children} and TL_{Children} with slight variation and similar mean ranks. The omission and the commission errors on the visual tasks are the same for the BL_{Children} and TL_{Children} with slightly higher variation but with similar mean ranks. Hence the BL_{Children} and TL_{Children} have performed similarly on verbal and visual tasks based on their analysis of errors.

Discussion

Children can learn three languages for many reasons (Schroeder & Marian, 2017). The present study assessed the performance of bilingual and trilingual children across a set of tasks assessing verbal and visuospatial WM. Based on the research questions raised, both verbal and visuospatial WM performance was significantly different between the BL_{Children} and TL_{Children}.

"Bilingual effect" is the difference in the task performance between the bilinguals and monolinguals on various cognitive measures (Engel de Abreu, 2011). In this study, BL_{Children} significantly performed better than the TL_{Children} in the WM tasks. Hence concordant with many studies, only a "bilingual" effect could be observed in this study and not a "trilingual effect." This could mean that the performance is not enhanced when dealing with more than two languages. The results raise the question of why there is a dip in the performance of the TL_{Children}.

Many studies provide no evidence of cognitive gains in TL_{Children} in comparison to BL_{Children}. For instance, Poarch and van Hell (2012) ran experimental tasks with children ages 5 to 8 years. The children had varying backgrounds of language classified into monolinguals, second language learners, bilinguals, and trilinguals. The children were assessed on attentional control and interference tasks. The results showed that bilinguals and trilinguals were exerting more control on attention than the other two groups of children. However, no significant difference emerged between the attentional control or the interference tasks between the bilingual and the trilingual children. These findings allowed them to discuss that negotiating with two or more languages daily does not increase EF skills such as attentional control. In another study, Poarch and Bialystok (2015) assessed 203 children aged 8 to 11 years, classified as monolinguals, partially bilingual, bilingual, and trilingual. They found no evidence of advantage in TL_{Children} when compared to BL_{Children} on an EF skill task.

Schroeder and Marian (2017) explain the scenarios when there is no "advantage" of trilingualism in children and young adults.

1. They base multilingualism on the demand-and-supply-hypothesis of a cognitive process. And accordingly, one would expect more cognitive gains in trilingual. But if the demand on the cognitive process is not due to trilingualism, then no gains will be observed. In the context of the present study, the BL_{Children}'s cognitive demand and supply are probably observed as better performance rather than the TL_{Children} (Schroeder & Marian, 2017).

2. The tasks of N-back and Spatial span, which were used in the present study, were more complex and challenging for trilingual children. The N-back task uses familiarity and recognition-based discrimination (Jaeggi et al., 2010). The spatial span task involves active recall and processing of information while holding it temporarily. As the complexity increases with the tasks (such as in 2 N-back tasks of visuospatial WM), retrieval of items requires the ability not just to focus but to shift attention (Verhaeghen & Basak, 2005). Many studies on attentional network interference control have been conducted. Studies on WM tasks in trilingualism have been sparse.

3. The sequence or learning pattern of the languages in the present study sample has not been elicited. Suppose TL_{Children} is immersed in their second and third language simultaneously. In that case, their demand on the cognitive process might not yield any gains. As the cognitive demands could be competing, the gains on the cognitive tasks could not be observed (Schroeder & Marian, 2017).

A few drawbacks of the present study are the evaluation of proficiency of the second and third languages. Again, the sequence of learning in the TL_{Children} needs to be elicited. Hence the present parent report is subject to theoretical sophistication alone. So, it is highly recommended that future studies consider objective scales of evaluating language proficiency in children. Further, higher sample size to extend and generalize the results of the present study is warranted. Assessing other EF skills in a similar Indian sample of multilingual children is needed. Such as assessment should consider family factors such as the number of children from mixed state marriages, the presence of a hired caregiver with a different language background for the children, presence of a sibling who could influence the child's language development are all factors of language constellation that should be considered. Family factors and support are major factors affecting multilingualism in children (Arnaus Gil et al., 2020). These findings need further exploring vis-à-vis multilingual homes and in formal education set-ups.

Conclusion

Language is a multifaceted, dynamic, and complex process (Levine et al., 2016) in a developing child, which might involve many other higher-order brain functions. WM performance is better in bilingual children of the present study in comparison to trilingual children. Indian studies are needed to implore these results with a better design and analysis.

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EFL Teachers' Cognition and Actual Classroom Practices of Reading Instruction in Secondary Schools at Akaki-Kality Sub-city Addis Ababa: Grade 9 and 10 in Focus

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Abstract

Knowing teachers' cognition and practices is important for understanding and improving educational processes. Over the last four decades, researchers have emphasized the significance of disclosing teachers' cognition and their actual classroom practices in better understanding the reality of the classroom and improve educational process. The main purpose of the study was to investigate secondary school EFL teachers' cognition and classroom practices of reading instruction at Addis Ababa City. To this end, the study employed descriptive research design. To gather data, three data gathering instruments, i.e., questionnaire, interview and classroom observation were used. The questionnaire and interview were used to explore EFL teachers' cognition of reading instruction whereas classroom observation was conducted to see teachers' actual classroom practices of reading instruction. Regarding the research site and participants, 70 English language teachers of grade nine and grade ten across eight secondary schools at Akaki-kality sub-city were made to involve in filling the questionnaire. Interview and classroom observation were arranged with eight teachers (one from each eight schools). To gather the required data, the participants of the study were selected purposively. Finally, the data attained by using questionnaire, interview and classroom observation was analyzed quantitatively and qualitatively. The quantitative data (data from questionnaire) was analyzed by using SPSS version 20, whereas the qualitative data (data from interview and classroom observation) were narrated and described.

The finding revealed that EFL teachers' conception of reading instruction was found to be the bottom-up lower level process approach of reading instruction which gives much priority

to the language clues the text supplies in understanding a text. The finding also showed congruence between teachers' cognition and their actual classroom practices.

Keywords: teachers' cognition, reading instruction, classroom practice, secondary school, Addis Ababa

1. Introduction

Up to the late 1970s, L2 teaching was considered as a skills-based profession. During this period, teachers were not considered as having 'mental lives' (Freeman, 2002). Teacher education programs consisted of prescriptive techniques in which teacher trainers determined the desirable teaching behavior by carefully shaping teaching skills. In this case, until the mid-1970s teachers were viewed as performers and skill learners who were reciting other people's ideas. This thinking saw teachers like robots which did not have thought of themselves but programmed to perform.

Parallel to this, the focus of research on teachers' education prior to the 1970s was on teachers' observable classroom behavior which was called the process-product approach to the study of teaching. This approach was mainly concerned with the relationship between teachers' classroom behavior, students' classroom behavior and students' achievement (Clark & Peterson, 1986). This paradigm viewed teacher behavior as the cause and student learning as the effect. From this perception, learning was seen as a product of the behaviors performed by teachers in class (Borg, 2006). Teachers' thought processes, i.e., their thinking, decision-making, and judgments, were massively ignored during that period (Erkmen, 2014).

Later, in the 1970s, influenced by the advances in the cognitive psychology, the popularity of ethnographic and qualitative methodology, and the conception of teaching as a thoughtful profession, teacher education researchers have demonstrated an unprecedented interest in and enthusiasm about certain aspects of teacher cognition and their relationship to sound pedagogical practices in the classroom (Fang, 1996). This marks a new dimension of research in second language teaching. So, from this period onwards, the focus of research on teaching learning shifted from observable teacher behavior with student achievement to a focus on teachers' cognition (thinking, beliefs, planning and decision-making processes.)

The emergence of a substantial body of research now referred to as teacher cognition is the most significant advancement in the field of L2 teacher education. These studies of teacher cognition have helped capture the complexities of "who teachers are, what they know and believe, how they learn to teach, and how they carry out their work in diverse contexts throughout their careers" (Johnson, 2006). According to Harste and Burke (1977) Teachers make decision about

classroom instruction in light of cognition they have about teaching and learning. Hence, teachers' cognition influences their goals, procedures, materials, classroom instruction patterns, their roles, their students and the school they work in.

According to Golombek (1998), language teachers' cognition (attitudes, values, and beliefs combined with their experience and theoretical knowledge), usually guide their instructional practice. The interrelationship between cognition and practices is more commonly understood in terms of teachers' beliefs or personal constructs determining how they approach their teaching. Teacher cognition becomes particularly important in classrooms when they are dealing with complex, ill-defined situations. At this point, according to Nespor (1987), cognition has a great value in determining practices and behaviors.

In the area of language teaching, researchers have examined how cognition (beliefs and knowledge) have informed the instructional practices and decisions of teachers of English as a second language (e.g., Borg, 2003; Golombek, 1998). There has been a good deal of empirical evidence that highlights the significance of teacher cognition in understanding teacher behavior. Kagan (1992), for example, highlights the relationship between teachers and classroom instructions pointing out that a teacher's cognition tend to be associated with a congruent style of teaching. Similarly, Pajares (1992) also notes that the cognition teachers have influence their perceptions and judgments which consequently affect their behavior in the classroom. Richards (1996), whom he refers teachers' cognition as maxims states that maxim is developed from their experience of teaching and learning, their teacher education experiences, and their own personal beliefs and values systems; they function like rules which guide their instructional decisions and pedagogical choices. According to him, identifying the maxims which teachers have might provide a useful perspective on teachers' understanding of teaching and motivation behind their actions.

Teachers are important agents in developing students' reading skills and teachers' cognition could be an influential factor in their teaching and reading practice (Borg, 2006). It can be said that the fact that teachers develop or hold beliefs regarding knowledge, instruction and students which in turn positively or negatively influences their classroom practices.

Such study of EFL teachers' cognition and practice in the context of Ethiopian education seems scanty. Classroom teachers tend to be disregarded in educational decision making processes like in curriculum development, textbook and material preparation and instructional designing (Birhanu, 2006). As Seyoum (1996) indicates, the overall education system seems to reflect a top down curriculum that gives little room to entertain teachers' beliefs, opinions, suggestions, and comments. Even, still the trend of studies on the teaching of English as a foreign language in

secondary school persists to be the process-product paradigm focusing on what teachers did in the classroom and what students achieved. So, by focusing exclusively on EFL teachers' cognition and practices regarding reading instruction, this work has provided insights into how cognition shapes instructional decisions teachers made. Furthermore, investigating the interplay between language teachers' cognition and their classroom practices in specific language skills such as reading is valuable; they can lead to findings which are significant to the field of language education (Borg, 2003).

Thus, the study intended to find answer for the following research questions.

1. What are EFL teachers' cognitions about reading instruction?
2. How do teachers conduct instructional practices in teaching reading?
3. Is there any relationship between teachers' cognition and their classroom practices?

2. Review of Related Literature

2.1 Concept of Teacher Cognition

The concept of cognition has been defined and conceptualized differently by different scholars. For example, Borg (2003) defines teacher cognition as teachers' beliefs, knowledge, theories, attitudes, images, assumptions, metaphors, and conceptions, perspectives about teaching, teachers, learning, students, subject matter, curricula, materials, instructional activities and self (p.41). According to Kagan (1992), teacher cognition includes teachers' thoughts about instruction and beliefs about students, classrooms, learning, and their own teaching performance. Still many others use different terms to define teachers' cognition, for example, "teachers' personal theories" (James, 2001), "teacher knowledge" (Freeman, 2002), "teachers', theories" (Borg, 1999). These terms, including teachers' beliefs, teachers' knowledge and teacher thinking, comprise the broader concept of teacher cognition.

One of the most reputable researchers in the field, Borg (2006) proposes a framework of teacher cognition. In his cognition framework there are four main aspects which need to be addressed when investigating language teacher cognition: teacher's prior language learning experiences, conceptualizations of second or foreign language teaching during teacher education, contextual aspects, and classroom practices.

Teachers' concepts about teaching and learning are established early on in schooling experience. These early concepts may continue to be influential throughout their professional lives. Teachers' concepts about teaching and learning may be affected by later by professional preparation programs in which they receive training, teaching apprentices, and new pedagogical orientations. However, when teachers are at work, some contextual elements such as curriculum

and teaching culture also influence their practices which may be more or less congruent with their underlying cognition. Meanwhile, teachers' ongoing experience in classrooms may simultaneously shape their cognition unconsciously or consciously through reflection.

2.1.1 Teacher Cognition and Prior language Learning Experience

Beliefs established early on in life are resistant to change even in the face of contradictory evidence (Nisbett & Ross, 1980 cited in Borg, 2003). Such beliefs take the form of episodically stored material derived from critical incidents in individuals' personal experience (Nespor, 1987). Supporting this fact Lortie (1975) claims that there is what is called "apprenticeship of observation" where teachers learn a lot about teaching through their vast experience as learners. Thus, teachers' prior language learning experience influence teachers' cognition about learning, which forms the basis of their initial conceptualizations of EFL teaching during teacher education, and which may continue to be influential throughout their professional lives (Borg, 2003). For example; Bailey et al (1996) asked seven MA candidates to write autobiography on the role of their language learning histories in shaping their current teaching philosophies and practice. As a result, the writers identified several factors related to teaching and learning situations which had made their own language learning experience positive. These factors are:

1. Teachers personality and style mattered more than methodology;
2. Teachers were caring and committed, and had clear expectations of their students;
3. Teachers respected, and were respected by the students;
4. As students, their motivation to learn enabled them to overcome inadequacies in the teaching; and
5. Learning was facilitated by a positive classroom environment

By exploring their experiences in this manner, Bailey felt that they were able to begin to articulate their own theories of teaching and to become aware of their origins.

2.1.2 Teacher Cognition and Teacher Education

There is a dividing opinion among scholars on the significance of relationship between teacher cognition and teacher education program. Mainstream educational research has shown that at the start of teacher education program, students may hold inappropriate, unrealistic or naïve understandings of teaching and learning, which has been proved to be true in the field of language teaching (Freeman, 1992; Borg, 2003). In terms of the impact of teacher education on

teacher cognition, an influential review by Kagan (1992), often referred to in language teaching studies, suggested that the relationship is not significant.

However, a study by Richards, Ho & Giblin (1996) proved kagan's claim wrong. After offering an introductory teacher training course for five students, they found out cognition change in relation to such points as their conception of their role in the classroom, their professional knowledge, their concerns for achieving continuity in lessons, and the manner in which they evaluated their own teaching. In terms of cognition change, they concluded that though the trainees, did not change in a homogeneous way; there was variability in the extent to which each of the trainees mastered the principles underlying the course, with each interpreting the course in individual ways on the basis of their teaching experiences and their own beliefs and assumptions about themselves, teachers, teaching, and learning (Borg, 2003).

Although there is no agreed statement on the relationship between teacher cognition and teacher education program, various studies do reflect the eclectic feature of teachers' cognition under certain teacher education program, which may well elicit some pedagogical implication. Moreover, although pedagogical knowledge is seen by Richardson (1996) as the least powerful factor affecting beliefs of teaching in teacher education program, studies indicate considerable differences between pedagogically and non-pedagogically educated teachers in terms of their classroom behavior. In this case, EFL teacher cognition should be surfaced and acknowledged during the teacher education program if the program is to make a difference in the deep structure of cognition held by the student teachers.

2.1.3 Teacher Cognition and Classroom Practices

During the past 40 years, research on teacher education has made major advancement in studying the complex relationship between teacher cognition and classroom practices, acknowledging the interactive relationship between them. Given the effect of cognition on people's behaviors, researchers have long assumed that teacher cognition influence the way they design and interact in their classes. Moreover, collective studies from the mainstream literature show that language teachers' classroom practices are shaped by a wide range of interacting and often conflicting factors and teachers' cognitions emerge consistently as a powerful influence on their practices (Borg, 2003).

Cognition is often identified as precursors to behavior (individual enact practices based on the beliefs that they hold (Pajares, 1992). What teachers do in the classroom is said to be governed by their cognition and these cognition often serve as a filter through which instructional judgments and decisions are made: a cognition about language learning and teaching that they

apply when they plan their instruction; choose the teaching strategy, the media, the material and the type of resources; interact and communicate with their students in the class; manage classroom; and react to whatever possible conditions in the classroom. Being aware or not by certain cognition in their mind, the teachers are influenced by this belief when they think, react and respond during their professional routine tasks and performance. In line to this Richards (1998) stated that a primary source of teachers' classroom practices is belief systems: the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom.

Researchers discovered that teachers' classroom practices were found to reflect their cognition. For example, a study by Johnson (1992) about the relationship between ESL teachers' theoretical beliefs and their classroom practices examined that the majority teachers held clearly defined theoretical beliefs: skill-based (emphasizing the practice of discrete skills, attending to the accuracy of language production, and promoting memorization), rule-based (focusing on the learning of grammar rules and the practice of structures in meaningful contexts), and function based (promoting the use of authentic materials, communication-oriented activities, and the appropriate use of language in real situations) approaches, which reflect their preferred teaching approach. The observation result with three teachers showed that teachers who possessed clearly defined theoretical beliefs revealed that the teachers designed their reading and writing activities in accordance with their beliefs. Thus, Johnson concluded that there is such a relationship between cognition and practice.

2.1.4 Contextual Factors Affecting Classroom Practices

Within the framework of education, the context in general may have several interpretations and implications. It may concern the classroom itself and every component within this setting, for instance, facilities, materials, and physical resources (e.g., classroom, board, markers, equipment, and environmental conditions and location in respect to other classrooms). Institutional context may refer also to the school regulations, philosophy, materials, facilities, libraries, and whatever other component exists of the school beyond the classroom that affects teachers and their practices. Context, from a broader perspective, can also refer to the atmosphere outside the school, for instance school location, neighborhood, and norms, to mention just a few. Institutional contexts can, therefore, be viewed from different perspectives, as they play an important role in relation to teachers' work.

Numerous theorists and researchers, working in the field of education, have emphasized the effects of social, cultural, and economic contexts on teaching and learning. Borg (2006) claimed that there are relationships between teachers' cognition, practices, and context. He explains that

these relationships are not unidirectional or linear, and thus this may occur in a variety of ways in an infinite possibility of contexts and situations. In discussing the impact of context on language teachers' practices in particular, Borg notes that the social, institutional, instructional, and physical settings in which teachers work have a major impact on their cognition and practices. The study of cognition and practices in isolation of the contexts in which they occur will inevitably, therefore provide partial, if not flawed characterizations of teachers and teaching.

Some studies have explored the relationships among the context, teachers' cognition, and teachers' practices. For instance, the Johnson et al. (2012) study draws on a questionnaire with 87 items and examines the views of over 25,000 teachers across the United States. Outcomes from the study revealed that work context has a strong influence on teachers' work, even more than financial considerations. All in all, contextual factors emerged as a key variable in teachers' choices, not only within the boundaries of the classroom, but also in their teaching careers.

2.2 Approaches of EFL Reading Instruction

“A reading approach is theory of what is going on in the reader's eyes and mind during reading and comprehending (or miscomprehending) a text” (Davies, 1995, p.59). Approaches of the reading process try to explain and predict reading behavior. They are the bases on which reading instructions are built. At this section, the researcher made an attempt to explain what strategies each of the three models is based up on.

2.2.1 Bottom-up Approach

The bottom-up approach, some calls it, the traditional approach, views reading instruction as a passive lower-level decoding process. A bottom-up approach focuses on linguistic clues to comprehend a text (Carrell, 1988). This means that this approach sees reading primarily as a process of reconstructing the authors intended meaning by recognizing the printed letters and words, and building up the meaning for a text from the smallest textual units at the “bottom” to the largest textual units at the “top.” Traditional approach advocates argue that if a person is able to correctly decode a text, meaning and understanding will follow. The text contains the message and through the act of decoding the text, the reader discovers what the message is.

Kuzborska (2011) point out the roles students and teachers should do in the classroom in the skill-based approach reading instruction. He pointed out that students should read words accurately by focusing on pronunciation. They must also know all words in a text in order to understand it by learning a lot of vocabulary. In addition to that, they should learn grammar to help their reading comprehension and use translation to improve their comprehension.

On the other side, teachers should transmit necessary knowledge and skills, frequently ask students to read aloud, teach word chunks in English such as prefixes and base words, follow textbook by covering all possible material and activities, ask factual questions on some details in a text, teach new vocabulary before reading, immediately correct student's oral mistakes, discuss a text with the whole class and use textbooks that are graded and sequenced in terms of language structure and vocabulary. Teachers do those things with the purpose of helping students read accurately, pass exams, understand grammar, improve students' vocabulary and their reading fluency. Ibid

2.2.2 Top-down Approach

As opposed to bottom-up approach, in this view, reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading. Reading, in this sense, is a dialogue between the reader and the text (Grabe, 1988,). It is seen as an active cognitive process in which the reader's background knowledge plays a key role in the creation of meaning. Reading is not a passive mechanical activity but "purposeful and rational, dependent on the prior knowledge and expectations of the reader (or learner). Reading is a matter of making sense of written language rather than decoding print to sound (Smith 1994, 2).

Another theory closely related to top-down processing also had a major impact on reading instruction. Schema theory describes in detail how the background knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience with the world is crucial to deciphering a text. The ability to use this schemata, or background knowledge, is fundamental for efficient comprehension to take place.

Kuzborska (2011) suggests that under this approach there are different roles given to students and teachers. For example; students should create their own meaning of a text, relate their background knowledge and experience to a text, guess unknown words by using context, read extensively and silently in and out of classroom with no exercise after reading, read a text selectively by focusing on certain parts that are interesting to them, develop their learning of reading naturally with little explicit teaching of reading, role-play what they understand from a text, discuss their reading in a working group, and reading texts that are interesting to them and chosen by them.

Whereas the roles of teachers under this approach are to assess students on their writing, speaking, and performing rather than multiple-choice or short-answer tests, use do pre-reading activities such as looking at graphs and headings, ask inferential questions, teach vocabulary

incidentally when meeting new words in a text and when students ask. Teachers do those things with the purpose of developing students' reading interest.

2.2.3 Interactive Approach

The word interactive in this approach refers not to the interaction between the reader and the text as in schema theory but to the interaction between bottom-up and top-down processing skills. Interactive approach, some calls it the balanced approach, is derived from interactive models that view reading as a combination of both higher and lower-level processes. It acknowledges that lower level processing skills are essential for fluent and accurate reading; it also emphasizes that as bottom-up processing becomes more automatic, higher-level skills will become more engaged. In this regard, Eskey (1988) explains that the interactive model takes into account the continuous interaction between bottom-up and top-down processing in the construction of the meaning of a text. Although good readers decode automatically with little cognitive effort, second language learners need help in decoding, since for them language is a key problem that cannot be solved by guessing.

Grabe (1988) also explains that the reading process in interactive approach is not simply a matter of extracting information from the text. Rather, it is one in which the reading activates a range of knowledge in the reader's mind that he or she uses, and that, in turn, may be refined and extended by the new information supplied by the text. During reading, the reader constructs a personal interpretation of a text; there is an interaction between the reader and the text. The reader also tries to get at the author's original intentions; there is an interaction between the reader and the author. And there is also a constant interaction between the lower-level bottom-up strategies and the higher level top-down strategies the reader employs.

3. Materials and Methods

3.1 Research Design

The main aim of the study was to seek data from participant ELT teachers about their cognition and practices of reading instruction and to explain the relationship between their cognition and actual classroom practices. To this end, descriptive research design with mixed method was employed. Mixed methods is an emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than separate quantitative and qualitative data collection and analysis do (Creswell and Plano Clark, 2017).

3. 2 Setting and Participants

This study was conducted at Addis Ababa, Akaki-Kality Sub-City. The population of the study comprised of secondary school (grade 9 and grade 10) teachers who were working during the second semester of the year 2021 G.C.

The participants of the study were grade 9 and grade 10 English language teachers. Seventy (70) English language teachers at public schools of Akaki-Kality sub-city were involved in this study.

3.3 Sample Size and Sampling Technique

The sub-city used for this study (Akaki-Klity sub-city) is one of the ten administrative sub-cities under Addis Ababa City which is the capital city of Ethiopia. From those ten sub-cities, Akaki-kality Sub-city was selected for the study purposively because as part of community service, the researcher provided training on reading in the secondary schools of Akaki-kality where the problem was spotted. In the sub-city there are eleven public schools administered by the Addis Ababa bureau administrative office. From those eleven schools, eight of them were again selected purposively. So, seventy English language teachers who were teaching in those eight schools in the year 2020/21 G.C were included for the study whereas for in-depth study one teacher from each eight schools (8 teachers in gross) were randomly selected.

3.4 Instruments of Data Collection

To obtain the required data from the selected participants, the study employed three data collection instruments namely questionnaire, interviews, and classroom observation. With the questionnaire, more numbers of teachers were addressed to see their conceptions of reading instruction. Furthermore, interviews and classroom observation were employed for in-depth investigation of teachers' cognition and classroom practices. In the following section, a detailed discussion of each instrument was given.

3.4.1 Questionnaire

Questionnaire was one of the instruments used for this study. Eighteen close ended questionnaire items were used for the current study. It was employed for a number of reasons. Firstly, as Dorneyi (2007) stated, questionnaire could help the researcher to gather data from relatively large number of research participants. In this case, it was managed to collect data from 70 research participants. Secondly, constructing a questionnaire and analyzing data collected

through it are relatively easy and more manageable. Thirdly, it is quicker to code up and analyze than word base data. More specifically, questionnaire was designed to figure out their cognition about reading instruction.

3.4.2 Interview

Interview was another instrument used for the current study. It was employed because it helped the researcher to conduct an in-depth investigation on participant teachers' conception of reading instruction. A semi-structured interview format as a guideline with a set of specific questions where the respondents were free to say whatever they liked was employed. As Dornyei, (2007) states that in semi- structured interviews the interviewer designs pre-planned guiding questions for prompts that encourage interviewees to express their ideas on certain issues in an elaborated manner.

These pre-planned guiding questions were intended to find out basic information for the research objectives by eliciting their perspectives. As Gradman and Hanania (1991) state, one of the advantage of an interview over a questionnaire is that interaction with the respondents can improve the chances that the information elicited is accurate and complete Interviews were held with 8 volunteer teachers from eight secondary schools to supplement information and to cross-check the data collected through the questionnaire and the classroom observations, i.e., it was done to support it with information obtained from the questionnaire and classroom observations. More specifically, the interview was used to get information about their cognition of reading instruction, their

3.4.3 Classroom Observation

Classroom observation was another instrument used for this study. It was used to see what was actually happening in the classroom while the reading lesson was going on. According to Best and Kahan (1989), observation gives the firsthand account of situations under study and when combined with other data collecting tools, it allows for a holistic interpretation of the situations which are being studied. It also helped to examine the extent to which teachers' cognition were compatible with their actual classroom practices. To this end, the researcher prepared classroom observation checklist based on the objectives of the study. Moreover, in order not to miss some major instructional events while the teaching learning was going on, the researcher also used an audio-recorder.

Then, eight (8) teachers were randomly selected for classroom observation. Classroom observations were conducted in the above eight aforementioned secondary schools. One teacher

from each school was observed twice each. Thus, the researcher carried out 16 classroom observations in gross.

4. Results and Discussion

4.1 EFL Teachers' Cognition about Reading Instruction

The following diagram presents EFL teachers' cognition about reading instruction. Eighteen questions were prepared and used to investigate their cognition about reading instruction.

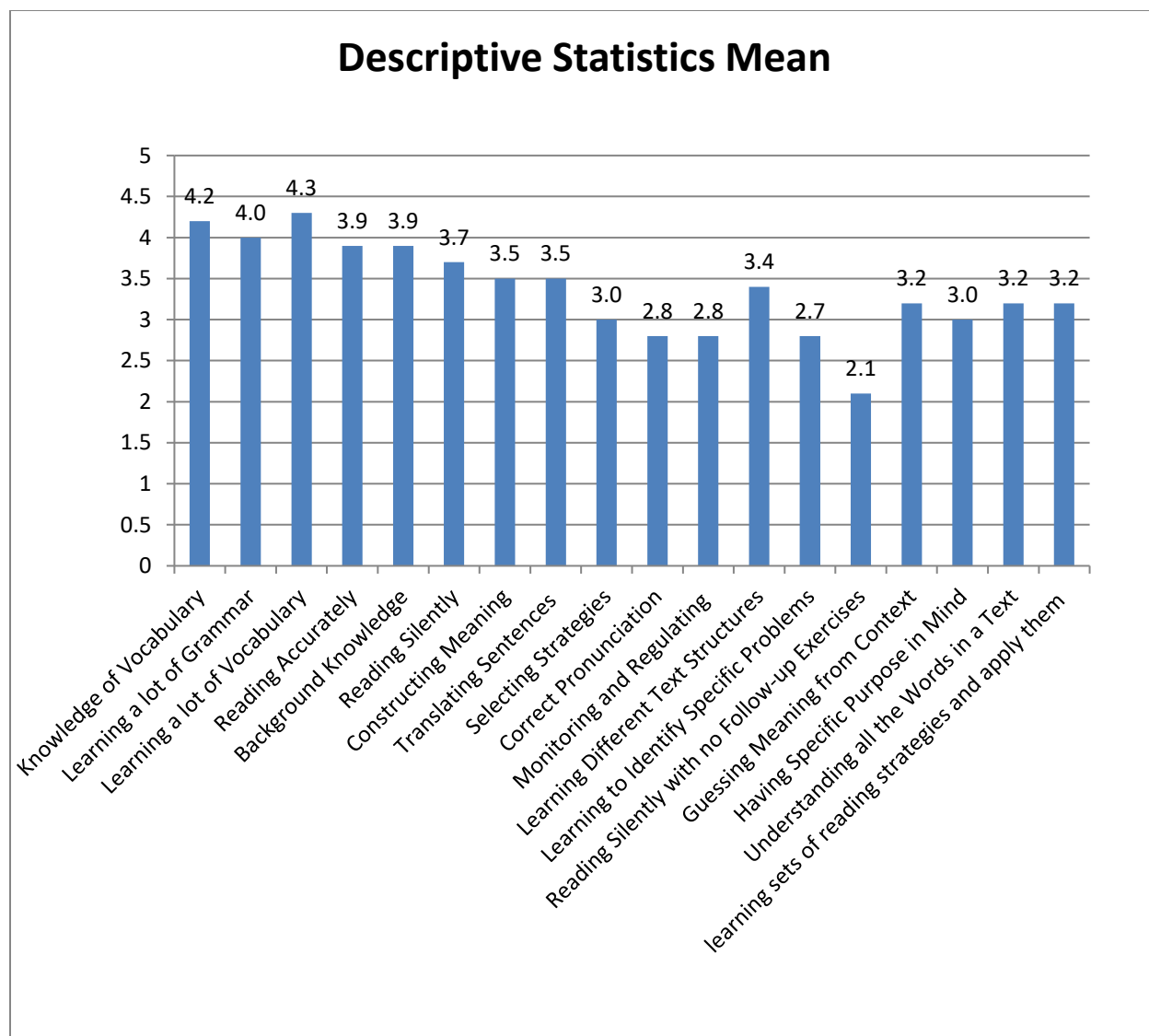


Figure 1: EFL Teachers' Cognition about Reading Instruction

As shown on figure 1, from 18 items, five responses have considerably high mean responses which range from 3.9 to 4.3. These are; instructing a lot of vocabulary words in order for students' reading comprehension to improve, understanding of the text comes from the words of which it's composed, instructing a lot of grammar in order for the students' reading comprehension to improve, getting meaning from a text by working out how to read words accurately, and relating ideas in a text to the students' background knowledge (which have means of 4.3, 4.2, 4.0, 3.9, & 3.9 respectively). This, in other way round, indicates that the teachers tend to belief in bottom-up reading approach of teaching reading skills which sees reading primarily as a process of reconstructing the authors intended meaning by recognizing the printed letters and words, and building up the meaning for a text from the smallest textual units at the bottom to the largest textual units at the top. In this category, except one of the items which has mean response of 3.9 (relating ideas in a text to the students' background knowledge), most of the teachers' responses reveal that the roles of grammar and vocabulary in understanding a text are higher than anything else.

On the contrary, four of the responses have relatively low means. These are; paying more attention to the correct pronunciation of the words than to the meaning of a text when reading a text silently, monitoring and regulating one's reading comprehension, identifying specific problems when comprehension breaks down and to take steps to solve them, and reading silently in every lesson with no follow up exercises after reading (which have means, 2.8, and 2.8 2.7 & 2.1 respectively). This indicates that the teachers ignore the role the students themselves play during reading, the knowledge the students bring during reading and the strategies they employ to tackle comprehension problem or when comprehension breaks down.

On the remaining items, participants showed uncertainty especially on five of the items. These are; skipping unknown words and guessing meaning from a text (i.e., by looking at words near to it), understanding all the words in a text in order to understand the meaning of a text, instructing sets of reading strategies and applying them when reading a text, moving through a text with specific purposes in mind, and selecting strategies and use them to work out the meaning of a text (which have means of 3.2, 3.2, 3.2, 3.0, 3.0 respectively).

Moreover to investigate teachers' cognition of reading instruction, interview was conducted. From eight teachers interviewed, five of them reported that in reading instruction the focus should be on vocabulary, grammar and factual questions in order to help learners acquire vocabulary and reading skills. They said that the purpose of reading instruction is to build learners vocabulary and grammar. They also narrated that students must read loudly in the classroom in order to improve their confidence and pronunciation. Whereas the remaining three participants said that reading instruction should involve constructing the authors intended

meaning not answering factual questions. They further narrated that reading should involve finding the deep or implied meaning of the text not the surface meaning. They also said that in the process of reading, teachers should help learners to integrate the background knowledge they already have related to the text and encourage them to make prediction about the story of the text before they start reading. They also narrated that in reading instruction students should be encouraged to deal with difficult vocabulary items from the text than looking at dictionary.

4.2 Thematically Categorized Teachers' Cognition about Reading Instruction

The following figure presents the grand mean or cutting point of teachers' responses about their cognition of teaching reading skills.

Eighteen items were prepared to identify teachers' cognition of teaching reading skills. These eighteen items were then categorized into two thematic categories of bottom-up and top-down reading approaches. This was done in order to see the cutting point of teachers' response about their cognition in terms of reading approaches. The grand mean response of the two approaches is presented below.

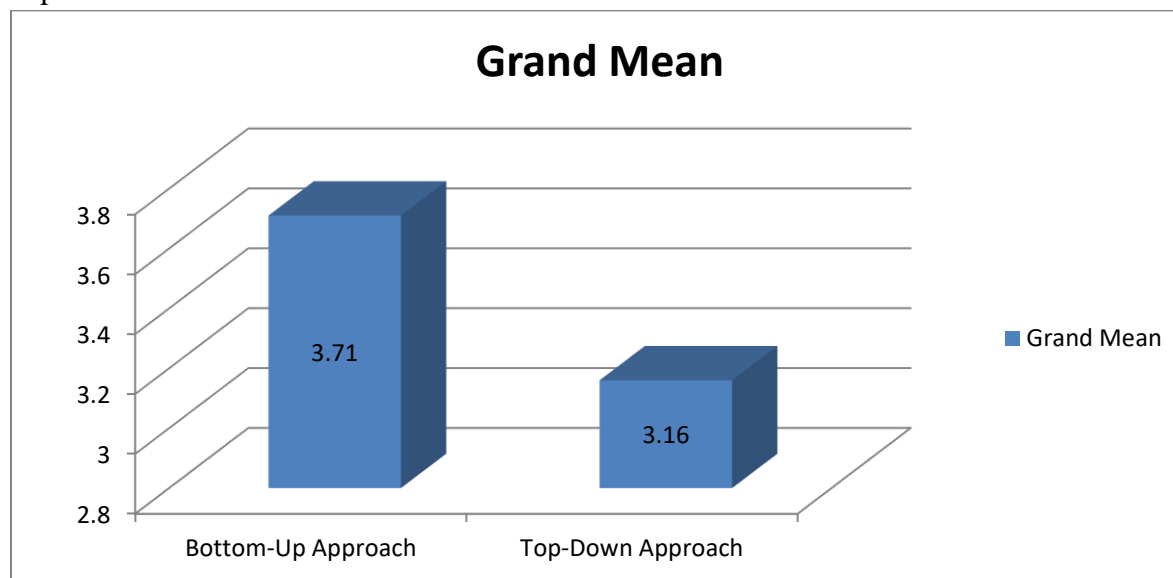


Figure 2: Thematically Categorized Teachers' Cognition about Reading Instruction

As figure 2 specifies above, the teachers' grand mean response to the bottom-up approach of teaching reading skills is 3.71 where as the top-down approach of teaching reading skills lies on 3.16. This, in other way round, means that teachers showed agreement on items of bottom-up approach to teaching reading skills. However, they revealed uncertainty on the items of top-down approach to teaching reading skills. This denotes that the teachers seemed to think that

bottom-up approach to teaching reading skills enabled students to comprehend the text effectively.

4.3 How do Teachers Conduct Instructional Practices in Teaching Reading Skills?

To find out the teachers' actual classroom practices of reading instruction, eight teachers' reading lessons were observed. They were observed twice each. So, in total, sixteen classroom observations were conducted. The observation found out that, six teachers out of eight followed similar procedures in teaching reading. They entered to the classroom; they reminded the students about the previous lesson. Then, they wrote the reading title on the board and asked the students to take out their textbooks and read the reading text in group or individually. After sometime, the teachers ordered the students to read it loudly to the classroom and when they had time they discussed the reading activities with the students, otherwise; they gave them as homework. They followed traditional way of teaching reading skills. Conversely, two of the teachers conducted reading lesson differently. They just first wrote the reading title on the board and asked some few questions which are related to the title. By doing so, they just tried to activate the students' background knowledge. They also wrote some few vocabulary questions which were drawn from the reading text and which possibly hinder students from understanding the text. They also made the students to predict about the reading story or content. In the middle of reading instruction, they encouraged the students to use contextual meaning whenever they faced difficult vocabularies.

4.4 Is there any Relationship between Teachers' Cognition and their Classroom Practices?

The data from survey and interviews revealed that teachers have cognition of bottom-up approach of reading instruction. Similarly, the actual classroom practices indicated that teachers implement bottom-up approach of reading instruction. Hence, based on the qualitative and quantitative data, it can be said that there is a positive relationship between teachers' cognition of reading instruction and their actual classroom practices.

4.5 Discussion of the Results

As results from questionnaire and interview indicates that teachers' cognition of reading instruction lies on lower level process of reading instruction where teachers mainly focus on pronunciation, grammar, vocabulary teaching and stuff like that. So, this shows that teachers believe in the bottom up approach of reading instruction where the focus is on "linguistic clues to comprehend a text" (Carrell, 1988).

There is a divided opinion among scholars about the relationship between teachers' cognition and their actual classroom practices. Some researchers claim that there is a fit between teachers' cognition and their actual classroom practices, but some others do not believe so. As to this finding, the actual classroom practices of teachers were found to be congruent with their cognition of reading instruction. As the checklist shows, most of the cognitions reported by teachers go with observed practices. In total, sixteen classroom observations were done. The results of those observations showed correspondence between their cognition and the ways in which they address reading instruction. Similar to their cognition, most of the observed teachers approached the reading instruction based on the bottom-up approach of teaching reading skills.

This finding is similar with a study carried out by Gardener (1996). His study reveals that there is no such significant difference between what they claim to know and what they do in the classroom. However, in some contexts there might be a misfit between teachers' cognition and their actual classroom practices. Chou's (2008) finding can be mentioned as an example. Such difference, of a fit or misfit between teachers' cognition and their actual classroom practices, occurred because of the various teaching context EFL teachers' experience. Such variations usually happened because of the textbook factor, students' language background, interest of learning a language and language curriculum.

5. Conclusions

This study thoroughly explored and analyzed high school EFL teachers' cognition and classroom practices about reading instruction.

As results from questionnaire and interview depict, the teachers were found to have cognition of the bottom up approach of reading instruction which see reading as lower level skill of understanding the author's meaning. Of course, lower level reading components of grammar and vocabulary are basic to understand a text, but the concept of reading goes beyond that.

The actual classroom observation also revealed that teachers' did reading classroom instruction based on the bottom-up approach of reading instruction. They claim understanding the grammar and words employed in the text sufficient to understand the meaning of the text. So, teachers' cognition about reading instruction was found to be compatible with their actual classroom practices.

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Afghan EFL Students' Perceptions of Critical Thinking and Problem-Solving Skills

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Abstract

The present study aimed to investigate the perceptions of Afghan EFL students towards critical thinking (CT) and problem-solving (PS) skills. The study investigated whether there was any significant difference in the participants' response across gender and their class level. The researchers used SPSS version 26.0 to analyze the data. The study employed descriptive and inferential statistics mainly (frequency, percentage, independent sample t-test, ANOVA, and a correlation test). The findings revealed that Afghan EFL learners were highly equipped with CT and PS skills, and they held positive perceptions regarding these two competencies of the 21st-century skills. In addition, no significant differences were found in the perceptions of the student towards the use of CT and PS skills by gender. Moreover, the participants' classes had a significant impact on their responses. A significant relationship between CT and PS skills was found.

Keywords: Afghan EF Students, Critical Thinking, Problem Solving, 21st-Century Skills, Generic Skills

Introduction

Critical thinking (CT) is the ability to analyze and recognize relevant information and then interpret it to solve a problem (Özyurt, 2015). It necessitates higher order thinking and entails the steps of analysis, assessment, rationality, and reflection. As future human capital, university students must develop CT and PS skills, as this is what businesses and markets look for when hiring new employees (Thompson, et al., 2003). Students with critical thinking abilities are more productive, prepared, and employable in the workplace. According to Choi, et al., (2014) students who possess these abilities will be more successful in their chosen careers and their personal lives. Students in traditional classrooms frequently learn content but rarely have the opportunity to apply it until they enter the workforce (Hashemi and Kew, 2020). In order to think critically, one must be able to examine various points of view before making a decision (Hashemi, 2021b). The Problem Based Learning (PBL) technique has been claimed to be as an effective teaching strategies for the learning of CT and PS abilities (Beser and Aygul, 2020).

Critical thinking and problem solving are two of the most important skills to possess in today's environment. One of the aims of contemporary education in this sense is to develop individuals who understand what they learn and why they learn rather than being told directly and constructing their knowledge (Orfan, et al., 2021). One of the aims is to cultivate individuals who can solve issues, gain new information by applying what they've learned, know and practice different forms of thinking, such as critical thinking, creative thinking, and so on. One of the furthestmost significant functions of today's educational system, is to offer individuals with CT and PS skills. In addition to that, Problem-solving is the key skill in terms of teaching and learning at the higher education level for instructional materials (Rahim, et al., 2021). Problem-solving is described as formulating a new response to come up with a solution, in which each step is the forerunner of the next step and the outcome of the previous step (Irwanto, et al., 2018).

Students are exposed to a wide number of difficulties at work and must choose the best course of action to address them. In the face of multiple inputs, they make judgments and put them into action. As a result, critical thinking is necessary for students to solve both basic and difficult problems. Hence, the present study aimed to investigate the perceptions of Afghan EFL students towards the use of CT and PS skills. Therefore, the following research questions were formulated to assess the objectives of the study.

Research Questions

1. What are the perceptions of Afghan EFL students towards the use of critical thinking and problem-solving skills?
2. Is there statistically significant difference in the perceptions of Afghan EFL students towards the use of critical thinking and problem-solving skills across gender and class?
3. Is there any relationship between critical thinking and problem-solving skills of students?

Literature Review

In the educational context, there have been numerous studies on critical thinking and problem-solving skills (Beser and Aygul, 2020; Choi et al., 2014; Demiral, 2019; Ebiendele Ebosele Peter, 2012; Garcia, Buddy, and Hooper, 2011; Huang, 2018; Irwanto et al., 2018; Kivunja, 2015; Matthee and Turpin, 2019; McCormick, et al., 2015; Özyurt, 2015; Rodzalan and Saat, 2015; Saavedra and Saavedra, 2011; Thompson et al., 2003; Tümkaya, et al., 2009; Voogt, et al., 2010; Yenice, 2011). Students exposed to a curriculum that included courses to improve critical thinking abilities and had higher critical thinking scores than those who were not exposed to such courses, according to Beckie, et al., (2001). Although McGrath (2003) observed that critical thinking scores increased gradually in the first, second, and fourth years, the difference between the years was negligible. On the other hand, (Irwanto et al., 2018), studied the critical thinking and problem solving skills. Their findings revealed that there was a substantial difference in critical thinking skills and problem-solving skills between experimental and control groups which were considered to be in favor of experimental group students.

Moreover, Shidiq and Yamtinah, (2019) studied teachers' attitudes towards the use of 21st-century skills. Their findings indicated that while pre-service Chemistry teachers had a moderately positive attitude toward 21st-century skills, they lacked communication and collaboration skills in their working methods. Each attitude and the characteristic indication were explored. To obtain more competent education, it is proposed that future studies promote 21st-century abilities to pre-service Chemistry instructors utilizing appropriate methodologies and approaches. Garcia, et al., (2011) carried out a study on factors of a web-based that influence teachers' CT and PS skills. The usage of a discussion board and a reading method were shown to be important in the progress of CT and PS abilities respectively. Demiral, (2019) indicated that there were no statistically significant differences in overall problem solving across age groups.

Similarly, Tümkaya, et al., (2009) studied university students' CT and PS skills. The findings of their study showed a positive attitude toward CT is related to better PS abilities. Gender was not found to be a significant factor in their perceptions of using CT and PS skills. Social science students had greater levels of these factors than science students. Both problems solving and critical thinking dispositions were shown to be substantially associated with grade level. Their findings suggested that college courses must include instructional activities that encourage CT and PS skills while also addressing the emotional aspect of these topics.

Additionally, a study conducted by Rodzalan and Saat, (2015) on the perceptions of undergraduate students' CT and PS skills. The findings of their study indicated that students believed they had strong CT and PS abilities. Male students were also thought to have superior CT and PS abilities. In comparison to scientific and engineering students, social science students tend to do better in this competence. According to another study conducted by Choi et al., (2014) on

the effects of problem-based learning (PBL) on students' CT and PS skills. Their findings indicated that learning outcomes were substantially linked, although there were no statistically significant differences between groups. In problem-solving and self-directed learning, students in the PBL group improved across the board, but students in the conventional lecture group dropped. Problem-solving and self-directed learning were both linked to critical thinking, while problem-solving was linked to self-directed learning.

Methods

Participants

The present study employed a quantitative design where a questionnaire was adapted from the study of Rodzalan and Saat, (2015) investigating the perceptions of students on the use of CT and PS skills. The researchers targeted a sample size of 127 students from the English department of Takhar University, which is located in the northeastern part of Afghanistan. The participants were selected randomly, and their ages were ranged between 18- 30 years old. A technique of random sampling was used to give a chance to every student to take part in the study equally (Hashemi, 2021a).

Data Collection Instruments

The data collection instruments were based on an online questionnaire, constructed through Google forms. The designed questionnaire consisted of two parts which was based on five points Likert scale ranging from 1 strongly disagree to 5 strongly agree. The first part of the survey was aimed to elicit the demographic profile of the participants containing three items mainly on gender, age, and class. While the second part of the questionnaire containing 11 items explored the perceptions of Afghan EFL students towards the use of CT and PSs.

Data Collection Procedure and Analysis

The researcher administered the survey through Google forms and shared the link to the social media messengers (Facebook, WhatsApp, and Telegram). The respondents were given 10 days to participate and submit it back. The privacy and confidentiality issues were mentioned in the consent form attached to the questionnaire. The analysis of the data was accomplished through SPSS software 26. A descriptive and inferential statistical analysis was used to analyze the data. Mean, standard deviation, and frequency were computed through the descriptive statistics while an independent sample t-test along with an ANOVA test was employed in the inferential statistics to analyze the differences in the perceptions of students across gender and class. Furthermore, a correlation test was also used to figure out whether there is a relationship between CT and PS skills.

Findings

Table 1. Demographic Profile of the Respondents

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	105	82.7	82.7	82.7
	Female	22	17.3	17.3	100
	Total	127	100	100	
Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	74	58.3	58.3	58.3
	25-30	33	26	26	84.3
	above 30	20	15.7	15.7	100
	Total	127	100	100	
Class					
Classes		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshmen	29	22.8	22.8	22.8
	Sophomore	49	38.6	38.6	61.4
	Junior	38	29.9	29.9	91.3
	Senior	11	8.7	8.7	100
	Total	127	100	100	

According to Table 1, there were 105 male respondents which are 82.7% and 22 female respondents with a percentage of 17.3% participated in the study. There were 84 respondents aged 18-25, 33 respondents aged 25-30, and 20 respondents were aged above 30. Concerning their classes, 29 respondents participated from the freshmen class, 49 respondents from the sophomore class, 38 respondents from the junior class, and 11 respondents participated from the senior class.

Table 2. Illustrates the Computed Percentage of CT and PS Skills

No	Items	SD	D	N	A	SA	%
1	In seeking satisfaction through my work, I tend to have a creative approach to solve problems solving.	11.8%	4.7%	17.3%	35.4%	30.7%	66.1%
2	In carrying out my day-to-day work, I tend to see a pattern in solving problems where others would see items as unconnected.	7.1%	3.1%	25.2%	29.1%	35.4%	64.6%

3	When suddenly asked to consider a new project, I can take an independent and innovative look at most situations.	7.9%	0.8%	26.8%	34.6%	29.9%	64.6%
4	I can see how ideas and techniques can be used in perceiving new relationships.	8.7%	0.8%	26.8%	33.1%	30.7%	63.8%
5	I analyze other people's ideas objectively, by evaluating both advantages and disadvantages.	8.7%	0.8%	26.8%	34.6%	29.1%	63.8%
6	In seeking satisfaction through my work, I like to make critical discrimination between alternatives.	8.7%	5.5%	26.0%	30.7%	29.1%	59.8%
7	When trying to solve a complex problem, I like to weigh up and evaluate a range of suggestions thoroughly before choosing.	8.7%	7.1%	26.8%	29.1%	28.3%	57.5%
8	In carrying out my day-to-day work, I can usually find the argument to deny unsound propositions (ie. propositions that contain invalid facts).	8.7%	7.1%	26.8%	28.3%	29.1%	57.5%
9	If I am suddenly given a difficult task with limited time and unfamiliar people, my feelings seldom interfere with my judgment.	8.7%	7.1%	23.6%	31.5%	29.1%	60.6%
10	When suddenly asked to consider a new project, I approach the problem in a carefully analytical way.	8.7%	8.7%	26.8%	31.5%	24.4%	55.9%
11	I take a considerable amount of time to make a judgment but most often, the judgment made is accurate.	8.7%	11.0%	25.2%	26.0%	29.1%	55.1%

According to Table 2, most of the respondents agreed and strongly agreed on each item regarding CT and PS skills. To consider each item's percentage, almost all the item's percentages are higher than 55%. Based on the Table, the highest percentage 66.1% goes to the first item which is creating new approaches in seeking satisfaction will make to solve problems. While the lowest percentage 55.1% deals with the last item which is taking a considerable amount of time for making a judgment for problem-solving is beneficial. Consequently, if we consider the overall percentage, it can be found that all the respondents perceived positively in terms of using CT and PS skills.

Table 3. Independent Sample T-test According to Gender

CT&PS	Gender	N	Mean	Std. Deviation	t-value	Sig.
	Male	105	3.5429	1.06318	-1.762	0.371
	Female	22	4.0000	1.30018	-1.544	

Table 3 shows the perceptions of students in using CT and PS skills according to gender. As shown in Table 3, the P-value for the CT and PS skills is greater than the alpha value ($P=0.371>0.05$). Hence, there is no difference in the perceptions of CT and PS skills by gender.

Table 4. ANOVA test for the Differences According to their Class

ANOVA					
CT&PS					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.308	3	.769	.612	.03
Within Groups	154.551	123	1.257		
Total	156.858	126			

Table 4 shows the significant difference in the perceptions of the students in CT and PS skills according to their class. As it is shown in Table 4, the p-value for the CT and PS skills among the classes are statistically significant ($0.03<0.05$). Therefore, it can be concluded that there is a statistically significant difference in the perceptions of the students according to their class.

Table 5. Correlation Test between CT and PS Skills

Correlations			
		Critical Thinking Skills	Problem Solving Skills
Critical Thinking Skills	Spearman Correlation	1	.696**

	Sig. (2-tailed)		.000
	N	127	127
Problem Solving Skills	Spearman Correlation	.696**	1
	Sig. (2-tailed)	.000	
	N	127	127
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 5 shows the correlation between CT and PS skills among university students. As can be seen, there is a significant positive correlation between CT and PS skills.

Discussion and Conclusion

The present study aimed to explore the perceptions of Afghan EFL students towards the use of CT and PS skills. The study also sought to investigate whether there was a statistically significant difference in the CT and PS skills across gender and class. In addition, the study explored the relationship between CT and PS skills. The findings of the study concerning the first research question showed that students agreed with the statement of considering both advantages and drawbacks while analyzing other people's views, implying that they have strong CT and PS skills. Most likely, one has been taught to weigh the benefits and drawbacks before deciding on how to solve an issue. They also take a creative and inventive approach to problem-solving. Furthermore, they believed that given enough time to reflect, individuals are capable of forming accurate judgments by identifying significant distinctions between alternatives. It demonstrates that students comprehend and reflect on what they have learned in class since these processes lead to higher-order thinking in issue solving. In other words, when people are uncomfortable talking to strangers and are under time constraints, their ability to make correct judgments may suffer, leading to job stress. These findings are in line with the findings of a study conducted by (Rodzalan and Saat, 2015).

As for the second research question, the findings showed that there was no statistically significant difference in the perceptions of the student's CT and PS skills between male and female. In other words, no differences were detected between males and females in terms of their perceptions towards the use of CT and PS skills. The findings in this respect support the findings of studies conducted by (Özyurt, 2015; Tican and Deniz, 2019; Tümkeya et al., 2009; Yenice, 2011) where they found no significant difference in the CT and PS skills of students across gender. To consider the 3rd research question on the difference in the perceptions of Afghan students' CT and PS skills according to their classes. The finding in this respect showed that there was a statistically significant difference in the perception of Afghan students' CT and PS skills according to their classes. The junior and senior students were reported to be more critical thinkers and problem solvers than the freshmen and sophomore classes. For instance, the students who have

more knowledge and experiences were found more critical thinkers and problem solvers. In other words, those who have a higher level of knowledge tend to have more skills in CT and PS skills. The finding in this regard is consistent with the findings of the study carried out by (Fitarahmawati and Suhartini, 2021). Finally, concerning the 4th research question on the relationship between CT and PS skills. The finding of the study showed a strong positive correlation between CT and PS skills. These findings are similar to the findings of a study carried out by (Rodzalan and Saat, 2015; Thompson et al., 2003; Tümkaya et al., 2009) whose findings showed a relationship between these two variables.

In conclusion, university students in higher education institutions of Afghanistan, would benefit from the findings of this study. Firstly, the results of this survey show how students felt about CT and PS skills that might be used in the classroom. Second, higher education professionals might enhance methods for encouraging the development of these skills, such as holding brainstorming sessions. At the same time, higher education institutions can determine if there are any gaps in the integration of these skills into the undergraduate curriculum. Finally, the findings also contribute significantly to the growing body of the literature in the Afghan context on CT and PS skills.

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The Relevance and Potential of Buddhist Pedagogy in Mauritius

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Abstract

Mauritius, situated in the Indian Ocean and in the East coast of Africa, is a multi-cultural island, often called as the “rainbow” island. As a vibrant part of the Indian Diaspora, Mauritius shares strong cultural, educational, religious, and economical lineage with India. The triumph of the indentured labourers from India who settled in the island in the mid-18th century is to a great extent attributed to their spirit of tolerance and endurance, set of values, and wisdom that they carried from the Mother land, India. Along with the *Rāmacaritamānasa*, they also carried along the intangible Buddhist values and ethos that were instrumental in developing their settlements amidst colonial suppression.

It is against this backdrop that this paper intends to analyse as to how Buddhist teachings found expression as way of life in a multicultural and multiracial set up. It proposes to survey the teaching and learning of Buddhist Philosophy in the Mauritian Educational Curriculum and to propose the centrality of Buddhist ethics as a strong pillar of Buddhist Pedagogy and Didactics for a sustainable future with disciplined and confident youth.

Youth should be inspired to become accomplished in virtue by following the moral guidelines spelled out by the Five Precepts (*pañca-sīla*) by strong vectors. Therefore, to be able to propagate the ethical teachings of Buddha, educational reforms should be brought in the pre-primary and primary curricula. The Universal appeal of Buddhism would strengthen ties as Mauritius being a multicultural society where all religions have their own freedom can immensely benefit from Buddhist teachings.

Keywords: Mauritius, Mauritian Educational Curriculum, Multicultural, Five Precepts (*pañca-sīla*), sustainable, reform, ethics, youth.

Mauritius – The Rainbow Nation

Mauritius, situated in the Indian Ocean and in the East coast of Africa, is a multi-ethnic island. As a vibrant part of the Indian Diaspora, Mauritius shares an umbilical relationship with India¹ through an indivisible and perennial cultural, philosophical, religious, linguistic, educational, and economical lineage.

Opinions differ as to whether it is a Creole Island, a Hindu-dominated Little India, or a neo-colonial outpost of the French-speaking world. Optimists see it as the greatest post-colonial social and economic miracle, while pessimists see it as a social disaster waiting to happen. Mauritius is a very new nation, shaping its identity over the past three centuries through successive migratory routes and settlements, to ultimately emerge as a multi-cultural “rainbow” island. For many visitors Mauritius appears to be a carefree tropical paradise, but its complexity will baffle any foreigner who dares to leave the comfort of the luxury beach resort. Daily life is far from idyllic for most of the population struggling to reconcile traditional culture and the old ethno-religious antagonisms with the demands of the modern world.

Although the South and the East Asian influence is very strong, its most defining characteristic is its multiculturalism. Its tradition reflects the diversity of the people, and the Mauritian language, food and religion form an intoxicating medley.

Mauritius is a pragmatic rainbow nation that strives to build an inclusive society based on equality, tolerance to diversity and democracy.

It is a model not only in the African continent but in the whole world for the social and economic achievements that it has made since its Independence in 1968.²

Migration

During Mauritius' colonization, the Dutch, French, and British brought slaves and workers from Africa and India. Slavery was abolished in 1834 by the British government. As a result, indentured labourers from India were imported to replace the emancipated slaves who were unable to work in the sugarcane fields. Most of the Indian indentured immigrants came from Bihar, Bengal, Uttar Pradesh, Tamil Nadu, Andhra Pradesh, Karnataka, Kerala and Bombay.³ Later on, some immigrants from the Hakka-speaking parts of southern China came as they were tempted by the commercial opportunities. (Mehta, 2015) The dynamics on the island are considered a great example of cultural integration- an island with different languages, cultures, and customs.

Mauritius is a member of the (British) Commonwealth Association. Mauritius is also associated with the *Agence of La Francophonie* which unites all the French-speaking states. Mauritius is a full member of the Organization of African Unity. Yet, most of all, Mauritius is Little India (Tinker, 1977).

The Resilience

The achievements of the indentured labourers from India who set foot and forth in the island is to a great extent attributed to their spirit of tolerance and endurance, to their wisdom and beliefs and to their patience and resilience, all earned through sweat and blood. These are nothing but the expression of the philosophical and ethical principles encapsulated in popular works like the *Rāmāyaṇa* and the *Bhagavadgītā* which are diffused in their religious and cultural practices.⁴ Along with the *Rāmacaritamānasa* that they brought, they also carried along the intangible Buddhist values and ethos that were instrumental in developing their settlements amidst colonial suppression. In the face of all the abuses and injustices they faced, the migrants unwittingly followed the essence of Buddhism's First Noble Truth – 'There is Suffering'. Through their way of life, they repeated and emulated Gautama Buddha's teachings and values. The migrants' spirit of compassion, respect, tolerance, and friendliness made them resilient in the face of adversity and enabled them to survive the test of time.

Multi-Ethnicity and Multiculturalism

Mauritius has tried to put each ethnic and religious group on an equal legal and political footing. Policies of multiculturalism as witnessed through the Best Loser System⁵ have campaigned for national harmony and have created the image of a Government caring for each cultural political representation. Eriksen⁶ explores the politics of national identity in different situations in Mauritius: at home within the community, in the political sphere and within intra-ethnic relationships and according to him, the people of Mauritius, a nation with no pre-colonial past and a short post-colonial history, have developed various ways to negotiate their differences to achieve peace.

Today, Mauritius is among the many democratic countries faced with the unprecedented challenge of handling its diversity. There is a strong correlation observed between religious affiliations and ethnicity (Mehta, 2015). The majority of Mauritians are religious, which has led to the development of a peaceful and brotherly atmosphere. Such a welcoming mindset is a must for the island's cultural diversity to survive. All religions together with the diverse sects and cults work towards one goal - the maintenance of peace and stability (Suntoo & Chitto, 2012).

Education in Mauritius

The style of schooling established during the French and British colonial periods influenced the Mauritian education system to a large extent. The current education system in Mauritius is an appendage of the British education system inherited since its independence in 1968.(Jinot, 2017). It has progressed from being a wholly private company to a national education system. The growth of education came about with an increase in annual income coupled with a high social demand for education⁷. Since 1955, the government has been promoting the learning of ancestral languages⁸ in formal education.(Sauzier-Uchida, n.d.).

Primary schools have a policy of not including formal religious instruction in their curriculum. However, several arrangements are made on a daily basis which informally teaches pupils about religious ethos in school without officially teaching them in lessons. It is only at secondary level that religious and cultural education appears in the formal curriculum (Maudarbox, 2016).

Hinduism was approved as an examinable subject for the Cambridge School Certificate examination⁹ in 1979, and as a subject at the Cambridge Higher School Certificate¹⁰ level in 1982. Buddhist philosophy was incorporated into the Mauritian educational curriculum through the study of Hinduism as a subject.

To promote Indian culture and education, the Mahatma Gandhi Institute (MGI) was founded as a joint venture between the Indian and Mauritius governments. The MGI offers an M.A. in Indian Philosophy as a postgraduate programme as well as a B.A. (Hons) in Indian Philosophy as an undergraduate programme and a Diploma in Indian Philosophy as a diploma programme. All these programmes have Buddhist philosophy modules. Students are encouraged to undertake research projects in the field of Buddhist epistemology, Buddhist Logic and Buddhist Ethics.

The Buddhist Concept of Education

Gautama Buddha, the founder of the Buddhist school, reveals the ‘catvāri ārya-satyāni’ as a way to eliminate the core concept of ‘suffering’ (Datta, 2007). Being known as the ethical teacher and reformer, in his first Discourse, his interpretation of the Eight noble path has led his approach to an educational perspective. This is so in respect to the emphasis given to the internal and external plight or scrape. Even his theory of Dhamma has contributed immensely for individual growth, values, and happiness.

The goal of Buddhist education is to attain wisdom.(Dong, n.d.) As a philosopher guide, Buddha has given insightful wisdom to one and all for spiritual progression. Along with the four noble Truth, the Eight-fold path contributes to educational progression in terms of a meaningful life. Among the three canonical and authoritative works of Gautam Buddha popularly known to one and all, the ‘Suttapiṭaka’ contains the dialogues that highlights the notion of the approach to teaching and educational practice (S. Radhakrishnan, 2008).

Giving a holistic insight, the principles can be practiced simultaneously and eventually can be applied to many dimensions of life; including personal, family, school, and communal levels, to cultivate responsive sustainable living practices for the learners.

Interestingly, the three Buddhist principles; *Sīla-sikkhā* (moral conduct), *Citta-sikkhā* (mind training) and (*Paññā-sikkhā*) wisdom development are the guiding principles for the

teaching and learning practices (Nyanaponika Thera and Bhikkhu Bodhi, 1999). Along with the three Universal Truths and the Four Noble Truths, the Noble Eight-Fold path contributes to educational emancipation in terms of a meaningful, righteous, and fulfilled existence. These three principles are equated with the eight-fold path which is presented in a chart below;

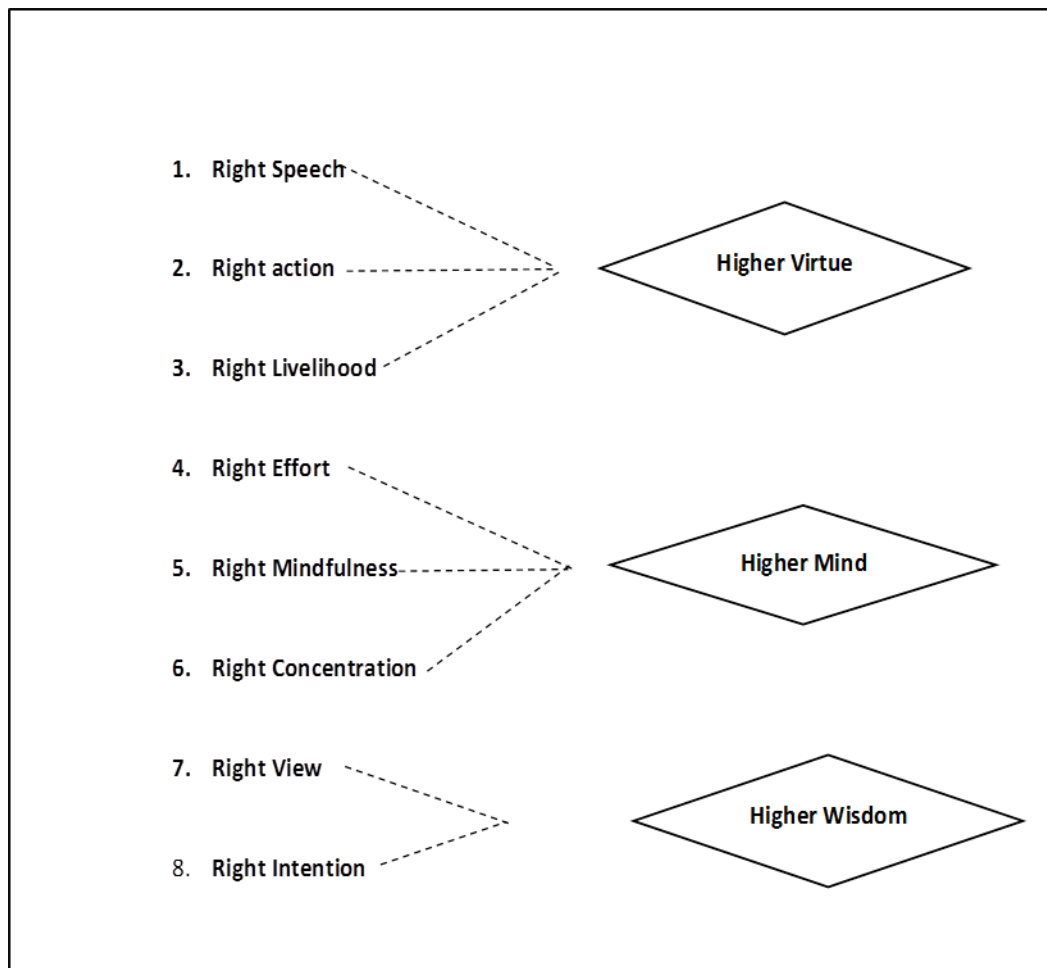


Figure 1: The Eight-fold path with the 3 principles

Learning and teaching cannot achieve the highest level without a moral principle, according to the Buddhist principle. In the procedural context of the Buddhist philosophy of education, the well-structured Programme for practice of the Noble Eightfold Path, as well as the threefold preparation, is also a prominent feature. It is the combination of cognitive development and moral-emotional foundation that makes Buddhist education a holistic scheme.

Virtue, Mind, and Wisdom are the three most essential components in learning skills and information for learners. And this can be extremely useful in aiding pedagogical approaches to the development of critical thought and reasoning skills. The Buddhist's aim has always been to gain knowledge, which becomes a relevant factor in the scope of education.

Analysis of the Buddhist's Pedagogical Teaching in Mauritius

Generally, the five core pedagogical principles are constructive, collaborative, integrative, reflective, and inquiring based learning (Peter, 1999). These five approaches have its similar taste in the aim of the Buddhist Education as the goal is to change an unwise man to wise. However, the learning and teaching principle cannot be relied to only the aspirant and the Guru but also in the Spirit as Bertrand Russell points out:

“More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given”.

In terms of ethics, Gautama Buddha's four noble truths are the jewels of human development, as he is a guide to humanity. Sufferings and ignorance are at the root of the problem, and Buddhist education aims to eliminate ignorance. As a result, this may be an argument in favour of studying and teaching in Mauritius and around the world, as the essence of knowledge is to eliminate 'Suffering.' This has been the basic principle in Indian Philosophy.

The educational sector in Mauritius reflects Buddhist education in terms of a child's holistic growth, values, beliefs, and reverence, among other things. With the introduction of nine years of schooling, children are able to further improve their learning skills through imagination, study, and contemplation, as well as be compelled to learn in a more vocational rather than academic manner. The Nine Year Continuous Basic Education¹¹ is grounded in a holistic philosophy that emphasizes both greater equity and equality of learning opportunities to all students for them to unlock their true potential, regardless of geographical location or socio-economic background.¹²

In the area of learning and teaching, Buddha's eight-fold path provides a direct value-oriented theory. Buddhist education also aims to develop a free, wise, intelligent, spiritual, nonviolent, and secular person. Buddhist education was open to people from all walks of life and was free of charge. The system sought to help us rediscover our true existence. It also teaches total equality, as Buddha recognized that all sentient beings have this inherent wisdom and existence. The teachings of Buddha assist us in realizing our natural perfect ultimate knowledge. We can then use wisdom to solve all of our problems and transform pain into joy.

In addition, many young people in Mauritius are now participating in village social events. For Mauritian youth, this depicts the concept of collective corporation and democracy, and it can be compared to Buddhist education in terms of shaping a holistic creation. Even, as M.K. Gandhi puts it, "all land belongs to God, where then is the boundary line?" (Reddy, 2009) The aim of education is to awaken man's spirit. As a result, true education is both theoretical and practical. According to Gautam Buddha, the ideal education is to care for both the body and the mind, as Aristotle said in his theory of education: "a sound mind in a sound body." (Collins, n.d.)

Ethical Dimension

Ethics is widely regarded as the most important subject in human life. A society without an ethical dimension is akin to an individual without legs. Ethics is needed in order to have a well-balanced society. Buddhist ethics propagate the pathway for realisation in considering about the *Pañca-sīla* and the eight-fold path - Right understanding, right intention, right speech, right action, right livelihood, right effort, right mindfulness, and right concentration.

These ethical conduct prompts to a rapid change of everyday life. If we take the notion of right livelihood, it is clear that Buddhism is strongly opposed to any kind of war, when it lays down that trade in arms and lethal weapons is an evil and unjust means of livelihood. From the Buddhist point of view, both knowledge and wisdom can be known as best educational position and these two positions depend on ethical ground. (Dharmasiri, n.d.)

The four noble truths are a priceless gift to mankind today because they serve as a guide for man to live in a correct and righteous manner in order to preserve and sustain social peace and stability. Many societal issues exist in today's world, such as the decline of morals, the current pandemic, youth delinquency, crimes, drug addicts, and so on.

In this modern world, the application of Buddha's ethical teaching and education is thus needed. Students must be inspired to become accomplished in virtue by following the moral guidelines spelled out by the Five Precepts (*pañca-sīla*), that is, abstaining from killing, abstaining from stealing, abstaining from sexual misconduct, abstaining from falsehood, and abstaining from taking intoxicant.

Degradation of Human Values

Globally, today's youth can be described as possessing both good fundamental qualities and flaws. The youth's culture must be prioritized because it is their norms, beliefs, and behaviours that shape future generations, and the growth of any community is inextricably linked to youth. However, it can be observed on a global scale that human ideals are dwindling. Every civilization is collapsing due to a slew of vices, which is wreaking havoc on the planet. Discipline issues, crime, rape, and drug addicts are all major social issues that every community

Today, we can see that materialism is at an all-time high. Crime and aggression are two facets of life that have risen to the point that we can see the world has devolved into a battlefield where bloodshed occurs every second. Mauritius is known to be a 'paradise island' because of its political stability, peaceful co-existence among different communities.

However, crime, suicide, narcotics, and juvenile delinquency are all present on the island. Notwithstanding, the question remains: is the educational system ineffective? These issues can be resolved by faithfully observing what the Tathāgata¹³ taught many years ago. Limiting desire is a

way of relinquishing possession, as Gautama sees it in the concept of the "Middle Path." Desires are unlimited, but if they are limited, worries and difficulties will be reduced. The Covid 19 Pandemic is a great modern comparison. Buddha's middle path is the gem to cure all problems be it personally, socially, and economically.

Relevance of Buddhist Pedagogy

A better educational atmosphere can be easily created when Buddha ethical values are followed, and this can result in a happy and blissful environment. In Mauritius, Buddhist philosophy is already taught to secondary school students as an optional subject. To be able to spread Buddha's ethical teachings, educational reforms, such as teaching basic moral and ethical principles, should begin with small children in pre-primary and primary schools.

By incorporating ethical principles into the curriculum, each child will be better able to grow a critical mind and, as a result, will be more disciplined in the future. Simple moral educational exercises should be performed in pre-primary schools because the children are too young to be taught large principles of morals and ethics. For example, the act of 'non-violence' in a song, a novel, or simply by acting. As a result, children will learn from a young age that violence is considered immoral and that it is also inappropriate to use violence.

Besides, as far as the primary schools, a subject like 'ethical values' is to be introduced, where it can convey all the disciplines, habits, values that an individual should have to promote peace in the society. Since Mauritius is a multicultural society, each religion has its own way of life, but when it comes to living a good life, the motto is the same: "Do good and be good to others." Buddha's teachings are not a cold philosophy designed merely to rearrange the concepts in our minds; they are a living act of compassion intended to show us how to open our hearts to the miracle of awareness—our own awareness among the awareness of others through the same practice thinking and experience (Dong, n.d.).

Conclusion

If man wants to make the world a better place to live, he must look inside himself, try to right his wrongs, and put an end to atrocities in society by incorporating Buddha's plain and realistic teachings to live a happy and better life. In the twenty-first century, no one should be looked down upon or denied opportunities for advancement because of the *pañca-śīla*.

The deeper meaning of right action and right livelihood is the abolition of war, which has plagued humanity since the dawn of civilization. Only by infusing the world's environment with the spirit of the eight-fold-path will tensions and disputes between nations be reduced, universal peace maintained, and human welfare promoted.

Therefore, to be able to propagate the ethical teachings of Buddha, educational reforms should be brought along at the very incipient stage of the learning curve, that is, from kindergarten, and spanning all the way throughout the pedagogical continuum through the teaching of basic moral and ethical values.

Dr. Ambedkar rightly said, “Cultivation of mind should be the ultimate aim of human existence.”

Mauritius, being a multicultural society where all religions have their own freedom of existence and association, can benefit in all senses of the term from Buddhist teachings.

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Notes

¹ Vivekananda International Centre, <https://www.vifindia.org/article/2017/may/24/india-mauritius-an-umbilical-relation>

² This statement was made by the Governor of Uttar Pradesh, India, Mrs Anandiben Patel, on Saturday 02 November 2019, at the Aapravasi Ghat World Heritage Site in Port-Louis who was the Chief guest at a ceremony held in context of the 185th anniversary of the arrival of indentured labourers in Mauritius.

³ Aapravasi Ghat Trust Fund, 2009, <https://aapravasi.govmu.org/aapravasi/>

⁴ Rajendrakumar Dabee, *Mauritius as an outpost of Indian Philosophy, religion and Culture: a Unique Experiment of Transformation*, Conference: Asian Philosophy Congress 2018, Surat, Gujarat, India, 2019

⁵ BLS- The Best Loser System is a method proposed by the first Government of Mauritius after Independence to make sure that the minorities' ethnic groups are represented in parliament. It is still used today although the issue of its rightfulness is widely debated in the media and within left wing politics especially when candidates at any general election are required to declare 'the community' to which they belong.

⁶ Thomas Hylland Eriksen, *Common Denominators Ethnicity, Nation Building and Compromise in Mauritius*, Oxford, Berg, 1998.

⁷ http://www.adeanet.org/sites/default/files/peer_review_maurice_web_en.pdf

⁸ Ancestral languages such as Hindi, Mandarin, Marathi, Tamil, Telugu and Urdu

⁹ <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-o-level-hinduism-2055/>

¹⁰ <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-hinduism-9487/>

¹¹ <http://www.ibe.unesco.org/en/news/mauritius-focuses-21stc-competences-and-holistic-education>

¹² <http://jkc.edu.govmu.org/English//DOCUMENTS/INSPIRING%20EVERY%20CHILD%20FINAL.PDF>

¹³ Tathāgata is a Pali word; Gautama Buddha uses it when referring to himself or other Buddhas in the Pāli Canon.

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English Language Teaching in India: Literature an Effective Tool

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Abstract

Literary pieces can be of immense help in the teaching-learning situation of English in India, particularly at the secondary and higher secondary levels, where English is being taught mostly as a second language. Literary works allow the learner sufficient exposure to free and natural use of English, the command of which will enable him to effectively communicate in various situations as would be required of him in the event of his participation in events and activities at national and international spheres. Further, literature provides the much-needed cultural orientation which strengthens learner's competence of the language and at the same time, inculcates in him the cherished values of life. Thus, the textbooks should be contextualized so as to contain a judicious mix of culture-rich good Indian writings in English and suitable pieces of English literary works, if necessary, adapted or simplified for this purpose. However, materials should be chosen keeping in view the grades and linguistic capacities of students. In any case, such materials ought to be interesting, educative, and eminently readable. This will facilitate classroom presentation of literary works for the teacher. The teacher must employ innovative techniques to secure students' involvement and interest. Different forms of literature require different treatment for effective teaching. While, for instance, teaching of poetry that embodies poet's imaginative experience through emotive language needs special strategy for evoking similar interest in the learner, teaching of fiction or play requires techniques suitable for such specific forms and thereby to teach language skills accordingly. The appeal of literary works will help the learners acquire communicative skills of language in an efficient and abiding manner.

Keywords: ELT in India, literature, effective teaching, language skills

Introduction

The importance of teaching English in India needs no restatement specifically in view of the recent phenomenal rise in demand for acquiring proficiency in the language in the context of fast globalisation, where India has emerged as a front runner. English, by all accounts, is now the

most preferred language across the globe. Verghese calls it “a world language” (Verghese 5), Quirk terms it as “the most international of all languages” (Quirk 5). In India, it has secured a special place not only because of its global acceptability and pre-eminence but more so for its inescapability in the multi-lingual, multi-cultural ways of Indian life. By virtue of long historical association, English has already made a very significant impact on the cultural life of India. It is, so to speak, a lingua franca for Indians of different states and regions who speak diverse languages. As an official language, it is regularly used in crucial spheres of public activities such as in the administration, legislative and the judiciary. Presently, it is the most sought-after language in the socio-political and cultural discourses; the language of trade, commerce, science, technology; the language for international communication. With the rapid globalisation, English is now being popularly perceived as “the language of opportunity and empowerment” (Patnaik 308). Thus, in the present situation, it is imperative that in keeping with the national objectives of education, the curriculum designers, textbook framers and teachers of English should adopt innovative initiatives with a view to delivering effective teaching for developing communicative skills of learners in the language and enabling them to participate effectively in the dynamics of national life as well as in the global arena.

Purpose

The objective of this paper is to show how significant is literature for teaching of English in India particularly at the Secondary and Higher Secondary level of education, where English is being taught as a second language and how literature as an effective tool can be suitably utilized for teaching language skills and helping learners acquire functional, communicative competence in the use of English.

Methodology

This paper is research-based and qualitative in methodology sourcing materials from reference books and journals. The cited materials have been examined with regard to their relevance to the objective of this paper and have formed part of the findings.

Discussion and Findings

The issues for discussion include why literature is important for teaching English language in India and how it can be used to develop the communicative competence of the learner. For furthering the discussion, relevant observations of some notable authors of language and literature are cited below as reference.

B.N. Patnaik in his essay “English and English Language Teaching in India: A point of View” has pointed out the content-deficiency of the course materials. He observes that content is, unfortunately, excluded from the language curriculum. The specially prepared language materials that ignore content and project language aspects such as rules of grammar and

pronunciations are so boring that they kill the learner's interest in the target language. To him, the content should be interesting, enriching, educative and readable. Interesting pieces have motivational value for the learner towards further learning on his own. Thus, text materials should be selected from the culturally rooted Indian literature in English satisfying the aforementioned criteria. (Patnaik 312, 316)

C. Paul Verghese in his *Teaching of English as a Second Language* opines that learners of English language should be encouraged to read literature with interest and pleasure for which he recommends a meaningful selection of literary materials properly graded keeping in view the academic level, linguistic abilities and mental maturity of the students. He has suggested that along with different forms of English literature, Indian writings in English should also be chosen for study, as they will be easily appreciated by the learners and thereby will facilitate learning of language. This will also provide him scope to note the cultural distinctions of two different societies and make a contrastive study of two different traditions. To corroborate his point of view Verghese has quoted Albert Markwardt as having observed that such cultural analyses are important for language study. Verghese has also cited John F. Povey who remarks that literature, among other things, will increase all language skills by providing evidence of subtle usage of vocabulary and complex and exact syntax. It also helps in cultural orientation of the learner. (Verghese 113-119)

J. C. Mahanti in enumerating the 'why' of literary pedagogy has stated that teaching through literature is pleasurable and efficient, its domain being the universe of discourse. He has cited *Panchatantra*, wherein Bishnu Sharma has employed literary forms to teach finer points of sociology, psychology, ethics, statecrafts and so on to the princes who were considered unteachable. To him, literary pedagogy leads to acquisition of proficiency in language. Teaching of a foreign literature helps the learner compare its culture with his own which would result in greater self-definition and awareness. Teaching of literature binds the society and the individuals together, brings about changes, renews language, assimilates "the new" and "the foreign" into the culture. Study of literature, of all curricular subjects, is the least specialized as its realm is the worldview of a particular culture. (Mahanti 75, 77)

A. K. Antony in his *Teaching of English as a Second Language in India* has appropriately remarked that literature in addition to teaching language skills helps the learner cope with the environment and live in harmony which is the aim of education. Literature being the testimony of the ethical, cultural, imaginative, and affective aspects of human beings, it helps the learner build his character. Antony while pointing out the problems inherent in teaching of literature has sorted out the same and presented a categorical and practical method of teaching of prose and poetry to enable the learners acquire the language skills in interactive and participatory way. (Antony 105-117)

Penny Ur in his *A Course in English Language Teaching: Practice and Theory* has put forward a list of different advantages, teaching of literature is likely to provide to the learners. The benefits include, among other things, enjoyable reading of text materials, learning language skills, imbibing cultural values, and developing empathetic, critical and creative thinking.

The above noted comments and opinions favouring the role of literature in effective teaching of English language carry conviction and bear realistic implications for the present English language teaching-learning situations in India. Their observations are based upon practical experience and thus have authentic and referential value for the curriculum designers, textbook framers and teachers as well. They should do well to select suitable literary pieces as text materials to make the learner-centric method of teaching English for communicative skills a real success.

A reference to Verghese is deemed relevant here. He has enumerated five functions which communication ought to achieve. They are the personal function of revealing oneself; the direct utterance in which one tries to control the listener; the 'the phatic communion' meaning speaking in a ritualised way; the referential utterance in which the information is conveyed to listeners, and the creative use of language as in poetry, songs etc. To him in the present time of globalisation, a learner needs to be competent in his command of English to express in a much greater variety of contexts. (Verghese 16). Thus, for teaching of literary works for developing communicative skills of English language, the teacher requires various innovative techniques to help the learner learn effectively the different communicative functions of language and utilise them efficiently in a variety of situations.

Dr. Z.N. Patil in his essay "Developing Linguistic and Communicative Competence through Literature" has very brilliantly demonstrated how literary pieces could be taught to acquire proficiency in the use of English language. While he has recognized the benefits of teaching literature in the traditional method such as students' understanding, enjoyment, appreciation of literature, awareness of the use of language, development of their affective aspects, awareness of the working of human minds and human relationships, but, at the same time, he has pointed out the consequential disadvantages of such method which makes the learner use the language in a bookish manner. In his own characteristically authentic manner, he has illustrated from his personal experience how literature could be tapped as a rich source for teaching language for acquiring linguistic and communicative competence for use in varieties of real life situations. For this purpose, Dr. Patil has chosen two short stories namely, "Unicorn in the Garden", "The Moth and the Star" of James Thurber and some poetic lines from Wordsworth's "The Solitary Reaper", "Daffodils", W.B. Yeats' "The Second Coming" and Robert Frost's "Stopping by the Woods on a Snowy Evening".

With the help of the "Unicorn in the Garden", Dr. Patil has shown how learners could be made to find out the meaning of new words by themselves from the contexts; how he helped them develop grammatical competence by making them produce grammatically variant but semantically equivalent versions of the original sentences used by the writer; acquire conversational skills by engaging in role play activities. Then, with the story "The Moth and the Star", Dr. Patil has illustrated how the students naturally responded to the dialogic exercises on synonyms, antonyms, substitutions, pronoun references etc. Further, Dr. Patil, using the poetic lines as aforementioned has also exemplified how linguistic and pragmatic competence of the students could be developed and how they could be made to perform various speech functions such as complimenting, expressing memories, criticizing obliquely, and taking leave.

Dr. Patil's demonstration of such innovative practice teachings is highly beneficial and educative for teachers and scholars as well. The way he uses the literary texts to secure students' active involvement and response is quite unique. The varieties of language contexts, he has sorted out for students' activities are very graphic and scientific as well as creative. This method serves both the purpose of teaching communicative skills and enjoying literature. Every teacher of English should take a cue from Dr. Patil's handling of literature for teaching skills of language.

Veena Ahire in her essay "English Songs for productive language-learning activities" has suggested that songs which are thematically, linguistically, experientially and culturally within the reach of the students can be included in the textbook. To her, "As an independent activity, a song can be used to develop listening skills and provide a launching pad to teach grammar and vocabulary and to develop language skills and study skills". (Ahire 36). Further, she offers an alternative suggestion for the teachers to choose suitable songs to teach in addition to text materials and make the classrooms lively as well as teach language. Such songs can be introduced at the beginning, middle and end of the lesson. She has picked up the song "Jimmy and Johnny" to demonstrate her aforementioned point of view. The suggestion of Veena Ahire on the score is quite plausible. However, the teachers need innovative ideas and the scope for time management to put it into practice.


Conclusion

From the aforementioned discussion and findings, it is ascertained that literature can be a very effective tool for teaching English in India for communicative purposes. However, what is needed most is the contextualization of the textbooks and proper training and orientation of teachers to handle literature for such teaching. A considerable part of textbooks should constitute a prudent mix of culture-rich good Indian writings in English and pieces of English literature, if necessary, adapted or simplified for such purpose. The materials ought to be interesting, educative, readable and selected keeping in view the academic levels and linguistic maturity of

the students. It is high time for the concerned authorities to engage in a serious stock taking of the English language teaching situation in India and to take appropriate steps as proposed above in the best interest of the learners. Teaching literature for communicative purpose is of vital importance in the present circumstances. Along with providing value-based education, it will make the learner proficient in the use of English language and empower him to play a meaningful and dynamic role in the life of the nation as well as to avail of the opportunities of globalisation.

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The Metrical Structure of Indo-Aryan Loanwords in Khasi

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Abstract

The present study provides a brief and elementary description of the metrical structure of Indo-Aryan loanwords in Khasi. In doing so, it specifically aims to analyze the stress patterns of the loanwords within a few select metrical parameters as espoused by Hayes (1995). Overall, the study seeks to investigate whether the loanwords conform to the stress system of the target language (Khasi) or retain the characteristic stress properties of the source language (Hindi, Assamese and Bengali).

Keywords: Khasi, Indo-Aryan, borrowing, metrical phonology, stress.

1. Introduction

The paper is a study on the loanword adaptation of one of the suprasegmental features, namely, stress. The recipient language, Khasi belongs to the Mon-Khmer branch of Austro-Asiatic language family, while the donor languages, viz. Hindi, Bengali, and Assamese are members of the Indo-Aryan language family. By analyzing the stress patterns of loanwords under the framework of metrical theory, the study aims to examine whether the donor language stress position violates the native language's stress rules or does it preserve its original stress position.

2. Background Literature

Before commencing with the description and analysis of the data, it may be useful to give some background information on the subject under discussion.

2.1 Concept of Borrowing

Since time immemorial, languages have been in contact with each other for social, cultural, linguistic and many other reasons; this fact has been pointed out by Hock (1991, p. 380) in this way "Languages and dialects...do not exist in a vacuum. There always is at least some contact with other languages or dialects". Hock (op.cit., p. 408) recognizes need-filling and prestige as primary motivations behind the linguistic process of borrowing. The term borrowing has many facets and types; however, the current study employs a common and less contentious understanding of the term. Haugen (1950, p. 212) defines borrowing as "the attempted reproduction in one language of patterns previously found in another". Thomason and Kaufman (1988, p.37), define borrowing as "the incorporation of foreign features into a

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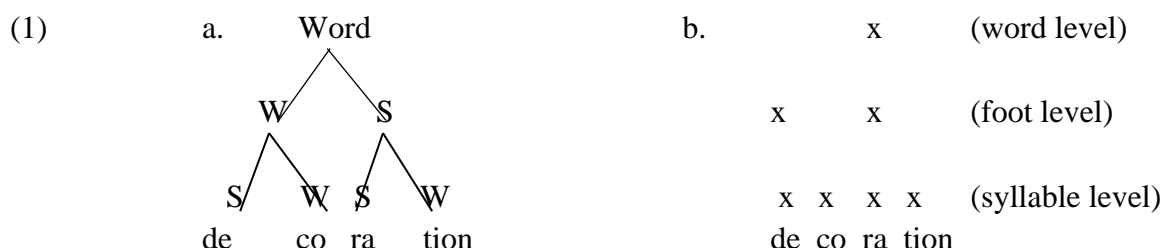
group's native language by speakers of that language". Aikhenvald (2006) opines that those linguistic components transferred from a source language into a target language may include either phonological, morphosyntactic or lexical items. In his seminal work, Haugen (1950) distinguishes three types of borrowing: (i) Loanwords; (ii) Loan blends; and (iii) Loanshifts.

However, for the purposes of this study, only loanword is relevant. Loanword is defined by Haugen (1950) as a condition in which a language borrows both the form and the semantics of a foreign word, which may undergo a process of phonetic incorporation into the structures of the target language.

2.2 Metrical Theory

Metrical theory came into existence in the mid-1970s, with the publication of Liberman's doctoral dissertation entitled 'The Intonational System of English' (1975). It was further developed by other linguists such as Liberman and Prince (1977), Halle and Vergnaud (1978), Selkirk (1980), Hayes (1980), Prince (1983) and Hayes (1995) among others.

Liberman (1975) specifically states that stress is not a phonemic feature of vowels in a word instead it is a relative property to be expressed in a hierarchical structure. A node is strong (S) not by virtue of some inherent property, but because its sister node (in a binary branching structure) is weak (W). The hierarchical organization of metrical structures is formally represented in terms of two models: metrical trees and metrical grids as in the following word decoration: Example cited from Pater (1992)



In the above example, the metrical tree in 1a. shows the prominence relationship between the four syllables in the word 'decoration' (the first and third are strong but the third syllable is more prominent than the first syllable). The grid label in 1 (b) displays rhythmic alternation between strong and weak syllables on the basis of the height of the grid columns. Thus, the third syllable with the higher column will represent the most prominent syllable. The convention used in this study is a mix of both tree and grid representations.

This study, however, draws from the ideas formulated in Hayes (1995). Hayes in his discussion of metrical theory includes a large number of typologically diverse systems; at the same time Hayes (op.cit) veers the focus of the theory to a finite set of parameters. Hence, the stress system of any language opts for a particular choice from a limited set of parameters. This study selects the following parameters:

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- (i) Size (Boundedness)
- (ii) Foot Dominance
- (iii) Directionality
- (iv) Quantity sensitivity:
- (v) Degenerate foot

Hayes (1995) also discusses about two types of feet: iambs and trochees. In iambic languages the head of the foot is right dominant whereas in trochaic languages the head of the foot is left dominant, and it is further categorized into two types: moraic trochees and syllabic trochees in which the former is quantity sensitive and the latter quantity insensitive.

3. Stress in Hindi, Assamese, and Bengali

It is a complex endeavour to provide a definite account of stress assignment rules in Hindi, because of the simple fact that it has a good deal of variation based on region and dialect. Different authors such as Mehrotra (1966), Kelkar (1968), Pandey (1989) and Hayes (1995) have different views on the nature and structure of stress in Hindi. Nonetheless, Pandey's (2020) paper on metrical stress patterns of Standard Literary Hindi and Standard Formal Hindi is the most appropriate reference for this current study. The paper provides enough evidence to describe Hindi as a bounded, quantity and rhythm sensitive system. According to Pandey (2020) Hindi stress is placed within a three-syllable window starting from the right. The default position for primary stress is the second syllable from the right, that is, a syllabic trochaic foot.

Bengali is another language which has dialectal variation. Studies such as Chatterji (1921), Goswami (1944) and Hayes and Lahiri (1991) all seem to agree that stress assignment is regularly word initial. Significantly clashing views are expressed by Shaw (1984) and Das (2001), they uphold the view that stress placement in Bengali is dependent on syllable weight.

According to Mahanta (2001) Assamese follows a Trochaic (strong-weak) rhythm with the main stress in the initial syllable. Put differently, the primary stress consistently falls at the left edge where foot construction begins. Additionally, stress placement is quantity sensitive, and in cases where a heavy syllable immediately follows a light syllable, the heavier syllable surfaces as the stress-bearing unit.

4. Indo-Aryan Loanwords in Khasi

At least two studies concerning loanword phonology of Khasi have been carried out, namely, Rabel (1976) and Baishya and Shabong (2012). The paper by Rabel (1976) provides an extensive list of loanwords borrowed from three principal languages: Hindi Bengali and Assamese. The following words are examples cited by Rabel (1976).

Table 1. Indo-Aryan Loanwords in Khasi

Syllable Type	Khasi	Bengali	Hindi	Assamese	Gloss
Monosyllables	ma:p	map	ma:f	maf	forgive
	ma:r	mal	ma:l	mal	articles
	biʔ	biʃ	wiʃ	bih	poison
	dak	dag	da:g	dak	mark/post
Disyllables	dɔrba:r	dɔrbar	darba:r	dɔrbar	council
	haʃa:r	haʃar	haʃa:r	haʃar	thousand
	ʃuba:b	ʃɔbab	ʃawa:b	ʃɔbab	answer
	ʃuti	ʃuto	ʃu:ta:	ʃuta	shoe
Trisyllables	pahara	pahara	pahara:	pahara	guard
	mahaʃɔn	mɔhaʃɔn	maha:ʃan	mahaʃɔn	shopkeeper
	baraɔ:r	bɔrabɔr	bara:bar	bɔrɔbɔr	always
Quadrisyllable	mokɔtduma	mokoddama	mukadama	mɔkɔddɔma	lawsuit

Baishya and Shabong (2012) also list an adequate number of loanwords based on different semantic fields such as kinship terms, flora and fauna, lifestyle, food, instruments etc. The most important contribution of this study, however, lies in its analysis of a number of phonological processes that had taken place during the formation of these loanwords. The following are some of the examples of phonological processes as cited in Baishya and Shabong (2012).

2. Phonological processes

i. Devoicing:

/gadha/ → /kada/ 'donkey'

ii. Deaspiration:

/sukh/ → /suk/ 'happy'

iii. Defricativization

/piaj/ → /pyat/ 'onion'

iv. Fricativization:

/čini/ → /šini/ 'sugar'

5. Metrical Analysis of Loanwords

A brief discussion on the nature of stress in Khasi words will provide useful insights about the process of loanword adaptation in Khasi. Basically, words in Khasi are monosyllabic, for example, buʔ 'put', we:ʔ 'dip', soʔ 'fruit', sim 'bird' etc. These monosyllabic words when pronounced in isolation are always realized with stress. Scholars who worked on stress in Khasi (Rabel 1961, Henderson 1967, and Khyriem 2012) seem to agree that primary stress falls on the final syllable of a word. For disyllabic words, primary stress is assigned to the final syllable, and secondary stress is assigned to the only remaining syllable, that is, the penultimate syllable as in 3a. For trisyllabic words, primary stress is assigned to the final syllable. Out of the two

remaining syllables, secondary stress will be assigned to the syllable farthest from the primary stress that is the antepenultimate syllable as in 3b.

- 3a. pn^1jot ‘destroy’ (bisyllabic word)
 3b. pn^1jot ‘destroyer’ (trisyllabic word)

Besides the polysyllabic words which are derived through prefixation, there is a substantial number of polysyllabic compounds in Khasi. Khyriem (2012) has classified compounds into two main types:

1. Compounds which are derived from combination of two or more root words. e.g.

- 4a. um + $sɔʔ$ ($um^1sɔʔ$)
 water + perspire
 Root 1 + Root 2
 ‘juice’

 4b. syi + $sa:c$ + jan ($syisa:c^1ja$)
 day wash clothes
 Root 1 + Root 2 + Root 3
 ‘Saturday’

2. Compounds which are formed from combinations of one or two sesquisyllabic roots with one monosyllabic root.

Another syllable type termed ‘sesquisyllabic’ (Matisoff 1973:86) is found to exist in many Austro-Asiatic languages including Khasi, wherein a disyllabic word consists of an initial unstressed syllable also called a minor syllable by Henderson (1952) followed by a stressed full syllable (main syllable).

5. $rndang$ + kti ($rndang^1kti$)
 neck + hand
 Sesqui root + Mono Root
 ‘wrist’

On basis of the above discussion, the description of foot construction and stress in the loanwords yields the following parameter values.

(1) Foot Size. According to Hayes (1995) and Kager (1995), metrical feet are maximally bounded (binary) or unbounded (n-ary). A bounded foot contains at most two syllables of

which one is strong and the other is weak. An unbounded foot is composed of any number of syllables of which one is strong and the rest weak.

When analyzing the loanwords, a considerable number of disyllables, trisyllables and quadrisyllables do not seem to fit into the specified type of foot structure. The foot size in these loanwords appear to be dependent on the syllable count. Examples in (6) will help explain the issue at hand:

(6) a) *disyllables*

₁ ku.'lab	'rose'
₁ ka.'li	'car'
₁ ka.'ʃɔ:r	'carrot'

b) *trisyllables*

₁ ta.la.'si	'search'
₁ ta.ra.'jur	'scales'
₁ i.la.'ka	'area'

d) *quadrisyllable*

₁ a.tos.k ^h a.'na	'chimney'
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It is evident from the above examples that the loanwords are consistently stressed in both the initial and final syllables across words of different lengths. The words in 6 (a), clearly has no limited distance neither from each other nor from word edges, thereby affirming that the aforesaid loanwords do not form a bounded/unbounded foot, wherein a foot would consist of a strong and weak node respectively. Instead, the pattern requires a parse into two monosyllabic feet as shown in the following illustration:

(7)

₁ kam'ra	'room'
$\begin{matrix} F & F \\ \sigma & \sigma \end{matrix}$	
kam ra	

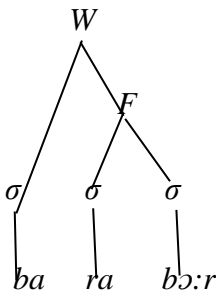
Together with foot structure, there is a well-founded rhythmic principle which prohibits stress clash (Prince 1983):

(8) *Stress Clash: two adjacent stressed elements.*

The pattern in disyllabic loanwords violates the stress clash principle, which states that stressed syllables and unstressed syllables should alternate within a prosodic word. The following grid-based example illustrate the non-alternating pattern found in the loanword:

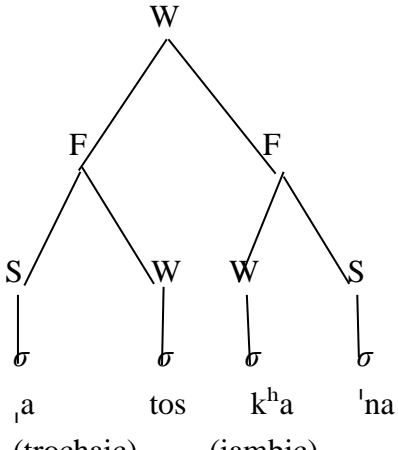
- (9)
- | | |
|-------|-----------------|
| * | <i>word</i> |
| * * | <i>feet</i> |
| * * | <i>syllable</i> |
- kam ra*

Trisyllabic loanwords, however, exhibit a typical binary pattern as it allows no more than two elements, i.e., two syllables have a direct dominance under a feet node as shown in (10).

- (10)
- 

‘always’

In loanwords of at least four syllables, which is rarely attested, if binary parsing is to be adhered to, then a trochaic foot must be assumed at the left edge of the word and an iambic foot at the right edge.

- (11)
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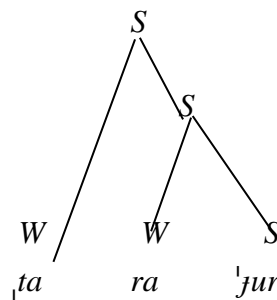
‘chimney’

What one can surmise from the above example is that quadrisyllabic loanwords is an issue for foot size proposed by Hayes (1995). The possibility of having both trochaic and

iambic feet seem highly unlikely since a language with metrical feet selects either iambic or trochaic feet and the two types of foot are not allowed in one language.

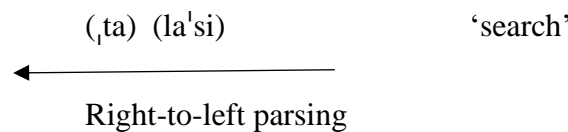
(ii) Foot Dominance – According to Kager (1995), foot dominance parameter governs the side of the foot where the head is located. In right-dominant feet (iambic feet), all right branching points are dominant and left nodes recessive, while the opposite situation holds in left-dominant foot (trochaic feet). The foot marking rule in the loanwords marks all dominant nodes as strong, as in (12).

(12)



(iii) Directionality – Directionality determines the direction in which foot construction scans the stress domain. If it starts at the right edge, then it is a right - to - left system. If, on the other hand, it starts at the left edge, it is a left- to-right system. The loanwords, for example, in this study, parses syllables from right to left.

(13) Stress direction



(iv) Quantity sensitivity: This parameter determines the role of syllable weight in assigning stress. According to Hayes (1995) a language is quantity-insensitive if it does not take syllable weight into account when deciding which syllable is more prominent than the other. In quantity-sensitive systems, syllable weight assumes a central role, distinguishing between heavy syllables (two moras) and light syllables (one mora). Hayes (1995) also suggests that all iambic stress systems are quantity-sensitive.

With respect to stress assignment in the Indo-Aryan loanwords, it could be argued that stress assignment is influenced by the distinction between these kinds of syllables where the CV syllables are always light (monomoraic) and CVV (either diphthong or phonetic/phonemic length) syllables always heavy (bimoraic). CVC syllables are light by default, but in the case of loanwords CVC counts as heavy for stress, by the rule of Weight by Position (Hayes 1989) which accommodates coda consonants with a mora. Typically, CVV and CVC syllables always attract primary stress, while the light syllable CV only gets secondary stress.

The existence of both phonemic and phonetic length in the recipient language (Khasi) also warrants for the presence of a heavy syllable of the type CVV (diphthong) and CV: (long vowel) in the loanwords as seen in the following examples:

- (14) sa:k^{hi}: ‘witness’ k^hutia ‘loose coins’
CV:CV: CVV

Several iambic stress systems are characterized by iambic lengthening. Hayes (1995:100) opines that final position is the characteristic environment of word- and phrase-final lengthening, which can also make a syllable perceptually salient. Since the recipient language follows an iambic pattern, it is not surprising that the loanwords too exhibit vowel length in the final syllables as in 16 (a), (b) and (c):

- (15) *Iambic lengthening*
- | | | |
|-----|---------------|----------|
| (a) | <i>pi.sa:</i> | 'money' |
| (b) | <i>ri.ti:</i> | 'dustur' |
| (c) | <i>lu.te:</i> | 'loot' |

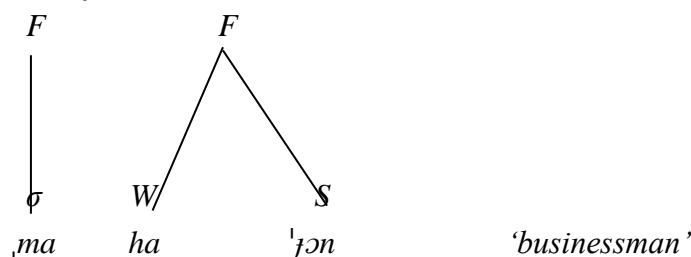
Thus, one can surmise and state from the above discussion that syllables in loanwords show quantity sensitivity with both light(monomoraic) and heavy (bimoraic) syllables as schematized below:

- (15) *Syllable weight in Indo-Aryan loanwords*
Heavy/bimoraic: VC/CV:C/CVV/CVC
ut ‘camel’, *ma:p* ‘forgive’, *sia* ‘ink’, *hat* ‘market’
Light/monomoraic: CV/CCV
b^ha ‘good’, *klur* ‘crore’

(v) Degenerate Foot: Hayes (1995) states that degenerate feet are logically the smallest possible feet. They consist of a single light syllable in a language that is sensitive to weight or of a single syllable in a language that has no distinction of weight. They are formed when a foot is left stranded after parsing every other syllable into a binary foot.

In the loanwords, when iambs are being constructed from right-to-left, an initial degenerate foot is built in words with an odd number of syllables as in the following example, where ‘ma’ is a light monosyllabic foot.

(16) *Degenerate foot*



Conclusion

At first glance, the study of stress patterns of Indo-Aryan loanwords in Khasi may appear to show a stress preservation rule between Khasi and the Indo Aryan languages. One could be tempted, for instance, to analyze the occurrence of stress in both the initial and final syllable in disyllabic words as a way to accommodate the stress properties of both the donor languages (which are unequivocally trochaic with main stress in the initial syllable) and the recipient language (which is iambic with the main stress in the ultimate syllable). However, this argument proves to be preposterous, if one is to delve deep into the stress system of native Khasi words (such as *kr. 'teŋ* 'name and *kn. 'duʔ* 'meet'), one notices that both initial and final syllables are stressed, suggesting, that the stressing of initial and final syllables may well be the structural property of the recipient language. In this context then, there is no conclusive evidence to specify the nature of the initial stress, that is, whether it is the main stress borrowed from the source languages which underwent demotion to fit into the structure of the target language or simply a secondary stress found to exist in the recipient language. Alternatively, it could be argued that Indo-Aryan words with non-final stress have been borrowed into the language with adjustments made to fit the final-stress system of the recipient language; primary stress on the first syllable in the donor languages shifts to the final position in the recipient language.

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The Unsung Freedom Fighters of Odisha

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Introduction

The author had once visited his grandparents in the summer vacation. His grandfather was a great narrator. He used to narrate various historical stories to his grandchildren. Once, he told me about the history of their village, 'Baladiabandha.' This escalated to a deep conversation. And they decided to go on for a trip exploring their village. The author was deeply touched with the folk tales connected with the history of the place.

Days later, grandfather passed away. The author then realized that he had deeply fallen in love with history - the modern history, from the decline of Mughals to the Independence of India. He then started reading a variety of books and discovered the stories of long-lost freedom fighters whose efforts weren't observed as those of others. With an effort to bring into limelight their struggle for independence, he wrote this article the 'Unsung Freedom Fighters of Odisha.'

So, after reading numerous books and collecting manuscripts, this composition was prepared focusing on the truth content. Distinctive efforts of the freedom fighters have been put into writing.

The Structure of the Article

I have divided this paper into four distinct parts. Part 1 is the introduction to the paper. It deals with a brief note of the subject matter under discussion.

Part 2 deals with those writings where the author visited his grandparents in the summer vacation, and his grandpa's telling him about the history of their village - "Baliabandha".

Part 3 of this paper speaks about the unsung heroes of the freedom fighters of Odisha. In addition, I cite exclusively the names of the unsung women freedom fighters from Odisha who have contributed a lot to the National Freedom Movement.

Part 4 presents the conclusion. In this part, I acknowledge the sacrifice of the said heroes and their immense role in making India a new nation.

Introduction

In this paper I intend to discuss about the Indian History of Freedom Movement in terms of the dynamics of socio-cultural formations rather than just a chronological narration of 'episodes', or the feats of a few great men - kings, warriors, or saints. My paper also gives an insight into the unsung heroes of ancient Indian History in terms of storytelling.

Part 1

Passion for History

It was a pleasant, sunny day in May and the clocks were striking eleven. Sipping from the glass of fresh cane juice, my grandfather casually continued talking about his childhood. In a loving tone of confidence, he said, "Back then we focused on three things. They are Aachar (conduct), Vichar (thoughts and ideas) and Vyavahaar (interaction and behaviour with others); all three linked to each other. But with this generation gap, the youth has forgotten their values and constantly dependent on technology." The discussion continued for a little longer until grandma called us for lunch. Aren't the grandmothers most worried about her grandc these children's welfare and most importantly their food? Haven't we all experienced these expressions, "Did you eat? Do you want more? What do you want me to cook?" We all have heard these loving expressions. A few days were left for the summer holidays to get over. "Aja (Grandfather in Odia), tell us something about the history of our village. How did it get such a name, 'Baladiabandha?'" I asked. With ancestral roots linked to the royal family, my grandfather was the most qualified person to answer this query of mine. The shine in his eyes showed how interested he was to answer. Nowadays children are only interested in technical stuff such as mobile phones, games, etc. I on the other hand loved to explore and know the history, to be precise the modern history of India. "We are travelling to Jatan Nagar Palace", he said excitedly.

Part 2 Visit to Historical Sites

It was a pleasant day, the sky filled with few puffy clouds. Ten kilometres down the national highway, we reached our first destination – The Dhenkanal Palace. It was the home to the last king of Dhenkanal, Shankar Pratap Mohindra Bahadur (1918-1947 AD). Over 18 kings ruled Dhenkanal. Dhenkanal was named after the Savara Chief named 'Dhenka', who ruled the land. Next, we moved to a place known as 'Jatan Nagar Palace.' It is an architectural marvel. The 100-room palace was built atop a hill in the early 20th century by Pattayet Nrushingha Pratap Singhdeo, the younger brother of the then king of Dhenkanal. Here, grandfather narrated the quite popular and widespread folk tale about the mysterious palace. "Do you know why the palace has no gate?" I was astounded, "No door?" With a grin he replied, "This palace was built with forced labour under the authority of a king with the British influence. Even elephants were forced to work and carry load and stones to the top of

the mountain. One day, because of the unbearable pain, an elephant cried in front of the Dhenkanal king.”

It was evening and was dark while we were returning. All the people were dozing off. My mother reminded grandfather to answer my last question, how the village was named ‘Baladiabandha’. “We are at the right place. On the bandha (bridge) after which the village was named. “Another folk tale?” I exclaimed in joy. “The bridge couldn’t be completely constructed for a reason. There was a wood bridge, just for the sake of crossing the canal. One day, a bullock cart driver was passing on the bridge. As it got dark, he decided to rest there. Some people did kill him as a sacrifice to the god for the continuation of construction. And it was named Balidiabandha which meant ‘the bridge where the sacrifice was made’, and over time the village was named Baladiabandha.” I was overjoyed to know so many folk tales. “An elderly man is like a treasure, even internet won’t have such information”, Aja (grandfather) said excitedly. Summer vacation was over, and we returned home. I brought one thing along with me, their blessings. On the journey back home, I pondered over all the wisdom he had given me.

Months passed by. Little did I know that it was the last time I would see him. It was September when grandpa passed away. The atmosphere at village was gloomy. I tried putting myself all together in the time of sorrow. Rituals were continuing in the damp weather. Grandpa had left us a treasure chest of evergreen memories. He had buried in me the passion for History - the modern History - kings, empires, national movement, a treasure trove. Life moved on. I got more engrossed in folk tales about national movement. I found this golden opportunity by Indian Government of ‘Mentoring Yuva’ to share various folk tales and contribution of the unsung heroes of the National Movement of Odisha.

Part 3

Unsung Freedom Fighters of Odisha

Everyone must be aware of Netaji Subhas Chandra Bose. Born and brought up in Cuttack district in Odisha, he was deeply inspired by socialist ideas and rapid pace of industrial growth witnessed in Soviet Union. He strongly supported the objective of complete independence; however, he was open to use of violent/military means, i.e., including armed struggle to overthrow the British. “Give me blood, and I shall give you freedom “, he was the founder of Indian National Army. His ideologies were unlike Gandhi’s. Despite the differences, both were tall leaders of the Indian Freedom Struggle who advocated the cause of complete Independence. Moreover, there was considerable degree of respect between the two as Gandhi referred Bose as ‘Netaji’ and ‘Prince amongst Patriots’ whereas Bose referred to Gandhi as the ‘Father of the Nation.’

Jayee Rajguru

There is a great sutra from Chanakya’s *Arthashastra*. ‘Rulership can be successfully carried out (only) with the help of associates. One wheel alone does not turn. Therefore, he

should appoint ministers and listen to their opinions.’ The great revolutionary leader Jayee Rajguru knew that with great power came great responsibility. His ancestors served hereditarily in the court of the king of Khurda as Rajguru. He was appointed as the Rajguru at the age of 41 during the reign of Dibyasingha Deva II.

With the continuous victories of British, they forever wanted to expand their territory. In 1803, Col. Harcourt signed the ‘Treaty of Deogan’ with the Maratha transferring possession of few places from Marathas to the British. He even sent an agreement to the king, of an assured amount of 1 lakh rupee, four pargans, and superintendentship of Jagannath Temple in Puri to provide land for passage between Ganjam (south) and Balasore (north).

But the British violated the terms. As a result, the hostilities fattened. The Great Paik rebellion broke out. Even though they weren’t as militarily and technically modern as the British, they fought boldly. In the end, the great Paikas were defeated. However, the king escaped. Later, he as well as Jayee Rajguru was captured.

After the arrest, the king pleaded that he had no powers during the period of Rajguru. Moreover, during his trial, Jayee Rajguru boldly confessed, “The king was a child. He was sentenced to death.” Do you know, what’s the most saddening part? He was killed brutally by tying his both hands to the hanging roots of banyan tree, which tore his body apart.

His sacrifice proved him a true son of his motherland. Even though the *Paiks* weren’t as technologically and militarily advanced against the white, their courage and wit proved to be very fatal. The credit of first war of India’s Independence goes to the ‘Sepoy Mutiny of 1857’. Much earlier to this great event India had witnessed in the soil of Orissa the freedom struggle of Jayee Rajguru in the Kingdom of Khurda with a viewing to wipe out the rule of the mighty British in the years from 1803 to 1805. The history of India’s war of independence was written mainly based on the documents prepared by the British authority. The reality of the facts was intentionally overlooked and deliberately avoided. They characterized the great war of India’s struggle as ‘Sepoy Mutiny of 1857’. In the similar way the British termed the rising of Khurda Paiks during Mukunda Dev II under the leadership of Jayee Rajguru as ‘Paika Bidroh’..... (magazines.odisha.gov.in)

Apart from them, there are several other unsung national freedom fighters. The Chandra Sekhar Behera, Buxi Jagabandhu, The Jewel of Utkal, Utkalmani Pandit Gopabandhu Das, Veer Surendra Sai, Amar Saheed Baji Rout, Gajapati Maharaja Krushna Chandra Dev, Utkal Gourav Madhusudan Das are among them.

Lifelong Freedom Fighter Jadumani Mangaraj

Jadumani Mangaraj was born in Kendrapada district in the year 1894. He was a very cunning, amusing, and courageous. He was a prevailing freedom fighter. With his

considerable oratory skills, he used to encourage people to fight for freedom. From his very childhood, he was absorbed for serving the motherland.

Being born in an agrarian family, he resisted making further studies. But he found a way out and eventually moved to Ravenshaw College, Cuttack to pursue further studies. At that time, a Britisher was in charge of that college. With the initiation of 'Non-Cooperation Movement', he addressed the students the demerits of supporting the movement. In response to his talk, Jadumani courageously yelled out a phrase talking against the in charge. This was his first participation in National Freedom Struggle.

1921 'Non-cooperation Movement' was a huge success. Utkalmani Gopandhu Das spread the word and idea of non-cooperation movement in Orissa. With Gandhiji's call, the students left the college. Jadumani Mangaraj was the very first person to be taken in for supporting the movement.

He gave a head start to the movement in his motherland - Kendrapada. His father-in-law was Peskar in the court of Kendrapada. He, thus, gathered a few people supporting the cause. And blocked his way to the court. This was his initial struggle.

In 1924, he contested for Kendrapada Local Board councillor and emerged victorious. He took the responsibility of freedom struggle in his district.

During *salt satyagraha*, he was debarred from public speech at that moment. He was arrested for violating the conditions.

He was again arrested for protesting the 'Jallianwalabagh Massacre.' After 1931 'Gandhi-Irwin Pact', he was released.

He had a very profound involvement in the freedom struggle. Besides, he had struggled fighting for Orissa as a separate linguistic state. His contributions are commendable and invaluable.

Amar Shaheed Baji Rout

Youth is the very period when a child grows up with toughness, stimulation, curiosity and a gush of heroism flowing through blood. Amar Saheed Baji Rout is the youngest Indian Freedom fighter and martyr. Patriotism ran through his veins. Remember the Jatan Nagar Palace that I had mentioned earlier? With the British in support of the king, they sent troops to oppress the rising rebellion in the village.

Baji Rout was a boatman. As a young member of the Banar Sena of Prajamandal, his duty was to keep an eye on the river. That night with suspicion of British troops crossing the river, Baji was given the task to guard the river and alarm the people of any suspicious

activity. When the British arrived, courageous Baji denied crossing them across the river. As a consequence, the British opened fire and Baji was shot. This brave son of Oriya didn't surrender to the white. With a youth generation wholly different from today's, Baji set an example of courage, patriotism and heroism for the generations to come.

Major Bajelgate was responsible for Baji's death. On January 8, 1931, the raged people took revenge of his death by attacking and killing the major with their sticks.

Saheed Basu-Bishuni

Tribal revolts and movements had a significant role in shaping the freedom struggle. Basu Sethi and Bisuni Mandual are Kanika's two brave children. With their sacrifices, one with pride can say Kanika's brave sons martyred themselves against the British for their motherland.

Basu Sethi was an untouchable. Even with the prevalence of untouchability at that time, he was adored very much. On the other hand, Bisuni Sethi was Khandayat in caste. In spite of being from different caste, it was the love of motherland that united them. Uneducated but courageous, they both united people with their words and provoked people against the king and British.

Their earliest struggle was against the inappropriate and harsh agriculture laws. Unrevealed associations of farmers were formed. And eventually, the movement was called. The main objective was to protest against the rising taxes. Although Basu and Bisuni weren't large farmers, they both were successful in uniting farmers against the King. The agitation was unsuccessful. Despite failure, they decided not to pay further taxes. And they decided to fight for their rights.

Gandhiji gave a call for non-cooperation movement in 1920. He urged the people not to use British produced clothes, to leave educational institutions and leave offices. Ramdas Babaji brought the message to Kanika. In front of a huge crowd, he boldly delivered a speech at odds with the king.

Bisuni took the responsibility of awakening people of the movement operating from one village to another. Similarly, Basu Sethi got together the untouchables and abused people in Chamuka region. People got all together for the cause.

Non-cooperation kicked off. 20,000 people from all over Orissa engaged in it. Alone, 4000 people took part from the Kanika region. This was all due to the impact and endeavour of Basu and Bisuni. Every village adopted spinning wheels and boycotted British clothes.

With fear of rising, the king called for muscle power. Basu and Bisuni led the irritated people. Incompetent to the large force, the police saheb ordered to open fire. A bullet hit

Bisuni's stomach while he was struggling against the police with his stick. He died saying, "Jay Bajra Mahakali." With that sight people urged Basu to retreat. But he denied and kept on struggling. He too was shot twice from the back. He as well lost his life.

Basi and Bisuni were martyred for their motherland on April 23, 1922. They are Kanika's pride. They were the first people to be martyred for non-cooperation movement. Their death gave a strong feeling of patriotism among the people. People now were more courageous against the British. Their contributions will be remembered for ages.

Amar Saheed Kushti Dakua

On August 8, 1942, the 'Quit India Movement' began. It spread like a wildfire. Kusti Dakua was born in the year 1897. He was healthy and a bold person. He used to be present at the village gatherings. Unlike his father, from his youth, Kusti Dakua used to hear to people's pleas, and gave people justice. His valiant and bold words were, "Dethrone the king, abolish slavery."

He used to attend the *gram sabhas* but was unable to speak expressively. Unhappy with that, he one day slept under the banyan tree, where 'Dalakhai Goddess' was worshipped. He acknowledged that he was blessed by the goddess. And true to his words, he spoke well in the later sessions.

He was uneducated. Yet, his words were strong and simple. In his fifth session, his words were, "Do or Die." His words brought out patriotism within the people.

On August 8, 1942, he headed his biggest assembly. That day, he made the people aware of the great accomplishments of the martyred. They decided to take the 'Rajbati' into their hands, dethrone the king and burn down government offices, police stations on their way and cut the telephone wires. The movement was violent in character.

First, they burnt down the post office. At that time, the police sub inspector was Benudhar Pattnaik. Kusti Dakua's words were to do or die. He decided to burn down the police station and hoist the Indian Flag on the police station. While doing so, the brave son of motherland, Kusti was shot on his stomach. He fell down saying, "Trirangaki Jay." That day, Orissa lost her courageous son. He is the pride of the motherland. He will be in everyone's heart for ever.

Muhammad Hanif

Freedom struggle had harmoniously united people of divergent religions, castes, and creeds. Muhammad Hanif was a great freedom fighter of Orissa. He had a very bright childhood. He joined as an excise inspector to support his family. But he was not happy with that job, as, it included black marketing and smuggling of excise goods.

He left his job when Mahatma Gandhi gave the call for 'Non-Cooperation Movement.' Even though he was the only service holder from his family, he supported the cause of freedom rather than supporting his family. He was a Gandhian.

Hanif started a school to impart Gandhiji's ideas to the people. Hanif became the master, and he was known as 'Masterji.' His thought was that only an educated society will free the people out from the British rule. Later, his school was shut down by the British. He was a man of dedication. He was thrown out of his family by his father for not being able to support his family. Subsequently he committed himself to aware people of Gandhiji's ideologies. An ashram was constructed in Kuansia. With rising concern, the ashram was demolished.

People from both Muslim and Hindu communities admired Hanif. "Everyone is the children of one motherland. Let one be Hindu or Muslim, one has to serve their motherland", these were his words.

He was a prominent leader in the Bhadrak district. His primary ideology was that every person is one, 'Allah and Ishwar' is same. He was against the British policies of favouring different communities of the section individually.

Mahatma Gandhi started 'the Salt Satyagraha.' Muhammad Hanif took the responsibility to make people aware of the satyagraha in his region. He united people of all communities to spread the word. With rising chaos, the police lathi charged the people. Even though the people were physically hurt, they remained mentally bold.

Quit India Movement started. The people burnt down the police stations. The people of 'Dhusuri' declared themselves independent. Many people were martyred in the 'Lunia shootout.' 'Eram shootout' was too cruel. It is considered as the Jallianwalabagh of Odisha. Arising revolts angered the British and Hanif was arrested. Yet, he continued his noble work in the prison, educating the people.

After his release from jail, he joined Congress. Moreover, he built a volunteer community to gather information from every corner of the area.

He had a critical role in guiding the people of Bhadrak in the freedom struggle. He passed away on October 6, 1967. He set an example of how secularism was power. His memories will forever be engraved.

The history of Indian Freedom Struggle would be partial without talking about the women who participated in it. They fought with true spirit and courage to gain us freedom. Many women freedom fighters like Sarojini Naidu, Annie Besant, and Indira Gandhi have immense popularity. But there are many others who are not as celebrated as them.

Maa Ramadevi

Born in 1899, Maa Ramadevi had played a major role in organising freedom struggle in Odisha. An interesting thing about her childhood is that she and her sister were given pens to keep. The one who lost it last would win. And when Ramadevi used to lose, she would cry. Her father has a fascinating way, and told her if she cried, he would eat a good thing, and if she didn't cry, then she would eat it. This way he groomed her to be strong.

Her very first leap towards fighting for freedom was when she attended Utkalamani Gopabandhu Das's speech when he returned from Nagpur session of Congress – 1. Leave Government Degree 2. Leave Government schools and colleges 3. Leave Provincial Councils and Central Assembly 4. Leave advocating and Government jobs 5. Stop using foreign garments. This was the beginning of Non-Cooperation Movement. Many people including Ramadevi were moved by Utkalmani Gopabandhu Das's words.

She was greatly active during the salt satyagraha. Even when the government didn't give permission for meeting, she urged people to come to her house where she announced the places where salt would be produced. She gathered 1000 women from Srijung village for the same. She used to aware women moving from village to village. The most common questions she faced were, What does Congress do? What will be their profit if they joined? How she being an women would be allowed to go out of her house?, What will be the benefits for women after independence? She would gracefully reply to these queries.

In 1932, she was arrested for reading out the 'Swaraj Resolution' in a public place and was sent to Hajaribagh jail. There she learnt about Gandhiji's fast against Harijans being called untouchables. After she was released from jail, she heard about Harijan Seva in Cuttack. Untouchability Prohibition Society was formed. Later, it was renamed to 'Harijan Seva Sangha.' She used to say, 'since people were engaged in scavenging, they were called untouchables. But a mother cleans her child, that doesn't mean she is untouchable.'

She was then again arrested during 1942 Quit India movement. In 1944, she heard about the death of Kasturba. After her release from jail, she started to work for the memorials of Kasturba. Gandhiji gave her the responsibility of the representative of 'Odisha Kasturba Truster.'

Even after independence she continued her noble work. She became a member of Odisha Khadi association on August 21, 1947. In 1950, she established an Adivasi help centre. Apart from her involvement in the National Independence Movement, during the India-China war in 1962, she joined the peace keeping army in Assam. She continued serving the nation and her people. She helped people during floods and droughts, formed numerous village committees, supported student unions for various causes, served patients and refugees.

Sarala Devi

During the British Raj in India, there was women's awakening in England. There were series of campaigns by women for equal opportunities as men, such as equal pay, equal rights, voting privileges etc. Its impact was seen within the women in India. The educated women under the inspiration of Gandhiji participated in huge numbers in the Indian Freedom Struggle. Among them the most prominent were Sarojini Naidu, Kamaladevi Chattopadhyay, Aruna Asaf Ali, Sucheta Kripalani and Kamala Nehru. Furthermore, women of Odisha were awakened by their patriotism.

Sarala Devi was significant within Odisha. She was born in 1904 at Jagatsinghpur district in Odisha. She was unlike other people. She was against all the societal stereotypes from childhood, setting an example for other people. She was in opposition to untouchability. People used to bathe when in contact with Dalits, but she didn't - she used not to believe in all these.

With widespread belief of widow non-marriage, untouchability, and unruly governance of the British government, she at a very young of 15, thought to reform the people and the country. She was the only female member of the rally marching against the 'Jallianwalabagh Massacre' from her village, only at the age of 15.

She attended the Nagpur session of Congress along with her husband. With Gandhiji's guidance, the 'Non-cooperation Movement' started in 1920. Gandhiji had come to Odisha in 1921, where he portrayed the principles of the movement. It was all because of Sarala Devi's efforts, many women participated in the session. She became a member of Congress at that time. To be a member, a person had to pay 25 paisa and to sign the agreement paper. Their signature would be used to prove that the person is for and supporting the cause of Independence, "I believe in Independence of Bharat in a peaceful and harmonious way."

She was the member of 'Alaka Ashram'. They had opened a national school to train people. Along with studies, people were taught to tailor their own cloth. She, along with her husband would participate in various events organised by the ashram such as helping patients in remotely located village.

She formed a women association, 'Utkal Women Association' to spread light on various issues faced by women through various sessions and education. After the huge success of the association, she continued helping and forming various other women associations and developing patriotism among women.

Salt Satyagraha was one movement which gloriously unified the people of India. Saraladevi too undertook the responsibility of uniting and making people aware. She formed 'Udbhog Mandir' at Brahmapur city in Ganjam district. The police got concerned when she declared to break the salt laws. One day, when she was travelling in Madras Mail, the train

was halted, and she was arrested. With fear of an uprising, they arrested her from an unknown place. She was sent to Sudur Vellore jail, where she was tortured severely. She was the first Odia lady to serve a jail sentence.

Odisha was declared as a separate state on 1 April 1938. She was the first female member of Orissa Legislative Assembly. During the reign of British, every session was being conducted in English. But when she became the Speaker for a day, she undertook all the sessions in Odia language. “What a brave lady!” She was also the first and most prominent lady who wanted to recognise Odia as the state language.

She had served for 9 years in the legislative assembly. She worked for glory and welfare of the state. She was chosen as the first satyagrahi by Gandhiji himself, during the World War II from Orissa. She again served 6 months of jail period for protesting against it. She left for her heavenly abode on 4 October 1986 at the age of 82. Orissa lost a pioneer of women movement for Independence, an eminent freedom fighter and writer.

Part 4 Conclusion

In addition to them, there are many other unsung heroes, namely, Sangrambira Krutibasa Patshnai, Andhari Mulakar Aloko Pabitra Mohan, Desaprana Pranatanath, Gandhibadi Nrusingha Guru, Sadasiva Tripathi, Desa Sevak Niranjan Pattnaik, Sangrami Sevak Nilamani Pradhan, Goranga Charana, Sangram Sevak Mohan Nayak, Biplabi Dwibedi, Nabautkala Anyatama Nirmata Chandrasekhar Behera, Swadesha Premi Dibakara Pattnaik, Sangrami Narayana Birabara, Desasebi Sura Pattnaik, Freedom Fighter Banka Bihari, Sridhar Das, Govind Chandra Mohanty, National Poet Bira Kishore, Riot King Somnath Singh, Tyagi Nanda Kishore Freedom Struggle Sarathi Banamali Pattnaik, whose parts aren't celebrated greatly. They had played a very influential role in their respective places all over Odisha. Their efforts will forever be engraved.

After 200 years of pain, struggle and fight, India gained freedom on 15 August 1947. Every person had been wishing for an independent nation with all people living in unity and integrity. People were tortured and exploited. People arose to fight for the people's rights. India, land of freedom fighters, words are impotent speaking of every individual's effort for the freedom of India. Many freedom fighters went after Gandhiji's non-violent method while some used violent means. Irrespective of caste, creed and religion, everyone jointly fought for the freedom of India. Nevertheless, everyone had one and the same objective - to free India from the British Rule.

Every freedom fighter should be remembered, for they are the people who gave us freedom. Their sacrifices must be honoured. Even today, they continue to inspire the people. We the Indians should live in peace and harmony.

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Representation of Culture and Gender in *English for Today* at Higher Secondary Level in Bangladesh

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Abstract

Culture and Gender are the unique attributes of a particular group of people, distinct in everything from language, religion, cuisine, social habits, music, arts, and lifestyle. Thus, culture finds expression in language; as such, learning a new language without familiarity with its culture retards the learning process. This study investigates the representation of gender and culture in *English for Today*, the language textbook for the H.S.C level and tries to find out its impact on English language learning. Its importance in everyday life is immeasurable as can be seen by its unofficial status of the second language in Bangladesh. The government has mandated twelve years of learning of the language. Unfortunately, this mandate has not been translated to concrete results and the overall standard of the L2 in our country has remained appalling. To collect relevant data, the researcher has used mixed method (both qualitative and quantitative methods). As research tools of data collection, teachers' interviews, and questionnaire survey have been included. After collecting data, they have been analyzed. The findings show that the representation of gender and culture in *English for Today* textbook at the HSC level is well-balanced but whatever outcome we see or find in terms of language learning is not the product of the textbook rather a predigested guidebook.

Keywords: Bangladesh, *English for Today* textbook, gender, culture, learning

Introduction

1.1 Purpose of the Study

Gender and culture prejudiced language in textbooks can influence students negatively in learning the L2. Gender and culture biased language is most often groundless and iniquitous (Cameron, 1990, pp. 13) and helps create a repressive and intolerant nation. Studies of gender, culture and language have found that culturally biased and gender stereotypes in written text and pictures have deleterious effects for male and female students (Lesikin, 2001, pp. 281). These issues incorporate feelings of exclusion, depression, segregation, and lowered expectations.

Keeping all these factors in mind, the education authorities have suggested diverse criteria for selecting appropriate and relevant content for the textbooks. One of these is that the content of the textbooks should be consistent with and relevant to the sex of the intended learners (Eisner, 1985, pp. 201-202). The content of textbooks is useful and efficient when it is consistent with the learner's age and sex. Therefore, the issues, sentence models and examples must be represented in such a way that both male and female learners feel that they are equally valuable to the society. Textbooks should not impose on the readers the idea that male students have more social prominence than females.

This paper aims to find whether these precepts have been manifested in the EFT textbook and its teaching at the HSC level of the country.

Objective

Literature Review

For this study the researcher has reviewed two types of literature, in the first part the researcher discussed about the key constructs and the second part contains a brief discussion of the previous studies on language, culture and gender in the textbooks. So the literature review that follows includes a brief analysis of some key constructs like culture, gender and the relationship between culture and gender, acculturation, and identity as well as studies that have dealt with impacts of the inclusion of the target culture identity on teaching a second languages, conflicts of host culture and target culture.

It is expected that any kind of research or study done on any textbook will aid future curricula designers and textbook writers to reflect on and work towards improvement. Incorporation of cultural contents in language textbooks is quite a new trend in the mainstream textbooks in Bangladesh. This study will allow future textbook designers to think more on the implementation of intercultural competence as well as the extent and ways these skills ought to be taught via the textbook-teacher partnership. Hopefully, this will ultimately create a better intercultural exposure through English Language Teaching opportunities for producing more effective teaching-learning materials

The study further focuses on Gender representation in the book as this is one of the key components of identity. Numerous observers (Lakoff, 1988) have described a woman's speech as being different from that of man. We communicate with others through language, and establish our identities, both gender and otherwise, with the help of language.

The purpose of this study is to evaluate whether these textbooks consist of any gender stereotypical elements that may affect students' assumptions and development. The results of

this study are expected to raise awareness among the material developers and English teachers and will help to reshape stereotypical gender representation (if any) in language textbooks.

The Bangladeshi government is committed to improving the ELT scenario at the Higher Secondary level the desired result has not been reached. At present it is seen that the prevalent instruction of English is inadequate for global communication. Though students are passing out from schools and colleges, they are not competent enough to carry on communicative activities because of lack of communicative skills in English. But, the communicative competence is the key to success for participation in any affairs inside and outside the country

Research Questions

However, there has been little focus on “The Representation of gender and culture in English Language Textbooks at the Higher Secondary Level in Bangladesh and its impact on learning outcome”. So this study tried to find answers for the following questions:

- Comparative analysis of the portrayal of men and women.
- Exploring the impact of the portrayal of women in English language textbook at the higher secondary level in Bangladesh on the learners in English language learning.

Methodology

3.1. Introduction

Research methodology is a logical way to solve a problem. It is a science of studying how research is to be carried out. In actual fact, it is the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. The study was conducted in Dhaka Division in 2015. It was carried out to identify the status of teaching and learning outcome of English language at the Intermediate level in Bangladesh.

3.2. Theoretical Framework

This research aims to find other problems that have not been discussed and to develop solution. It also intends to fulfill the time gap between previous studies and the present one. The investigation went around some domains directly related to English language teaching: textbook materials, syllabi and curricula, teaching methods and approaches, skill of teachers, teaching aids and equipment, perception of needs of English, preference of learning strategies, testing and assessment, etc.

Sampling

The sample group consists of eight teachers of English courses of eight private colleges in Dhaka, Bangladesh. Respondents were selected randomly irrespective of their sex, age, years of teaching experience and educational background. Of this sample group, three of the teachers were female while five were male and all the participants were aged between 30 and 40. Sample size of the study was limited to eight due to time and cost constraint. Though the participants were different from one another with regard to their socio-economic, psychological and educational conditions, they all share the same certain broad similarities which come from their sharing of the same culture and the same L1. Again, all of them studied English as a compulsory subject from primary level to higher secondary level.

Before the survey the participants were assured that the information provided by them shall be used for research purpose only and that all confidentiality shall be ensured. Also, their privacy will be strictly maintained by researcher. This made the participants feel free and comfortable in answering the questions. Their consent was obtained orally.

3.5. Setting

To conduct the survey, the researcher had to meet the respondents personally. Researcher met the participants according to the appointed time and place. Previously set questions were given to respondents and they were requested to provide their opinions about those. Modern technology was utilized for one interviewee's response due to distance and time limitation.

3.6. Instrumentation

Qualitative method has been followed in this research in order to find what others think. Usually, qualitative methods are used in research to offer an in-depth description and analysis of a specific program, practice or setting (Mertens,1998: p.159). Denzin and Lincoln (1994: p.2) say that qualitative research involves the collection of a variety of empirical materials such as case study, interviews, observational study, historical, visual texts that describe the problematic events and understanding in individual lives.

3.7. Data Analysis Procedure

To analyze the data, researcher uses qualitative method since it is easier to sum up a result when numbers of the respondent participants are limited.

Participants- there are 148 participants for questionnaire survey. I have selected six different colleges from three different categories from NCTB list where colleges' names are given according to the academic performance. In questionnaire survey I selected participants randomly so that I might have all possible answers from different angles.

Instruments-for students I set 14 questions altogether. Among these, most were close-ended, a few were semi-open and the rest were open ended questions. For interview, I set 10 questions and used recorder. The duration of each interview was forty minutes. I recorded the interview on audio recorder. The participant teachers have been named Interviewee- Teacher A, Interview- Teacher B, Interview- Teacher C, Interview- Teacher D, Interview- Teacher E.

There are a number of ways to design questionnaire, open-ended free response is one of the common ways. It opens the scope for the respondent to reply confidently and comfortably. In this study both open and close ended questions were designed. In the survey questionnaire (mixed), there is a total of 14 questions, while the interview questionnaire includes 10 open-ended questions. Questionnaires are printed forms for data collection. The questionnaires were available in two versions and the respondents, too, answered in both languages as the occasion required.

Obstacles Encountered / Limitations

The following are the obstacles faced by the researcher.

- The political instability of the country meant that it was risky to roam around while collecting data.
- Since it was not possible to synchronize the researcher's time with that of the teachers, not all the teachers from all participating colleges could take part in the survey.

Teachers' Interviews

4. Data Analysis

The collected data was analyzed in MS Excel and report written in MS Word.

Q.1. Does the content of the book talk about ethnic minority group? 70% answered in the negative, 20% answered in the positive, and 10% replied that they were oblivious. This, again, may be attributed to their drive to excel in grades rather than any real thirst for knowledge.

Participants	Comments	Percentage (%)
103	No	70
30	Yes	20
15	Do not know	10

Figure: 02

Q. 2. Which tribal groups are mentioned in EFT book?

In response to this question, 50% replied that they found nothing noticeable on this point. The remaining 50% answered that Marma, Chakma, Garo, Saontal tribal groups have been mentioned in the EFT book. This question has significance in terms of the level of concentration of the respondents for the researcher as the answers show reverse response for the study.** (for discussion)

Q. 3. Have any tribal groups been found with greater importance?

100% replied that there is no such group that is given greater importance in this book.

Q. 4. Does the content include a variety of cultures or just specific one? For example: British or American culture.

100% students answered positively that their textbook includes a variety of cultures such as Thai, Japanese, Chinese, Brazilian, German, etc. Cultures have been highlighted globally thus the lesson content covers a wide range of different cultures. It is also found that majority of the students read this portion from curiosity though it not always suggested by their teachers. They feel interested about cultures and love to learn about the different cultures. This is one of the most interesting parts to the students. They also shared that through exposure they can learn English in a better way. They found the information to be interesting and important for eventual real-life use in the future.

Q. 5. What cultural and social groups are represented?

93% answered that the norm for culture and social groups are mentioned. 7% answered about specific representation of the culture and social groups like the Samba, Religious festivals of Myanmar, the British Royal family, daily manner, and etiquettes differences amongst the multitude of cultures.

Q. 6. Is an adequate coverage of a variety of people?

Everyone says it has satisfactorily covered most cultural norms and there is a lot of variety in the texts.

Q. 7. Is the cultural information presented with comments? Such as being good or being bad.

100% students answered that there is no bias given regarding culture in the textbook. That indicates that there is neutral representation of culture in the EFT textbook.

Q. 8. Do they represent the reality about the target culture or the author's view?

95% answered that the target culture is represented directly and without any alteration. The textbook attempts to represent these cultural issues authentically. Target culture has been explained with a true reality and it is beneficial for the students to be familiarized with such kind of representation. Students also think that author's view was added along with the real presentation and 5% opine that both the target culture and the author's view are represented together. Students view regarding cultural issues is very positive and they are prone to credit this part with the highest importance.

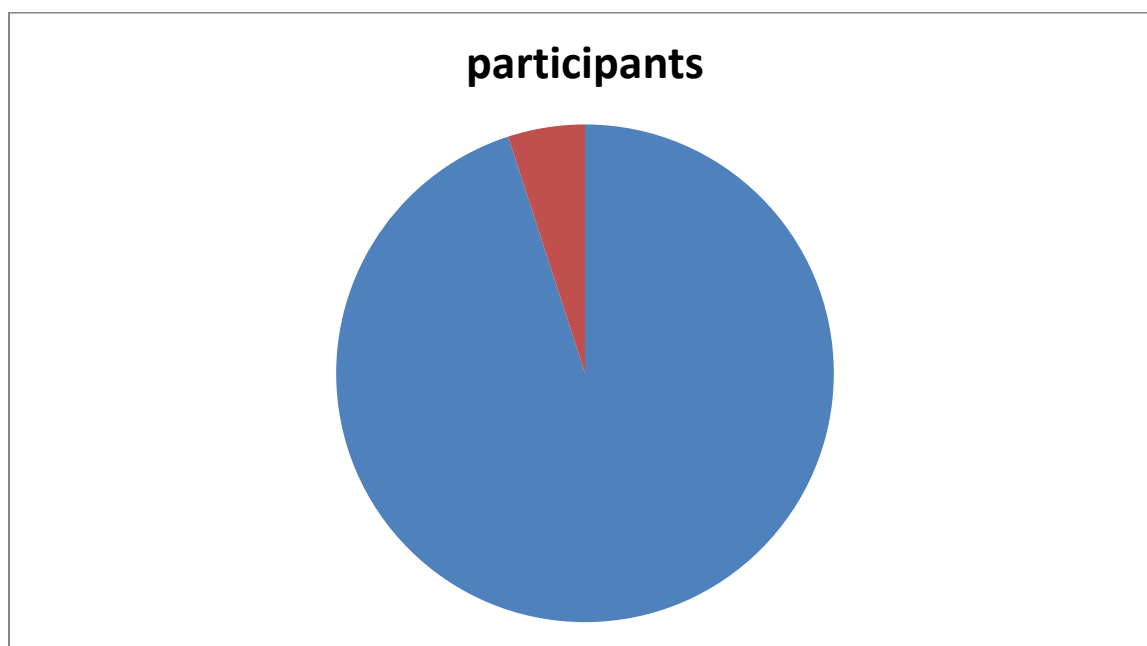


Chart- 01

Q. 9. Have man and woman portrayed equally in terms of ability and intelligence?

100% answered that the representation is equal in terms of ability and intelligence.

Q. 10. What types of family roles do female characters represent in your English language textbook?

All the participants answered that female characters play a wide range of roles in the family and the professions. Women play an important role inside and outside the home. Even being a housewife their voice can be heard in decision making and in other issues. Families are benefited economically since the women have been working outside the homes. The textbook gives special importance on women rights and equality in every sector of this society. Students feel encouraged when they read those lessons. Teaching is a common profession for women but they are capable at doing different jobs equally well. The prevalent picture of working women has been depicted well.

Q. 11. Does it talk about Bangladeshi food, norms, and values?

80% answered that it talks about Bangladeshi food, norms, and values. 10% answered that the existing amount of discussion is not sufficient, and they think more content/discussion can be added. 10% answered that they do not have any idea regarding the issues that the question talks about. Additionally most of the times in exercise part students are required to make a comparison between target culture and the host culture. There was an effort to make the content more contextualized. This part could have added more topics regarding host culture though it was sufficient. To some students the content about Bangladeshi food, norms and values were insufficient and backdated or that the changing cultures were not included adequately.

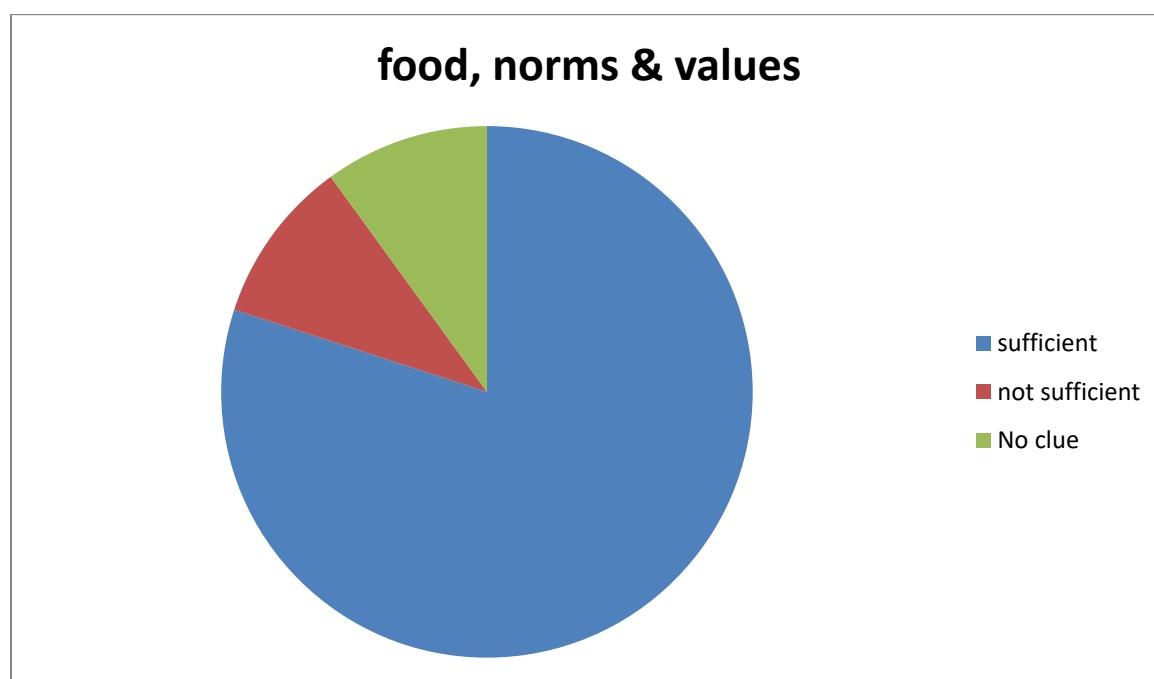


Chart-02

Q. 12. Do you think your identity as a man or as a woman has been represented well?

All participants believe that both the male and female identity is presented well in the EFT textbook.

Q. 13. How gender and culture help them in English language learning?

Commonly, all of the participants think that the portion that covers issues about culture, gender, and identity in this book is sufficient for English language learning, but they do not have any scope to share their views as their speaking skills are not used in or out of the classroom. As learning is examination-oriented, guidebooks and test papers are given equal importance. But there are 10% students who believe in only studying the textbook itself is guidance enough even though they share their counterpart's concern about their results.

Some comments – we read the book thoroughly for two reasons- exam and exam. We have learnt a lot of stuff about culture and gender which will be helpful for our future life. “I read a little from the text as I followed the guide book mostly” “I practiced model questions only ” “whenever we have faced any problem to understand the text we took help from the guide book” “sometimes it happens that teacher could not explain these issues in that case we got help from the textbook” “it helps us a lot to know about the English language ” “ at exam time we follow the guide book ” “ we come to know about different issues from our EFT book” it is a complete and perfect book to learn English through culture and gender” “gender and cultural factors are really important to know English language more” “we come to know about lot of information but most of the time we cannot practice those in our practical life” “our reading and writing skills may get improved but for speaking and listening skills we do not practice anything at all” it would be better if we could have applied those ideas in our real life” “gender and cultural points are very helpful to learn better English” .

Conclusion and Recommendations

The analysis of findings revealed that there is no imbalance in gender and cultural representation in EFT textbook. As English language teaching and learning in Bangladesh is a state-run education program, it is designed to meet the local and international cultural and gender ideologies. Although this study showed improvement to some areas of the textbooks when compared with the results of the previous research which examined the same textbooks (2000), there is still more room for improvement to provide an equal opportunity for learning for all students.

Though the following parts of the findings are not the focus of this paper, it has an immediate bearing on the process of language learning and so may be considered significant as recommendation for improvement:

Most of the Teachers, especially in the rural areas, did not receive any training on the textbook, they do not know much about the CLT approach and its prospects, there was no teachers’ guidebook even after 15 years of the launching of the book.

This paper finds that the most crucial point regarding the usage of EFT in the classroom is that sometimes the teachers by themselves arrange workshops inside the institute, but these instances are rare and not the common practice of all education institutes. There is no prescribed policy defined by the NCTB. This paper finds that the NCTB ought to take the lead in arranging nationwide workshops or training programs in order to better attain the learning objectives.

The pedagogical implication is that the CLT curriculum in Bangladesh needs to be reexamined as the content of instructional materials significantly affects students' learning attitudes, dispositions, their understanding of norms, culture, and the world around them. Therefore, Educational Authorities should provide guidelines for the use of fair treatment of gender in all aspects of textbook design such as equal visibility for female and male characters and equal female/male-oriented topic presentations in dialogues and reading passages with a wider range of occupational possibilities and personal traits.

Recommendations

1. Bangladeshi English language teachers at the higher secondary should be properly equipped to implement their classroom practices.
2. Autonomy should be allowed to the teachers to make necessary modification to the teaching techniques and procedures.
3. Learners should be made habituated with the communicative learning practice from the very beginning of the school year.
4. The teachers, too, should become more proficient in the use of CLT themselves. They should try to assume various roles such as facilitator, instructor or performer depending on the task. Nunan (1989) and Richards and Rogers (2001) mentioned the above mentioned roles for teachers.
5. Authentic materials should be designed for use in the classrooms for language teaching.
6. Proper training should be provided for English teachers to develop their teaching techniques and methods.
7. Teachers should also be involved in material development and textbook procedure. They should know designing materials as learners' need and interest.
8. Students should be provided additional practice books.
9. At exams, marks should be allotted for speaking and listening skills.

The results of this study are expected to raise awareness among the stakeholders, material developers and English teachers so that gender stereotyping in the language textbooks may be avoided at all costs and that cultural sensitivity is ensured throughout.

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Questionnaire

1. Does the content of the book talk about ethnic minority group?
2. Which tribal groups are mentioned in EFT book?
3. Have any tribal groups been found with greater importance?
4. Does the content include a variety of cultures or just specific one? For example: British or American culture.
5. What cultural and social groups are represented?
6. Is there an adequate coverage of a variety of people?
7. Is the cultural information presented with comments? Such as being good or being bad.

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8. Do they represent the reality about the target culture or the author's view?
 9. What types of family roles do female characters represent in your English language textbook?
 10. Have man and woman portrayed equally in terms of ability and intelligence?
 11. Does it talk about Bangladeshi food, norms, and values?
 12. Do you think your identity as a man or as a woman has been represented well?
 13. How gender and culture is helping them in English language learning?
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Sound System of Hawar Dialect in Dimasa

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Abstract

This paper discusses the Phonological Features in Hawar dialect of Dimasa spoken in Cachar district of Assam. Dimasa belongs to Bodo-Garo group of Tibeto-Burman language family. The paper discussed the phonological features of Hawar dialect of Dimasa into two sections: segmental and supra-segmental. The segmental section includes phonemes of vowel and consonant, description and distribution of vowel and consonant, diphthongs, consonant sequence, consonant cluster, and syllable structure in Hawar dialect of Dimasa. The supra-segmental includes two register tones: high tone and low tone.

Keywords: Hawar, Dimasa, Assam, Cachar, Bodo-Garo.

Introduction

Dimasa is one of the multi-cultured people of North-East India. They have well-preserved rituals and rich in history. They are racially Indo-Mongoloid origin (Barpujari, 2007) and linguistically they belong to Bodo-Garo group of the Tibeto-Burman language family (Lewis, Simons and Fennig, 2013). The term *Dimasa* means ‘son of the great river’ where ‘di’ means water ‘ma’ means big and ‘sa’ means son (Singha, 2007). Literally, they are called ‘son of the mighty Brahmaputra river’. According to 2001 census, the population of Dimasa in Assam is recorded 110,976 speakers. Based on geographical distribution, Dimasa has four main four main dialects namely Hasao, Hawar, Dembra and Diyuwa. Hasao is standard dialect spoken in Dima Hasao (formerly North Cachar Hills) district of Assam. Hawar is spoken in Cachar, Karimganj and Hailakandi districts of Assam and bordering areas of Mizoram and Manipur state. Dembra is spoken in Hojai district of Assam and Diyuwa is spoken in Karbi Anglong district of Assam and Dimapur district of Nagaland.

This is the first attempt to analyze the phonological features of Hawar dialect in Dimasa. In this paper, we will discuss the segmental and supra-segmental features of the dialect.

1. Segmental Inventories

This section presents the vowels, consonants, diphthongs, consonant sequence, consonant clusters and syllable structures.

1.1. Vowel

Hawar has six short vowels: /i, e, ə, a, o, u/ as shown in table 1.

	Front	Central	Back
High	<i>i</i>		<i>u</i>
Mid	<i>e</i>	<i>ə</i>	<i>o</i>
Low		<i>a</i>	

Table 1: Vowel Phonemes

Minimal pairs of vowel phonemes in Hawar as shown in table 2.

/i/ vs /e/	/gidi/ ‘sweet’	/gede/ ‘big’
/i/ vs /u/	/gidʒi/ ‘cot’	/gudʒu/ ‘tall’
/e/ vs /a/	/ne/ ‘push’	/na/ ‘fish’
/ə/ vs /a/	/dʒəba/ ‘war’	/dʒaba/ ‘to become’
/e/ vs /o/	/leŋba/ ‘to be tired’	/loŋba/ ‘to call’
/u/ vs /o/	/huba/ ‘to paint’	/hoba/ ‘to make like bamboo basket’

Table 2: Minimal pair of Hawar

In Hawar, vowel phonemes /e, a, o, u/ occurs in all the three word positions, the vowel phoneme /i/ occurs in the word medial and final positions and Following table 3 shows the distribution of vowel phonemes in Hawar.

Vowels	Initial	Medial	Final
<i>i</i>	-	/mijun/ ‘elephant’	/harni/ ‘gum’
<i>e</i>	/ebo/ ‘this’	/meser/ ‘opposite’	/sere/ ‘who’
<i>ə</i>	-	/bəsa/ ‘body’	-
<i>a</i>	/anuwa/ ‘lake’	/jap ^h oŋ/ ‘thigh’	/sisa/ ‘dog’
<i>o</i>	/olainun/ ‘exactly’	/k ^h oip ^h ol/ ‘papaya’	/bao/ ‘think’
<i>u</i>	/uima/ ‘caterpillar’	/burun/ ‘goat’	/guru/ ‘sugarcane’

Table 3: Distribution of Vowel Phonemes in Hawar

1.2. Diphthongs

Hawar has five diphthongs: /ai, ao, oi, ou, ui/. The most common diphthongs of Hawar are /ai/ and /ao/. It does not have triphthongs. Following table 4 shows the diphthongs in Hawar.

Diphthongs	Intial	Medial	Final
ai	/aida/ ‘sword with stand especially used in the kitchen’	/k ^h aisun/ ‘ant’	/k ^h aisun/ ‘ant’
ui	/uima/ ‘caterpillar’	-	-
oi	-	/k ^h oip ^h ol/ ‘papaya’	-
ao	-	/laok ^h run/ ‘skull’	/k ^h abao/ ‘chest’
ou	-	/houbo/ ‘those’	-

Table 4: Diphthongs in Hawar

1.3. Consonants

Hawar has 16 consonant phonemes: /p^h, b, t^h, d, k^h, g, dʒ, s, h, m, n, ŋ, l, r, w/. It has six different place of articulation i.e. bilabial, alveolar, palatal, post alveolar, velar, glottal and seven manner of articulation i.e. stop, affricate, fricative, nasal, lateral, trill, semi-vowel. In the manner of articulation, Hawar has 6 stops /p^h, b, t^h, d, k^h, g/, 1 affricate /dʒ/, 2 fricative /s, h/, 3 nasal /m, n, ŋ/, 1 lateral /l/, 1 flap /r/ and 2 semi-vowel /w, j/. Following table 5 presents a phonetic chart of Hawar consonant phonemes.

Manner of Articulation		Place of Articulation					
		Bilabial	Alveolar	Palatal	Post-Alveolar	Velar	Glottal
Stop	V-unaspirated						
	V-aspirated	p ^h	t ^h			k ^h	
	V+	b	d			g	
Affricate	V-						
	V+				dʒ		
Fricative	V-		s				h
	V+						
Nasal	V-						
	V+	m	n			ŋ	
Lateral	V-		l				
	V+						
Flap	V-						
	V+		r				
Semi-Vowel	V-						
	V+	w		j			

Table 5: Phonemic Consonants in Hawar

Minimal pair of consonant phonemes in Hawar is shown in the following table 7.

<i>p^h</i> vs <i>b</i>	/p ^h i/ ‘shield’	/bi/ ‘pray’
<i>t^h</i> vs <i>d</i>	/t ^h ubi/ ‘deep’	/dubi/ ‘costly’
<i>k^h</i> vs <i>g</i>	/k ^h ahamp ^h ai/ ‘good mood’	/gahamp ^h ai/ ‘welcome’
<i>m</i> vs <i>n</i>	/malai/ ‘other person’	/nalai/ ‘always’
<i>n</i> vs <i>ŋ</i>	/bidin/ ‘ugly and poor’	/bidin/ ‘creeper’
<i>l</i> vs <i>r</i>	/lan/ ‘take away’	/ran/ ‘money’
<i>s</i> vs <i>h</i>	/samlai/ ‘curry/dishes’	/hamlai/ ‘gooseberry’
<i>w</i> vs <i>j</i>	/wasugur/ ‘a kind of weaving tools’	/jasugur/ ‘nails for toes’

Table 7: Minimal pairs in Hawar

In Hawar, the phonemic consonants cannot occur in all the three word positions. Following table 8 presents the distribution of consonant phonemes.

Consonants	Initial	Medial	Finally
<i>p^h</i>	/p ^h unu/ ‘show’	/daop ^h arsi/ ‘sparrow’	/nosip/ ‘broom’
<i>b</i>	/baosi/ ‘equal’	/nabdi/ ‘barber’	/mandab/ ‘squirrel’
<i>t^h</i>	/t ^h at ^h ai/ ‘potato’	/jat ^h ai/ ‘stair/step’	-
<i>d</i>	/dimisa/ ‘fisherman’	/gandu/ ‘pillow’	-
<i>k^h</i>	/k ^h onɖʒa/ ‘empty’	/ɖʒuk ^h uba/ ‘marriage’	/busuk/ ‘daughter’
<i>g</i>	/gubur/ ‘mad’	/lugu/ ‘friend’	/sig/ ‘pull’ (net)
<i>m</i>	/mosol/ ‘false’	/lumba/ ‘ill’	/lem/ ‘throw’
<i>n</i>	/naorai/ ‘guests’	/hanai/ ‘spirit of the death’	/gadain/ ‘new’
<i>ŋ</i>	-	/ronɖ ^h ep/ ‘flatten rice’	/k ^h odɖon/ ‘comb’
<i>l</i>	/laisi/ ‘book’	/k ^h olon/ ‘fishing trap made of bamboo’	/k ^h oip ^h ol/ ‘papaya’
<i>r</i>	/raigonma/ ‘lion’	/nok ^h orsi/ ‘family’	/nik ^h or/ ‘backyard’
<i>ɖʒ</i>	/ɖʒalai/ ‘young’	/saodɖʒan/ ‘alone’	-
<i>s</i>	/saŋk ^h on/ ‘winnow’	/busuma/ ‘mother-in-law’	/p ^h us/ ‘december’
<i>h</i>	/hadɖin/ ‘ginger’	/jahon/ ‘after/behind’	-
<i>w</i>	/waik ^h udi/ ‘smoke’	/guwar/ ‘wide’	-
<i>j</i>	/jaodi/ ‘weapon’	/mijaha/ ‘yesterday’	-

Table 8: Consonant Phonemes in Hawar

In Hawar, the consonant phonemes /p^h, b, k^h, g, m, n, l, r, s/ occur in all the three positions. The phonemic consonant /t^h, d, dʒ, h, w, j/ occurs in the word initial and middle position and the consonant phoneme /ŋ/ occurs in the word medial and final positions.

1.4. Consonant Cluster

Consonant cluster is highly productive in Hawar dialect. In Hawar, consonant cluster occurs in the word initial and medial positions whereas no consonant cluster occur in the word final position. The medial consonant cluster is more frequent than initial consonant cluster. Examples are illustrated below.

Initial consonant clusters

<i>k^hr-</i>	<i>/k^hraŋ/</i> ‘rear’
<i>p^hr-</i>	<i>/p^hrap^haŋ/</i> ‘peeple tree’
<i>bl-</i>	<i>/blai/</i> ‘leaf’
<i>sb-</i>	<i>/sbama/</i> ‘bed bug’
<i>sg-</i>	<i>/sgaop^ha/</i> ‘turban’
<i>sm-</i>	<i>/smadi/</i> ‘what’
<i>ml-</i>	<i>/mlo/</i> ‘swallow’
<i>dʒn-</i>	<i>/dʒnaba/</i> ‘bright’

Medial Consonant Cluster

<i>-p^hr-</i>	<i>/daop^hri/</i> ‘pigeon’
<i>-p^hl-</i>	<i>/t^hap^hla/</i> ‘ash’
<i>-k^hn-</i>	<i>/dak^hna/</i> ‘tomorrow’
<i>-gr-</i>	<i>/sagrema/</i> ‘barren woman’
<i>-sn-</i>	<i>/masni/</i> ‘seven’
<i>-sr-</i>	<i>/bosro/</i> ‘lungs’
<i>-sl-</i>	<i>/waislai/</i> ‘flame’

1.5. Consonant Sequence

Consonant sequence is common in Hawar dialect though it occurs only in the word medial position. It does not occur in the word initial and final position of the dialect. Hawar Consonant sequences are discussed into two groups: Homorganic and Contiguous. Examples are illustrated below.

Homorganic

<i>-g.d-</i>	<i>/mug.du/</i> ‘pot’
<i>-ŋ.m</i>	<i>/yuŋ.ma/</i> ‘eri worm’

-ŋ.kʰ- /kʰaŋ.kʰu/ ‘chin’

Contiguous

-b.s- /hab.sao/ ‘world’
 -ŋ.l- /gidiŋ.lu/ ‘circle’
 -r.j- /bar.juŋ/ ‘cyclone’

1.6. Syllable Structure

Hawar has five types of syllables: monosyllabic, disyllabic, trisyllabic, quadrisyllabic and pentasyllabic. It has both open and closed syllables. The basic patterns of syllable in Hawar are VC, CV, CVC, CCV, CV̩, CV̩C and CCVC.

1.6.1. Monosyllable

Hawar dialect is mostly monosyllabic words. Hawar has many word structure with CCV and CVC. The CV and VC structures in Hawar are limited. Following are the examples of monosyllabic words.

Open Monosyllabic words		Closed Monosyllabic words	
CV	/di/ ‘water’	VC	/aŋ/ ‘I’
CV̩	/dao/ ‘bird’	CVC	/niŋ/ ‘you’
CCV̩	/blai/ ‘leaf’	CCVC	/kʰraŋ/ ‘rear’

Table 9: Monosyllabic words in Hawar

1.6.2. Disyllable

Disyllabic word is one of the most common words found in Hawar dialect. Following are the examples of monosyllabic words.

Open Disyllabic words		Closed Disyllabic words	
CV.CV	/pʰu.nu/ ‘show’	CV.CVC	/bo.dʒom/ ‘set’
CV.CV̩	/ri.jao/ ‘swim’	CV̩.CVC	/kʰoi.pʰol/ ‘papaya’
CV̩.CV	/bai.si/ ‘habit’	CVC.CCVC	/saŋ.kʰreŋ/ ‘rib’

Table 10: Disyllabic words in Hawar

1.6.3. Trisyllable

A word which consists of three syllables is called trisyllable. Some of the acceptable trisyllabic words in Hawar are shown below.

Open Trisyllabic words	Closed Trisyllabic words
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CV.CV.CV	/sa.t ^h e.ma/ ‘doll’	CV.CV.CVC	/p ^h a.mi.bar/ ‘lotus’
CV.CV.CV̥	/no.k ^h a.sao/ ‘sky’	CV.CVC.CVC	/mi.rim.diŋ/ ‘backbone’
CV.CVC.CV	/k ^h o.dam.p ^h i/ ‘oyester’	CCV.CCV̥.CVC	/bru.brao.luŋ/ ‘husband’s younger brother’

Table 11: Trisyllabic words in Hawar

1.6.4. Quadrisyllable

A word which consists of four syllables is called quadrisyllable. In Hawar, closed quadrisyllabic words are limited. Examples are illustrated below.

Open Quadrisyllabic words		Closed Quadrisyllabic words	
CVC.CCV.CV.CV	/sen.dre.go.ma/ ‘centipede’	CVC.CCVC.CVC.CVC	/dʒeŋ.gloŋ.man.der/ ‘rainbow’
CV.CV.CVV.CV	/k ^h i.t ^h a.rao.ba/ ‘brave’	-	-
CVV.CVC.CV.CV	/lai.laŋ.ja.ba/ ‘past’	-	-

Table 12: Quadrisyllabic words in Hawar

1.6.5. Pentasyllable

In Hawar pentasyllabic words are very rare and it happens only in open syllabic words. Examples are illustrated below.

Open Pentasyllabic words		Closed Pentasyllabic words	
V.CV.CV.CV.CV	/a.ri.k ^h i.di.ma/ ‘divine bird’	-	-
CV.CV.CV.CV.CV	/su.mu.dʒa.ba.ni/ ‘why’	-	-

Table 13: Pentasyllabic words in Hawar

2. Tone

Hawar has two register tones: high tone and low tone. The high tone is marked as /^h/, and low tone is marked as /^l/.

High	Low
/ba ^h o/ ‘think’	/ba ^l o/ ‘allergy’
/ha ^h di/ ‘rain’	/ha ^l di/ ‘paddy field’
/sé ^h ŋ/ ‘to put inside’	/sé ^l ŋ/ ‘sword’

Table 14: Tone in Hawar

3. Conclusion

The present work is an attempt to provide a detailed analysis of some aspects of phonology. From the above phonological features, we can conclude that Hawar is a dialect of Dimasa which belongs to Tibeto-Burman language family. Hawar has six short vowels, five

diphthongs, sixteen consonant phonemes and two tones. Vowel phonemes /e, a, o, u/ occurs in all the three-word positions. The vowel phoneme /i/ occurs in the medial and final positions and the vowel phoneme /ə/ occurs only in the word medial position in Hawar dialect. The diphthongs /ai/ occurs in all the three-word positions, the diphthong /ao/ occurs in the word medial and final positions, the diphthongs /ui/ occurs in the word initially and finally and the diphthongs /oi, ou/ occurs only in the word medial position. Hawar does not have triphthongs. The consonant phonemes /p^h, b, k^h, g, m, n, l, r, s/ occurs in all the three positions. The phonemic consonant /t^h, d, dʒ, h, w, j/ occurs in the word initial and middle position and the consonant phoneme /ŋ/ occurs in the word medial and final positions. In Hawar, consonant cluster is highly productive and occurs in the word initially. Syllable structure in Hawar varies from monosyllabic to pentasyllabic. A deeper study on tone is to be carried out for further research. However, this work has helped to provide a starting point for future work on Dimasa dialectology.

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Developing Language Skills and Communicative Competence in Undergraduate Students

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Abstract

Language skills, viz. listening, speaking, reading and writing are very crucial in any language learning. They are the basic skills of any language. The students of under graduate courses shall need to master these skills during their studies in the institutions and universities, they should be possessing these skills inside, and outside of their classroom in circumstances where they have to employ their language skills in actions in real life situation may be formal or informal for that matter. The present paper aims at examining level of language skills among the undergraduate students and how that can enhance communicative competence. It is also an attempt to find out the related studies and how are they conducted in the classrooms. This will help reserchers for further studies in this field.

Keywords: language skills, under graduate students, communicative competence, communicative approach

Introduction

Nowadays, the role of the universities and their affiliated colleges is to ensure and prepare the graduating populace in numerous fields and meet the market demands, not only focusing on the aspect of academic accomplishment but also on the soft skills needed for them to be competitive in the global sphere. Besides, great emphasis and importance of on personality and soft skills while deciding their future prospect. This paper will focus specifically on language skills and communicative competence since language skills are essential, especially for those seeking jobs. Undergraduates are supposed to assess their communication and language skills during their job interviews and apply for higher courses. Therefore, it is the role of the universities and their affiliated colleges to guarantee that undergraduates are equipped with the capability to communicate effectively. This paper will deliberate on language skills aspects that undergraduates should be armed with beforehand their graduation.

In the contemporary competitive and challenging world, much success is dependent on an individual's language skills and communicative competence. Besides technical expertise, communicative skills are also of equal importance; in the contemporary world, where students are likely to compete for job positions with the international workforce, having language skills and communication competence comes in handy. There is a need for communication across the globe, which make communicative competence one of the interesting areas. Proficiency in languages like English, an international language, can significantly benefit the competitive world.

Teaching language skills can enhance communicative competence. Communicative competence is a term used to describe an individual's ability to interact with others effectively. Combination of language skills a person has for getting to know a foreign language is how communicative competence is perceived at its most basic. Having such acumen enables an individual to attain a high-performance level. When discussing language skills and how they enhance communicative competence, it is important to focus on the models of communicative competence and why it is always important to inculcate the skill of communicative competence amongst students. Research in the fields of socio-semantics, sociolinguistics, and psycholinguistics has all been increasingly interested in language skills and communicative competence.

Language skills in linguistics in the aspect that have four basic components without which communicative competence cannot be achieved. In teaching language skills for enhancing communicative competence for undergraduates, the four basic skills of listening, speaking, reading and writing must all be considered. One cannot be a fluent speaker of a particular language without mastering these four language skills and the language skills is the foundation of learning language. To achieve fluency, one has to start speaking before embarking on reading or writing. a person may have different strengths in different skills, some people struggle with skills like listening and speaking but can be good when it comes to reading and writing while others cannot read and write but can be keen listeners, this is a fact people get to know when they embark on learning language skills for communicative competence. Listening remains one of the important skills of all as it one key way through which information can be perceived when one needs to learn a new language.

It is important to note that the four fundamental language skills normally complement each other, just like in science, learning language skills also uses the assumption for every action, there is always an opposite and equal reaction. For one to be an all-rounded learner of the language, one needs to ensure that all the skills are accorded the attention one deserves. The skills usually function in pairs listening and reading for language consumption and speaking and writing for language production. mastering the four skills is what contributes to language

fluency. Individual language skills should be strengthened if one is to make the best out of one language practice.

To improve the reading skills, one has no option but to start from books if they wish to be perfect in reading. It is often found that if one wants to improve his/her reading skills, has to start reading books; books that are inspiring ones, books that keep our interest in reading. As Fantine (2018:47) rightly said that books are not only important in assisting when learning a new language but also play an important role in helping people discover the culture that is behind the language. Nowadays, a variety of material is available with a click of button. Therefore, reading skills shall improve only by vast reading by the learners.

Speaking skill is very crucial skill as many people normally find language-speaking especially new language an overwhelming prospect. People can study for years but still find it difficult to have a conversation in their target new language. The new learning of English bound to make mistakes while speaking.

Newman-Nowak (2003: 12) mentions that 'Reflection' of an individual's conversation when the conversation is over is another important tool to sharpening the speaking skill for communicative competence. As a learner of a language, one need to have reflection on his speaking after the conversation takes place. This practice could be very helpful in improving the speaking skills. Reflecting on how your conversation went, helps in finding comfortability on the subject and new words encountered so far in the conversation, will increase learner's confidence when they find another opportunity to speak. Conversation reflection is also important as it offers the learner with targeted things to focus and work on for example the vocabularies they never understood.

Mastery over listening and reading skills help in enhancing speaking skills as these skills are interrelated and interlinked, when you work on one skill, it helps you develop the other skills also. Therefore, learners should understand the importance of language skills and their interconnectedness. The learners can build their vocabulary during the class time and further they can develop their speaking skills when they listen to music, watching movies, listening to conversations on radios, and also paying attention to podcasts. Noting down new words when listening, reading, or watching could be a good learning habit. Interesting lexes, slang words, and synonyms should also be noted down and check their meanings as and when required and use in real life situations, will definitely increase the chances of getting the language at large.

Listening which is basic for the other three skills, should also be sharpened and improved so as to develop other skills. Without mastering the listening skill, one cannot move to other skills, therefore requires to go through the listening skill thoroughly first. It has been noted

by some research studies that listening is the most difficult skills to be mastered by the learners as it is not always easy for people to fall into the passive learning pattern. It is not that way easy that just by listening to music or watching a movie that one shall learn the language. Therefore, the process of mastering the listening skill requires lot of practice on the part of the learners, and when it happens in several times, then the learners come to habit formation and begins the process of language learning. To develop communicative competence, learners need to learn the virtue of patience and allow the spoken words to flow out and in of their ears. The brain is also another important aspect in the listening process and people have to study what they are listening to.

To enhance good listening skills, there are numerous listening resources readily available for undergraduate students that they can use to better their language consequently develops their communicative competence. According to Ahuja (1997) the learners of English if use Music, audiobooks, podcasts, and movies appropriately for their language learning, there is great possibility of acquiring the target language in stipulated time. Having short bursts is important for people trying to sharpen their listening skills as there is no stating people should spend most practicing their listening comprehension technique. Shorts burst of at least ten minutes can prove effective in enhancing one's skill in listening, one doesn't have to reach the point of feeling and being overwhelmed to improve their listening skills. Giving the audio some good and full attention can play a vital role in improving a person's listening skills. Listening to audio from a distance is likely not to improve a person's listening skills. However, sitting down and giving the audio some attention and making it look like a study session makes the learner achieve more from it. writing down words one doesn't recognize can also help boost their listening skills, the words can be checked up in the dictionary for further studies. (Lewis) It is often noted that listening to an audio text many times, could surely improves the listening skills. Listening to something multiple times enables learners to learn it inside out and they can confidently recite them back and forth.

As teachers, we must focus on two aspects of listening: listening as acquisition and listening as comprehension, in order to develop the communicative competence of undergraduate students. Listening as comprehension entails the traditional way of thinking about the nature of listening. In most methodologies, manual listening and listening comprehension are usually synonymous (Richards 4). The perception of listening comprehension is based on the assumption that the primary role of listening, particularly in unlearning second language learning, is to facilitate and ensure spoken discourse understanding. The listening acquisition perspective investigates how listening can provide input that prompts the auxiliary development of second language proficiency (Richards 6).

The aspect of Universals of Lexical Simplifications, as stated by Shoshana Blum and E.A. Levenston in 1978, is also important in teaching language skills for improving communicative competence. In this section, students will learn about the lexical simplification strategy, which simply refers to the procedures and/or outcomes of dealing with fewer words. This aspect will be investigated in a variety of linguistic contexts, including translation, language learner and teacher usage, foreign talk, and pidginization. Lexical simplification functions are based on universal principles derived from the mother tongue's semantic competence. The universal principle can be demonstrated through a comparative examination of context, such as translation. This will concentrate on language skills strategies, which Blum and Levenston define as "the method by which the learner arrives at a specific usage at a specific point in time" and process as "the systematic series of steps by which the learner arrives at the same usage over time" (Blum and Levenston 67).

Another important aspect to consider during this course will be Ellen Bialystok's theoretical model for second language learning. This proposed model attempts to explain the disparities that exist in both individual achievement and achievement in various aspects of second language learning. The model emphasises information input via various types of language exposure, information storage for the language learner, and reactions produced as a result of the information stored. This model's operation is explained in terms of learning strategies and the learning process (Bialystok). This model will show how the model will account for performance on a variety of different learning tasks.

Verbal communication is normally one of the most common communication methods where the specific language is usually used in this- two-way process. Verbal communication always has feedback for the received message. Mastery in language skills also equip people with the knowledge on how they can exchange ideas, information, and opinion with an explicit objective.

With the knowledge of communication skills already established, it is important to focus on how they can have an impact on communicative competence. The aspect of communicative competence has become one of the keys focuses in higher education over the past couple of years that has been stressed by policymakers in the field of education. The ability to effectively communicate is normally included as a key undergraduate learning objective together with basic language skills like writing, listening, reading, speaking, problem-solving, and critical thinking. Communicative competence deals with knowledge of appropriate and effective communication patterns and the ability of a person to make use of a language and adapt the language knowledge in numerous and distinct contexts. For the concept of communicative competence to be understood, one has to unpack and comprehend the knowledge aspect of it which entails having clue on doing something and a better understanding of why things are done

in a given manner, by having the basic communication skills, individuals can enhance their cognitive and communicative competence. As undergraduate students build their basic language skills they will be enhancing and building their communicative competence in the process.

When teaching students language skills meant to enhance their communicative competence, the college professors must have a certain objective that students should be capable of doing to be considered communicative competent by the time they graduate from college. The speaking and listening competencies for undergraduate students by the time they vacate college include; communicating ethically, clearly stating ideas, recognizing the appropriate time to communicate, communication goals identification, effective and appropriate communication medium selection, recognizing and managing misunderstandings in communication, demonstrating credibility, managing communication conflicts, being open-minded to another person's perspective, and being attentive when listening. The above listed are some of the basic competencies that need to stress when teaching undergraduates, language skills. Teaching students these competency skills will enable them to develop their means of assessing their speaking competencies and also mold them for professional listening and speaking that are normally skill-driven.

To develop communicative competence, the undergraduate students will have to understand that the first significant step to achieving this objective is knowing competence dimensions. They have to also be conversant with the fact that communicative competence includes other aspects like non-verbal communication while developing the competence. Communicative competence will enable the undergraduates to understand ethics in communication, cultivate cultural awareness, think critically, and utilize a computer-mediated communication. The aspects of competence like skills, motivations, and knowledge must also be emphasized when handling this topic.

Knowing components of good communication is not enough for one who wants to be communicative competence, they must also possess the drive to reflect upon and better their skills and communication necessary to achieve that. Because individuals during communication have their areas of strength and weaknesses, to achieve competence, decisions to consciously work on the deficiencies should be embraced even if they need considerable effort undergraduate students should be challenged to properly assess some multiple phases of competence as they communicate in their daily lives. The phases normally begin with unconscious incompetence to conscious incompetence, then conscious competence, and finally unconscious competence (Hargie 1). Before an individual builds a worthy cognitive knowledge ground of communication notions and reflected and practice on a language skill in a certain area, they are likely to experience unconscious incompetence that is, having no clue there are some elements of communication incompetence in their communication. After learning much about communication and can properly have a vocabulary in place to identify the concepts, they will

exhibit what is known as conscious incompetence a situation where the speaker is aware of the right thing to do but is not doing it in a manner in which they should. Skill development will promote one to experiencing conscious competence that is, having an idea of your good communication skills. The last level which is the stage of unconscious competence will enable one to communicate properly and successfully without trying hard and straining to be competent. People are faced with new communication encounters every day and so there is a possibility of dropping from unconscious competence communication to level to other levels down in the pecking order.

Becoming a more watchful communicator is one of the ways through which we can progress towards the goal of communication competence. A communicator who is mindful fluidly and actively processes information has the virtue of sensitivity to the contexts in communication and can embrace multiple frameworks. A mindful communicator also possesses the quality of adapting to arising communication circumstances (Burgoon, Berger, & Waldron, 10). Having the virtue of communicative competence is important to an individual as it will enable them to detect the deception if any in a communication, achieve their communication objectives, shying away from stereotypes, and helps in conflict reduction. Achieving communication goals is dependent on the level of our communication competence and our communication behavior portrays whether we are mindful or not mindful and these are some of the issues that undergraduate students need to understand.

In teaching the language skills for enhancing communicative competence, the sub-competencies grammatical ability (creating grammatically correct utterances), sociolinguistic ability (capability to produce socio-linguistically appropriate utterances), discourse ability (being able to deliver cohesive and coherent utterances), and lastly strategic ability (which entails the ability to deal with the communication problems when they arise). These are some important aspects of communicative competence that should not be left out when teaching language skills.

Conclusion

From the above illustrations, it is evident that teaching language skills enhances communicative competence as it leads to the development of proficiency in language via the interactions entrenched in meaningful contexts. Language skill teaching will enable one to use and understand the language more effectively for them to be in a position to communicate in places like school and genuine social settings. It is important to undergraduates as through this process they will get to learn about social requirements of language like politeness, formality, and directness, the non-verbal cues, and the social references like background knowledge, expressions, and idioms. All undergraduate students should equip themselves with the language skills mentioned above before they embark on their employment world as it helps them familiarize themselves with how they can communicate.

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Knowledge of English Loanwords – an Advantage to L1 Speakers of Telugu in JFL Learning

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Abstract

Recently, learning Japanese as a foreign language has been gaining high importance in countries like India. Until recently, the Japanese language education was offered at only few foreign language departments across India. However, learners of Japanese along with Japanese teachers have increased many folds and currently learning Japanese as a foreign language (JFL) and its culture is becoming a new trend in this country. Among the challenges posed by these learners in their foreign language learning journey, mastering the pronunciation is a primary and important goal. Familiarizing with the written system is also an important aspect to be able to reach higher fluency levels. This paper argues that L1 speakers of Telugu language have an advantage in rapidly gaining the pronunciation of Japanese language because of the linguistic similarities in syllabification of both these languages. This this paper took few English loanwords into account, in both the languages to compare the similarities in syllabification. The similarities are analyzed, and implications are discussed. L1 speakers of Telugu with exposure to English can strategically bridge their existing knowledge to quickly familiarize with Japanese vocabulary due to a large number of English loanwords used in Japanese. In this respect, English loanwords in Japanese serve as a bridge towards fostering JFL language proficiency for L1 speakers of Telugu.

Keywords: English loanwords, phonology, syllabification, loanwords, *katakana* English, pedagogical application.

Introduction

India and Japan have been continuously strengthening the bilateral relationship on various fronts. Historically, both these countries share many common philosophical and religious values. In the modern times, both these countries became strategic partners. As a part of this expanding relationship, Indian students have been finding great interest in Japanese language. One of the notable reasons is also employment as Japan has a very low rate of

unemployment and by speaking Japanese language, chances of finding employment in Japan and also in Japanese based companies in India are very high. Various industrial parks dedicated to Japanese manufacturing companies have been established with the support of both the nations' higher leadership and a continuing positive business and trade relationship due to the initiatives by the previous Prime Minister of Japan, Mr. Shinzo Abe. As a result, learners of the Japanese language in India have been increasing by many folds since the past decade, partly also due to easing of immigration norms for foreigners to live and work in Japan. Jobs in various fields like automobile, IT, communications, media, finance, medical, manufacturing, distribution, services, etc., have opened for foreigners and we can safely predict that this type of immigration will continue in near future. This is further supported by the fact that Japan's population has been declining and the burden of paying taxes is heavy on young working population while the government's capacity of taking care of a high number of aged population is being barely managed.

Japanese language is the 9th most popularly spoken language in the world with over 127 million people who speak the language. On the other hand, Telugu, one of the most popularly spoken South-Indian languages is 15th most popularly spoken language in the world with over 75 million speakers (Gordon, 2005). Japanese language being the only language that is in official use in Japan requires foreigners to be proficient with it, to be able to work in Japan. The same is the case for Japanese people alike, who are required to have a business level English proficiency to be eligible for employment with foreign multinational companies operating in Japan and also companies abroad which require English language proficiency (Gakkula & Tengse, 2021). Although it is relatively new to see Japanese people applying for jobs with foreign multinational companies, it is not rare. There are many opportunities for Japanese people to work in the fields of research and advanced research. Fields like science, engineering and information technology also employ Japanese people across the world.

Various English loanwords entered Indian languages during the British rule in India and have now become a natural part of most of the Indian languages. To begin with, these loanwords are commonly used for day-to-day life purposes. Also, in various fields as listed above, the English loanwords are indispensable. For native speakers of Telugu, English loanwords are also important, partly in standardizing Telugu in its official dialect as various other dialects exist within Telugu speaking population. Same is the case with Japanese, as English loanwords have been playing a role in standardizing the official dialect called 'hyoujungo'. Loanword assimilation involves phonological modifications that make it easier for a native Japanese or a native Telugu speaker to pronounce these borrowed words without any difficulty, by adapting the loanwords into the phonetic system of Japanese or Telugu. Whether the words function exactly as they do in English is a different question. This paper argues that understanding the similarities and differences of English loanwords has a

significant pedagogical implication that could primarily help learners identify the target language syllables helping them to directly apply their previous knowledge of pronunciation. Further, similar types of studies in this area contribute to areas like development of effective learning materials and methods of teaching Japanese as a second language. Finally, an understanding of syllabification and vocabulary exercises aimed to develop the morphological awareness of English loanwords could also aid better learning of English language among native Japanese speakers. The value of research in this area is high, also due to the fact that L1 speakers of Telugu have been finding Japan as one of their dream destinations of employment especially given the fact that Telugu speaking states of Andhra Pradesh and Telangana produce a huge number of engineering graduates every year and not so many jobs are available domestically in India.

Previous Research

The Japanese language has a long history of borrowing words from other languages, especially English. Due to the economic, political, and cultural influence of the US and the UK on Japan, many loanwords have been absorbed and adapted from English into Japanese (Backhaus, 2007). Similarly, in Telugu, a Dravidian language from the southern part of India, we see many words that are borrowed from English. Telugu has many similarities with Japanese pronunciation in the way that both the languages follow a mora timed pronunciation therefore the syllabic assimilation when the English words are borrowed becomes important (Murty et al., 2007).

Research in the area of English loanwords is relatively new. Although, analysing the linguistic processes of nativization has been earlier undertaken by individual researchers, a significant amount of research in this area seems to be missing so far. Also, considering the globalization and massive amount of people immigrating, areas like these can be viewed from both a linguistic and a sociological point of view. Considering both a research and a pedagogical point of view, researching on loanwords has been an important area to explore not only for language teachers, but also for policy makers and instructional designers (Sergeant, 2009).

For both an educational practitioner and a language researcher, it will always remain interesting to see the changes due to nativization process and generalize these processes of adaptation to make it much more accessible both for learners and for the research community. It would greatly help the research community to have a captured and a concise picture of the phenomena involved in nativization so that it can be further tested with other languages and can be verified, if the same holds true for other languages as well. There has been a significant amount of work that has been undertaken through research in loanwords at a various levels which focus on the areas of linguistics, sociolinguistics, and pedagogical issues related to

loanwords (Kay, 1995; Miyaoka&Tamaoka, 2003; Olah, 2007; Daulton, 2008, 2011; Irwin 2011; Barrs, 2014; Inagawa, 2015). However, a comparative study like this has not received enough attention. Comparing Japanese and Telugu using English loanwords has not been explicitly done before. Further, having a clear purpose makes this study a significant one as it aims to directly apply its findings to pedagogy and instructional design. For a language teacher, we believe that applying these findings in their classes have immediate benefits. We acknowledge that a long term study is a better determiner to establish more standard conclusions. However, to begin with, these can be a part of either an experimental study or action research by teachers to measure the effectiveness of the understanding from this study. As a bigger goal, this study aims to equip both teachers and learners with finding value in adapting effective teaching methodologies which can reward and maximize the learning of target language vocabulary at a much faster pace by making the best use of existing word syllable knowledge in the learners' L1.

On the other hand, it is not always the case that loanwords are semantically similar in both the languages. There are several words that either narrow the semantic functions or several others that are used in a completely new way. Previous research has also thrown light upon this issue of loanwords where semantic cognates are identified to have no idiosyncratic behavior in their target language but 'false cognates' exist which are difficult to deal with. In our context, we are focusing only on the part of pronunciation and in reality, pedagogy sometimes considers only pronunciation in isolation. Semantic knowledge of words can be incremental once the knowledge of pronunciation is in place. It should also be acknowledged from previous studies that lexical representations of English equivalents in Japanese language were not easily processed by Japanese learners when tested their knowledge with English loanwords (Miyaoka &Tamaoka, 2003). Further, studies that were undertaken to assess learner attitudes towards loanwords, researchers like Olah noted the reality that "If Japanese learners have a negative attitude toward loanwords, then using them as an aid for teaching spoken English would be difficult" (Olah 2007, pp. 182).

English Loanwords in Japanese and Telugu

Japanese language uses three different orthographical forms viz., *kanji* (logographic representation borrowed from Chinese), *hiragana*, and *katakana* (syllabic representations). In syllabic representations, each syllabary or a letter carries no meaning. On the other hand, each kanji unit carries a meaning making it a morpheme (the smallest unit in a language that carries meaning). Almost all native Japanese words are represented in *kanji* and *hiragana*. The logographic writing system in Japanese does prove to be a challenge to JFL learners of Japanese Language. Although it is interesting that every kanji can be represented in a simplified reading form called *hiragana*, most occasions prefer *kanji* as these are pictograms carrying an aesthetic and symbolic value of a word and its meaning, while the exception

always remains with loanwords. Loanwords in some sense are referring to objects and ideas of the outside world which comes to prove that borrowing preserves native ideas and vocabulary from undergoing changes and can be traced back through etymology in a relatively simpler manner.

Loanwords in Japanese are referred to as *gairaigo*. A classification of *gairaigo* has been done in previous research by Irwin (2011), where *gairaigo* is broadly classified into three distinct areas: *eigo-gairaigo*, *eigo-gaikokugo* and *wasei-eigo*. The first one, *eigo-gairaigo*, encompasses words that have come from English, and they have been fully integrated into Japanese language. Also, they carry a similar semantic function in Japanese language but can generally be narrow in the amount of semantic scope. Here ‘*eigo*’ means English. The second type of loanwords, *eigo-gaikokugo* are English loanwords that have been in use in Japanese language and are not so common for everyday language functions. Words like these usually are confined to specific fields like science, manufacturing, technology, medicine, etc. The third type, *wasei-eigo* refers to English loanwords which are coined by Japanese but have some English origins in terms of either whole or a part of the word. *Wasei-eigo* has been extensively researched recently as this process of borrowing usually involves blending the English loanwords with Japanese words. Although they contribute to the formation of a Japanese style English, ‘Japanglish’, Sociolinguists identify this process to be one of the main processes which has been contributing a heavy inflow of English loanwords in recent times. Hatanaka & Pannell (2016) refer to *wasei-eigo* as English Derived Words (EDWs) in Japanese which Japan’s own style of English based coinages. Various reasons of English loanword inflow into Japanese have been reported earlier (Tengse & Gakkula, 2021). We can notice that such reasons can be applied to various native languages in the context of globalization where English loanword borrowing has become indispensable.

As loanwords use *katakana* for writing, for a JFL learner, loanword knowledge is easier to retain compared to *kanji* as there are no derivations to combine and form new meaning as in the case of *kanji*. Loanwords are firm words with a firm syllabic structure and are represented in the phonetic alphabet that can be straightly read, which is seldom the case with *kanji*. These facts lead us to assume that if there were no *hiragana* and *katakana*, like in the case of Chinese, then Japanese language learning will perhaps be a more difficult journey with greater dependence on the *kanji* system. For most Japanese language learners except for the learners with pre-existing *kanji* knowledge like in the Chinese language, loanwords prove to be the springboard of the vocabulary knowledge base as *kanji* based knowledge retention is poor and needs repetitive exposure and use, for better retention.

English loanword borrowing in Telugu can be largely linked to the colonization by the British. During the span of 150 years of British rule in India, many Indian languages have

borrowed English words which mainly began from the trade and government related terms and later spread into various fields and aspects of daily life. This continued even after the Indian independence as the fields of science, engineering, medicine etc., have continued to emerge. We observed that apart from various established fields, currently Telugu language continues to borrow a large number of English loanwords in the field of IT. The orthographic distinction in Japanese between native words and loanwords, as above, doesn't exist in Telugu in which only one script exists which originated from the 'Brahmi' script. While reading, it would make a clear distinction in Japanese as to which words are loanwords and which are not. In case of Telugu, as loanwords are written in the native script, no clear distinction can therefore be easily identified. For emphasis, there are few instances where English script is used as it is, especially in scientific or legal articles etc.

Syllabification of English Loanwords in Japanese and Telugu: Similarities

In Japanese and Telugu, loanwords that are adapted will first undergo basic linguistic changes in terms of phonology. Both Japanese and Telugu syllables are consonant-vowel (CV) structured. English in Japan is sometimes referred to as 'Engurishu'. This has a strong *katakana* English connotation with the emphasis on nativised pronunciation. In Telugu, the same is pronounced as 'Englishu'. Such modifications and similarities of English loanword syllabification in both Japanese and Telugu are being discussed in this section.

A Basic Comparison

	ENGLISH	JAPANESE	TELUGU
1.	bus	<i>basu</i>	<i>bassu</i>
2.	comment	<i>komento</i>	<i>kacamentu</i>
3.	performance	<i>pafo mansu</i>	<i>perpormansu</i>
4.	special guest	<i>supesharu gesto</i>	<i>speshalu gestu</i>
5.	video clip	<i>bideo kurippu</i>	<i>veedio klippu</i>

Table 1: Taking few examples to compare English loan words in Japanese and Telugu

Table 1 enlists few random loanwords in both Japanese and Telugu with varying levels of syllable sizes. It can be seen that there are many similarities than differences. We will see them in a slightly larger detail as below.

	ENGLISH	JAPANESE	TELUGU
1.	cat	<i>kyatto</i>	<i>kyaatu</i>
2.	campus	<i>kyanpasu</i>	<i>kyaampasu</i>
3.	gap	<i>gyappu</i>	<i>gyaapu</i>
4.	choice	<i>chyoisu</i>	<i>chyaaisu</i>
5.	catch	<i>kyacchi</i>	<i>kyaacchu</i>
6.	cash	<i>kyasshu</i>	<i>kyaashu</i>
7.	character	<i>kyarakutaa</i>	<i>kyaarectaru</i>
8.	vocabulary	<i>bokyaburarii</i>	<i>vokyabularii</i>
9.	calendar	<i>kyarendaa</i>	<i>kyaakendaru</i>
10.	cute	<i>kyuuto</i>	<i>kyuutu</i>

Table 2: Comparing English loan words in Japanese and Telugu on Glide Insertion

Table 2 enlists few examples of English loanwords in both Japanese and Telugu which allow a glide insertion. This feature of phonological adaptation seems to be similarly applicable for a large amount of loanwords which makes this an important commonality. For example, there are various instances of glide-insertion in words like ‘cute’, ‘cash’ etc. As both Japanese and Telugu use a glide in place of the sound /æ/, the glide, /y/ gets inserted in the first syllable or in word mid or word end position, as in the case of the word ‘vocabulary’, where the glide is inserted in the second syllable.

	ENGLISH	JAPANESE	TELUGU
1.	mind	<i>maindo</i>	<i>maindu</i>
2.	ticket	<i>chiketto</i>	<i>tikkettu</i>
3.	robot	<i>robotto</i>	<i>roboutu</i>
4.	sauce	<i>soosu</i>	<i>scausu</i>
5.	office	<i>ofisu</i>	<i>aafisu</i>
6.	point	<i>pointo</i>	<i>pointu</i>
7.	cheese	<i>cheezu</i>	<i>cheeju</i>
8.	milk	<i>miruku</i>	<i>milku</i>
9.	towel	<i>taoru</i>	<i>towe hu</i>
10.	mask	<i>masuku</i>	<i>masku</i>

Table 3: Comparing English loan words in Japanese and Telugu on Vowel Insertion

Another important feature is epenthesis, where both these languages insert a vowel in consonant clusters and at consonant endings. Unlike English where the pronunciation nucleus is on the stressed syllable, Japanese and Telugu are both mora timed in pronunciation which largely allow for no-coda excepting for a nasal.

Table 3 highlights the similarities in vowel insertion of both the languages in the word ending position. As one of the most common assimilations, there is no coda in the word final position. Examples from Table 3 demonstrate vowel insertion in word final position of English loanwords in Japanese and Telugu. While English language allows CVC, and therefore has words end with a consonant sound, the adapted versions of these words end with a vowel sound. For instance, "milk" in English ends with the consonant / k/ while in Japanese and Telugu it ends with the vowel /u/ to satisfy the no-coda condition.

	ENGLISH	JAPANESE	TELUGU
1.	cup	<i>koppu</i>	<i>kappu</i>
2.	trip	<i>torippu</i>	<i>trippu</i>
3.	tip	<i>chippu</i>	<i>tippu</i>
4.	check	<i>chekku</i>	<i>chekku</i>
5.	logic	<i>rojikku</i>	<i>logikku</i>
6.	plastic	<i>purastikku</i>	<i>plastikku</i>
7.	kit	<i>kitto</i>	<i>kittu</i>
8.	head	<i>heddo</i>	<i>heddu</i>
9.	red	<i>reddo</i>	<i>reddu</i>
10.	bed	<i>beddo</i>	<i>beddu</i>

Table 4: Comparing English loan words in Japanese and Telugu on Gemination of consonants

Consonant gemination is commonly observed in both the languages for plosives and fricatives. It does also apply to nasals but are not considered in this study. Examples from Table 4 demonstrate this phenomenon of assimilation. For instance, the plosive sound /p/ ending as in ‘cup’ in English has a single sound but both in Japanese and Telugu, there is gemination of an additional /p/.

Discussion

Some of the commonly occurring fundamental processes in loanword assimilation into Japanese and Telugu were analyzed. The focus of this study is to highlight the similarities in the syllabic system of both the languages, for which loanwords are chosen. The largely occurring fundamental commonalities in syllabification observed through this study are glide insertion, insertion of vowel and gemination.

Japanese language follows a simple syllabic system. They can be divided into two types - one with short vowels and the other with long vowels. For short vowels, the syllabic structures are V, CV, CCV and for long vowels, syllabic structures are VV, CVV, CCVV. Words can also end in a nasal which we refer to as ‘consonantal coda’ but only applies to a nasal (VN, CVN, CCVN). Further, the phonology follows either a one mora (for short vowels) or bimoraic (for long vowels) (Otake, 2015).

In Telugu, the commonly occurring syllables are CV. It is also well observed in

Japanese language as well. Similarly, long vowels (CVV), are observed in both the languages. When nativized, the borrowed English words adapt the principles as per the phonological system of the Japanese and Telugu. This is mainly due to the phonological constraints in both of these languages. In the case of Japanese and Telugu, for gemination of plosives, fricatives and nasals, if the borrowed word has a short vowel in the final syllable, the last consonant will be geminated, and an epenthetic vowel is added to avoid impermissible consonants in word final coda position (Sailaja, 1999).

One of the additional findings of this study is that Japanese has a unique way of adaptation. The adaptations are beyond phonology and orthography. In case of Japanese, it can also be observed that the changes occur at the morphological level as well. However, this is not a huge challenge as the process of nativization in Japanese frequently administers clipping of vowels by which the English words get shortened. Further, the shortened words can also be blended to be able to pronounce it in the shortest possible manner. The examples of such processes can be found below:

Clipping navigation → *nabi*
 collaboration → *korabo*

Clipping and Blending professional wrestling → *puro-resu*
 smart phone → *suma-ho*
 prepaid card → *puri-ka*
 credit card → *kure-ka*
 remote control → *rimo-kon*

This process in Japanese allows for borrowing of vocabulary chunks. Taking the learning of vocabulary chunks into consideration (Nation, 2008), the above phenomenon supports learning of English language for Japanese learners in a faster way. This is because the loanwords in Japanese are not always single words, but we frequently come across word compounds and collocations. Also, for a second language learner of English language having prior knowledge of consonant-vowel syllabary is helpful in assimilating to English pronunciation as L1 plays a role in second language vocabulary learning (Nation, 2003).

As the process of borrowing continues, learners of both Japanese and English must consider the prior knowledge of loanwords which can prove to be a first set of active vocabulary in retention and use (Gakkula & Tengse, 2021). In the case of JFL learners who are L1 speakers of Telugu, exposure to loanwords helps develop a latent Japanese vocabulary base as learners are at an advantage given the prior knowledge of syllabary. This can be applied to most of the official Indian languages, Telugu being one among them. Given the fact that Indian

students' exposure to the English language from early educational years, use of English in either a similar or a modified way (as loanwords in their native Indian language), partly have the phonological knowledge of other similar languages because India is a multilingual country. Also, depending on the way the loanwords semantically behave in Japanese, it can be contributing to the vocabulary learning experience which helps in learning phonological and semantic knowledge of a large set of Japanese vocabulary with a relatively less effort. Both the knowledge aspects of phonology and meaning are not necessarily the firstly required knowledge of vocabulary as some words can be learned in the context and learners can sometimes recognize and make sense of new words without a pre-established phonological or semantic knowledge. We can believe that these strategies employed by learners will help them enhance their accuracy of pronunciation as it would call upon the pre-existing phonological systemic knowledge in the learner's active use of their L1 (Nation, 2011; Meyer, 2008). While it can be believed that there may be similarities between Japanese and most of the official Indian languages other than Telugu, there is still an interesting area of lexicon that makes learning Japanese easier irrespective of the L1 due to largely used English vocabulary in Japanese in the form of loanwords or *gairaigo*.

Conclusion

This study explored and capitalized on few key linguistic processes in syllabification and their pedagogical application concerning English Loanwords in Japanese and Telugu and the advantages they offer mainly to JFL learners of L1 Telugu speakers, and also to native Japanese learners of English.

Learning Japanese for Indian learners could become a necessity in future higher educational contexts in India. Also, knowing Japanese or any other foreign language opens up many opportunities and new possibilities in a globalized context of the world today. An understanding of loanwords in Indian languages such as Telugu for instance and the processes of syllabification or word formation may be similar among many Indian languages which could help the Japanese language learners in improving their experience of learning Japanese. This paper presented a view that prior knowledge of the structure of loanwords could help in better learning of Japanese as against no exposure to loanwords.

In this context, an understanding of linguistic processes in syllabification in loanwords or '*katakana* English', as commonly referred to in Japanese, could help language learners familiarize themselves with these processes, and their pedagogical application could help them learn their target language better. Further, for JFL learners of L1 Telugu speakers, English loanwords can serve as a medium of gaining first set of vocabulary and initial level of language proficiency by fundamentally extending their L1 knowledge of English loanwords and applying to use them in Japanese.

Not many studies have been undertaken to evaluate the challenges of learning Japanese as a foreign language in India. Given the popularity among students across India to learning Japanese, as discussed before, these types of studies we believe have a significant value. Further inquiry into this area of research, by taking up thoroughly can greatly help JFL learners not only for L1 speakers of Telugu but for many other L1 speakers of Indian languages that share linguistic similarities with Telugu language. Also towards teacher development, pronunciation exercises which undertake English loanwords from both the languages can be an easily attainable goal.

For a better understanding of these phenomena, further studies can be undertaken to compare and analyze the vocabulary knowledge of Japanese language learners having prior exposure to Japanese language aspect such as, syllabary, with learners having no such exposure. A limitation of this study is that the analysis considered only the similarities of English loanwords syllabification in Japanese and Telugu. The differences should also be considered for a better awareness before planning teaching approaches.

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Knowledge of English Loanwords – An Advantage to L1 Speakers of Telugu in JFL Learning

Use of Role Plays in Developing Speaking Skills of Undergraduate Students: An Experiment

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Abstract

Teaching English in India successfully is still a burning issue. After learning English for more than ten years or so, the under graduating populace cannot communicate in English either in the classroom or in real-life contexts. Therefore, students' proficiency in English has been the constant thought of teachers, teacher trainers, ELT experts, and linguists over all these years. We, as teachers, are always conscious of how we can make our students learn English, how they would become fluent in English. We do some experiments with pedagogical devices in the classroom. This paper is an attempt to find out how do role plays help in developing speaking skills. This paper is also an attempt to find out whether role plays help in developing students' communicative competence.

Keywords: ELT classroom, speaking skills, role play, communicative competence, language skills, communicative approach, techniques to develop speaking skills, Intervention, and observations.

Introduction

Since English is the language of this technological, globalized world, students across the globe have to be on their toes if they want to survive academically. English is the only language that probably will help them acquire a prosperous position in their career in the near future. As far as the undergraduates from Indian universities are concerned, most of them (especially students from traditional courses) lack employable skills, communication skills, and soft skills. They may be good in their domain knowledge, but they may not be able to communicate fluently in real-life situations. This experiment conducted on undergraduates to develop their speaking skills through role plays proved an effective technique for developing speaking skills.

Speaking skills

In our day-to-day use, we need to speak for a variety of purposes, including both formal and informal context like a) to communicate with other, b) to interact with other, c) to express our views/ideas/thoughts d) to discuss in a formal context e) to face an interview f) to give lecture/presentation/talk, etc. So, we need to develop our speaking skills in English to grab new opportunities. It has been noted that students who have presentable English may have a greater chance for further education, finding new prosperous jobs, and even getting a promotion. Therefore, this is a matter of concern for students to learn to speak well and teachers to know how to teach effectively. It is noted that teachers worldwide, in the case of a second language or foreign language, give stress primarily on grammar, vocabulary, and reading skills. In contrast, teaching and other language skills are neglected, especially speaking skill is not paid proper attention in the classroom. Speaking skill has also been overlooked while framing the syllabi.

Widdowson (1978), regarding deficiency of students in communication in English, states:

The problem is that students, especially students in developing countries, who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the language and understand its use in normal communication, whether in the spoken or written mode.

The problem has come into prominence in recent years because, due to an enormous increase in educational opportunities, many students in developing countries are entering universities and technical institutes to take up subjects that can only be satisfactory if the students can read textbooks in English efficiently. (Widdowson1978:108)

Therefore, we may find students passing out from colleges and universities without having speaking skills/communication skills. However, it is expected that in today's globalized world, students need to develop their communication, primarily oral communication skills. Nowadays, students are assessed in their oral communication skills in interviews, GDs, and presentations. Therefore, speaking skill has got too much importance these days. So, what is the instant need of the day? Students must get proper training and practice in speaking skills to express themselves in a variety of situations; learn how to communicate effectively in real-life contexts. Henceforth, teachers of English should create such an atmosphere in the classroom, where students have real-life simulated communication, meaningful situation, authentic language learning activities, and a student-friendly atmosphere to promote speaking skills naturally in the classroom. This can be done effectively with the help of different role plays. When a teacher uses various real-life role-plays in the class, students develop their interest in language learning. They may take part in all the activities in the classroom, and in a way, learning can occur in authentic situations.

Communicative Approach

Communication is a very important aspect of your day-to-day life. According to Brown (2003) 'communication is a transfer of information from one person to another, whether it elicits confidence or not, but the information transferred must be understandable to the receiver. It means the primary purpose of any communication is to share and exchange information presentably so that the other person understands it. According to Richards(2001:36), 'CLT is a broad approach to teaching that resulted from a focus on communication as the organizing principle for teaching rather than a focus on mastering the grammatical system of the language'.

The basis for the communicative approach can be found in the notional-functional syllabus approach. Therefore, we can say that it is the natural extension of the notional-functional syllabus. The shift in language teaching from teaching the language system to teaching as communication has been labeled a communicative movement or the 'Communicative Approach'. Before CLT, emphasis was given to the teaching of the language system in earlier approaches, but gradually this is shifted to teaching as communication, and this shift is titled a communicative movement. Numerous ELT experts and linguists noted this shift and contributed to this changing teaching-learning scenario. The linguists like Hymes (1971), Wilkins (1976), Widdowson (1978), Littlewood (1981) Diane Larsen-Freeman (2000) have substantially contributed to the communicative language teaching over all these years.

Communicative Competence

Communicative Competence means the ability to communicate effectively in a variety of situations and contexts. Hymes(1972) put forth the term 'communicative competence' in contradiction to Chomsky's notion of 'linguistic competence'. Chomsky emphasizes the abilities of speakers to produce grammatically correct sentences. In contrast, Hymes' communicative competence enables learners to 'convey and interpret messages and negotiate meanings interpersonally within specific contexts'; Canale and Swain (1980) also contributed to this concept of communicative competence. They put forth four dimensions of communicative competence: grammatical competence (knowledge about what is grammatically correct in a language), sociolinguistic competence (knowledge about what is socially acceptable in a language), and discourse competence (knowledge of inter-sentential relationships). In other words, communicative competence refers to both, i.e., the use of the linguistic system and functional aspects of communication.

Techniques to Develop Speaking Skills

Usually, Communicative language teaching incorporates various activities that are based on real-life situations that take the involvement of the students and do a lot of practice of oral skills. Interaction plays a crucial role in developing communication skills. So teachers ought to

provide ample opportunities to the students to interact among themselves in meaningful contexts; for this, teachers should use a variety of activities that can promote speaking in the classroom.

Kayi (2006) mentions some of the techniques to promote speaking skills. It includes Discussion, Information Gap, Brainstorming, Storytelling, Interview, Story Completion, Simulation, Reporting, Playing cards, picture narration, picture describing, Find the difference, and Roleplaying. In fact, Kayi is not the first person to mention this kind of technique. Still, a couple of researchers and teachers have used some of these techniques, and some of them experimented with some or the most of the techniques stated, some of them have contributed to these techniques. The crucial part is that the author has taken most of the techniques of promoting speaking skills, so they are quite inclusive as far as the teaching of speaking is concerned.

Regarding the present research, I will not go to the suitability and effectiveness of all these techniques because most of the techniques are helpful in one or the other in promoting speaking skills in the classroom. Rather I would like to assess the effectiveness of the role-playing technique in developing speaking skills in this study

Role Play

Byrne (1986) states role to play as a part of drama activity. He uses three terms to cover drama activities. They are mime (mimicry-memorization), role play, and simulation. He tries to differentiate these terms in the following manner:

- a) Mime: The participants perform actions without using words.
- b) Role play: the participants interact either as themselves or in imaginary situations.
- c) Simulation: this involves role-plays as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them.

In fact, it is noted that role play and simulation are commonly used in the teaching of English to develop communicative competence, whereas mime seems more appropriate as language games. This activity can be performed without using words like brainstorming sessions at the initial stages. This activity leads to language learning in further activities.

According to Diane Larsen-Freeman (2000), role plays play a crucial role in the communicative approach. They allow students to practice communicating in different social concepts and different social roles.

Brown (2001) says that 'role play minimally involves a) giving a role to one or two group members and b) assigning an object or purpose that participants must accomplish'.

In *Oxford Advanced Learners Dictionary*, role play is stated as a 'learning activity in which you behave in the way somebody else would behave in a particular situation.'

There are quite a few linguists who have accepted the utility of role plays in the classroom and some of the researchers conducted studies on the use of role plays in the teaching of English. For example, Ananda Kumar Bitra (2012) conducted a study on tertiary level students of the particular college of Andhra Pradesh using role plays to develop speaking skills. My present study is very similar to this but on a small scale. Ananda has thoroughly experimented with role plays in the classroom while I have conducted it on a small group of students by selecting some of the role plays for developing the speaking skills of the undergraduate students. The procedure part is different from this while assessing the students' response after deploying a couple of roles plays on undergraduate students. Along with this, I have been used audio-visual tracks as well to some extends for this study.

Research Procedure for the Present Study

Based on observations of teaching English at undergraduate classes, I felt the need to conduct this kind of study at the undergraduate level. As I have observed, in regular teaching especially compulsory as a subject, students are not good in English, especially in speaking skills. So I decided to do some experiments in the class to make my students learn English. Fortunately, the newly prescribed syllabi of the first year BA (Pathway to Success) included the communication skills aspects consisting of some dialogues of some commonly occurring situations/role plays. So, it is also a part of first-year BA syllabi. So after improvising on those topics for role-plays and dialogues, I have decided to use them in the present study. Since it is a part of the syllabi, I need not give extra time for the same. So, only instead of one single lecture of 45 minutes, I took two lectures continuously for 90 minutes (one hour and thirty minutes) for 15 days. That is how I conducted a study for the present study.

My study incorporates three phases:

- 1 Pre-intervention phase
- 2 Intervention phase
- 3 Post-intervention phase
- 4 Interactions with the students

Pre-intervention phase:

Initially, in the pre-intervention phase, I formed a group of 20 students into ten pairs. Then, I gave them different role-plays to perform without telling them much about the experiments and role-plays. This pre-intervention phase is similar to that of a pre-test. I had not given any pre-test, but I noted the observation during this kind of pre-intervention activities. Five role plays were selected to perform; students were given options to choose anyone from them; at least one role play had to be completed by two different pairs of students. During the pre-intervention phase, I have noted the following observations:

- 1 Students were hesitating to participate in those activities.
- 2 Students were very shy as they were directly asked to perform role plays
- 3 They do not have much familiarity among themselves
- 4 They might not have done this kind of activities earlier
- 5 They didn't know how to behave during the performance of role plays
- 6 Their body language was not proper
- 7 There were some problems in their pronunciation
- 8 They didn't use appropriate vocabulary and phrases according to the situations
- 9 Some of them feel very awkward during the performance
- 10 They committed mistakes in the case of sentence structures
- 11 What they talked about was not accurate
- 12 They lacked fluency as well

Intervention Phase

During the intervention phase, initially, I took two sessions to inform students about the experiment and role-plays. During these two sessions, I also enacted two role-plays with the help of my colleague. It created a good background for students to get into the activities. I also used some brainstorming activities to develop a friendly and informal atmosphere in the classroom. The detailed plan of the study is as follows:

Day	Name of the phase/activity	Hours	Remark
1	Pre-intervention phase/ pre-test phase	2 hrs. & 30 minutes	Observations noted during the phase
2	Informative session	1.30 minutes	Information about role plays
3	Brainstorming activities	1.30 minutes	04 brainstorming activities used
4	Intervention: Scripted role plays	1.30 minutes	Roleplay
5	: Scripted role plays	1.30 minutes	Role play
6	: Scripted role plays	1.30 minutes	Role play
7	: Scripted role plays	1.30 minutes	Role play

8	: Scripted role plays	1.30 minutes	Role play
9	Intervention: Unscripted role plays	1.30 minutes	Role play
10	: Unscripted role plays	1.30 minutes	Role play
11	: Unscripted role plays	1.30 minutes	Role play
12	: Unscripted role plays	1.30 minutes	Role play
13	: Unscripted role plays	1.30 minutes	Role play
14	Post-intervention Phase/post-test phase	2.30 minutes	Observations noted during the phase
15	Interaction Session	2. Hrs.	General interactions about how this program helped students in developing their speaking skills at all and what extend

I have used role-plays from the first-year B.A. textbook and role-plays from the book entitled 'Language in Use by Cambridge University Press. After having improvising some roles, plays have been used for the present study.

Observations Noted During the Post-intervention Phase

- 1 Students have participated in role-plays of the post-intervention phase enthusiastically.
- 2 Students were quite bold to perform role-plays during the post-intervention phase.
- 3 They now got familiar with their fellow students
- 4 They are pretty familiar with role plays now, and ready to perform any role plays they tell.
- 5 They came to know how to behave during the performance of role plays in a variety of situations.
- 6 Their body language was immensely improved by practicing role-plays. In addition, they are quite friendly with their classmates to take part in communication.
- 7 Their problems of pronunciation were solved to some extent, as in the case of scripted role-plays; their loud reading was taken to a greater extend. It helped them to improve their pronunciation. And they also agreed to work on their pronunciation with the help of loud reading and audio tracks
- 8 They started using appropriate vocabulary and phrases according to the situations in communication.
- 9 Most of them become quite free to communicate with their fellow students in a quite friendly manner.

- 10 Their mistakes in the case of sentence structures have been improved substantially.
- 11 They started talking as much as possible accurately
- 12 They have agreed to work on their fluency by practicing more role plays in real-life situations and listening to more audio-visual tracks.

Conclusion

Thus, this study proved helpful in providing numerous opportunities and practice to the students in speaking skills. As students were a week in English, especially speaking, this experiment helped them authentically improve their speaking skills. As a result, students became motivated for language learning, and they are now quite ready to communicate in real-life situations. They are easily able to crack a conversation in real-life situations. This study has brought this kind of drastic change in their attitude toward language learning. This proper attitude for language learning will help them acquire language thoroughly in a concise span of time.

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A Comparative Analysis of Assamese and Nagamese Compound Words

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Abstract

This paper investigates the compound words in Nagamese. Nagamese is a creole spoken in one of the states of North-east India chiefly in Dimapur and Kohima district of Nagaland. Earlier Nagamese is known as Naga-Pidgin. According to Bhattacharya (1994), “Ngamese is Kachari’s language”. But people of Nagaland considered Nagamese as medium of communication among different tribes of Nagaland. According to Ethnologue (2015) there are around 30,000 speakers of Nagamese in Nagaland. In this study, data was collected by using word list. This word list of compound words is taken from Baishya (2003) work on ‘the structure of Nagamese’. This paper firstly talks about the compound words in Nagamese in terms of syntactic perspective namely Noun compound, Verb compound, Adjective compound and Adverb Compound. Even compound words in Nagamese are also discussed from semantic perspective namely endocentric, exocentric and copulative compound word. This paper also provides evidence of different possible combinations available to create compound words in Nagamese.

Ngamese is a creole which is highly influenced by Assamese. So, later this paper compares Nagamese compound words with their Assamese word forms or counterparts. This study was conducted to explore the relation between Assamese and Nagamese in case of one of the word formation processes namely compounding. It also highlights the similarities and differences between Nagamese compound words and their Assamese counterparts. For this comparison Nagamese data is collected from 5 participants and Assamese data is collected from single native speaker of Assamese. On the basis comparison, compound words have shown three conditions i.e. word substitution, borrowed compound words and non-compound words (totally different vocabulary).

Keywords: Nagamese, Compounding, Assamese-based creole, Naga-Pidgin.

Introduction

Ngamese is an Assamese based creole. Nagamese is a mixture of many languages i.e. Assamese, Bengali, Hindi, English, Naga (tribal) languages and so on. Nagamese creole is a

mixture of Indo-European Languages and Tibeto-Burman languages. It is spoken chiefly in Dimapur district of Nagaland. Dimapur is the gateway of Nagaland which connects Nagaland to other parts of India through railway and airport. Nagaland has only one railway station and a single airport, both are situated in Dimapur district. Kohima is the capital of Nagaland but Dimapur is a financial capital of Nagaland. Basically, Dimapur is a hub of commercial business activities. Other than Kohima, Dimapur is the only district in Nagaland which is multi-cultured, multi-tribal and multi-lingual because the residents of Dimapur belong to Assam, Bihar, Nepal, Rajasthan (Marwari), other tribes (like Angamis, Aos, Changs, Chakhesangs, Kacharis, Khamniauns, Konyaks, Kukis, Lothas, Phoms, Pochurys, Rengmas, Sangtams, Semas, Yimchungers, Zeliangs) and they live together. This kind of multi-cultured and multi-tribal area needs some contact language, and this need of time has been full-filled by the Naga Pidgin. Now this Naga Pidgin is known as 'Nagamese' creole. Many districts have particular tribe(s) predominance in Nagaland like Wokha district has majority population of Lothas, Mokokchung district has majority population of Ao and so on. According to Bhattacharya's review (1994) "Kachari is an indigenous group of non-Naga who are residents of Dimapur district. Kachari lost their own indigenous language i.e. Dimasa dialect so, now they speak Nagamese as their own language." But according to people of Nagaland, Nagamese is not Kachari's language but it is used as medium of communication. As Kacharis are residents of Dimapur, so, they have predominance in Dimapur. Earlier Dimapur district is known for Kachari tribe. But nowadays Dimapur becomes multi-cultured and multi-tribal as many people travel towards Dimapur for jobs, services, business, etc. and they do not know Naga tribal language(s) and even sometimes they do not know Nagaland's official language i.e., English, that's why they use Nagamese for communication.

As Nagamese is an Assamese based creole and it is a mixture of many other languages so, it takes different features from different languages like Nagamese do not have grammatical gender like Bengali. Similarly, it follows Subject Object Verb (SOV) word order like Hindi. Nagamese does not have its own script so, it follows Roman (Latin) script like English. Like many other languages, Nagamese also follows word formation processes to enrich their vocabulary. This paper discusses one of the word formation processes, i.e. compounding.

Compounding is a process which we study under morphology. Morphology is one of the subdiscipline of linguistics which deals with word and its structure. It also deals with word formation processes like compounding, affixation, blending, reduplication etc. According to Katamba (1993:54), "Two or more words or root morphemes come together to form compound words". Similarly, according to Booij (2005), "word formation process is the process in which two or more lexemes combined together and create a new word namely compound word". So, basically when two or more independent words or root morphemes clubbed together and form a new word then that new word is known as compound word.

Wibowo (2014) discussed about English compound words found in handbook of psycholinguistics. According to his morphological study, this handbook has 226 compound words. Out of which 158 are noun compound, 1 is verb compound and 67 are adjective

compounds. This study concluded that English has three types of compound words namely noun compound, verb compound and adjective compound. Even he also discussed compound words on the basis of meaning which concluded that compound words are of two types on the basis of meaning namely transparent and opaque. This handbook has 184 transparent compound words and 42 opaque compound words out of 226 English compound words.

Baishya (2003) talked about the structure of Nagamese. In his work, he highlighted the concept of compound words found in Nagamese. He has shown that in Nagamese, there are certain combinations available to create compound words like Noun + gerund/ gerund + Noun, Verb + Verb, Adjective + Adjective, Adjective + Noun, Adverb + Noun. This work highlighted certain possible combination of compounding. This work shows that Nagamese also uses compounding process to enhance their vocabulary.

Baishya (2003) provided evidence that Nagamese has compound words and also deals with certain possible combination to create compound words. So, the present paper explores compound words from syntactic as well as semantics perspective and attempt to categorise compound words syntactically and semantically. For this paper, data is taken through interview method. Nagamese data is taken from 05 participants. All participants are resident of Dimapur district from at least 15-18 years. Nagamese is second language of all the participants whereas data of Assamese is taken from single participant, who is the native speaker of Assamese and resident of Assam. Data is collected by using word list. The words of this list are taken from ‘the structure of Nagamese’ work by Baishya (2003). This word list carries word related to noun, verb, adjective and adverb (word list shown in appendix-1). The present paper deals with compound words found in Nagamese in terms of two perspectives. They are as follow:

1. Syntactic Perspective
2. Semantic Perspective

1. Syntactic Perspective: From syntactic perspective, this paper talks about the grammatical category of compound word. It is not necessary that the grammatical category of two or more words or root morphemes which clubbed together to form a new compound word are of same grammatical category. Sometimes they belong to different grammatical categories. The grammatical category of compound word decides the form of compound words. Nagamese has four forms of compound words based on the grammatical category of a compound word. These four forms of compound words are as follow:

- 1.1. Noun Compound
- 1.2. Verb Compound
- 1.3. Adjective Compound
- 1.4. Adverb compound

1.1. Noun compound: Noun compound is the compound word in which two or more words of same or different grammatical category combine together and form a new word of noun category. In Nagamese, Noun compound can be formed by using noun, verb, adjective, or

adverb words together. In Noun compound, it is compulsory that one word must be a noun. Noun compounds of Nagamese are shown below:

For example: 1 As per the available data, the possible combinations of Noun compound words of Nagamese as shown in below examples.

1a.	/ha:wa:/ wind NOUN	+	/pa:ni/ water NOUN	→	/ha:wa: pa:ni/ climate NOUN		
1b.	/gorom/ hot ADJ.	+	/ta:im/ time/season NOUN	→	/gorom ta:im/ summer NOUN		
1c.	/k ^h a:li/ empty ADJ.	+	/ja:ga:/ place NOUN	→	/k ^h a:li ja:ga:/ yard NOUN		
1d.	/pura:/ to read VERB	+	/ja:ga:/ place NOUN	→	/pura: ja:ga:/ institute NOUN		
1e.	/ma:ti:/ earth NOUN	+	/hila:/ shake VERB	→	/ma:ti hila:/ earthquake NOUN		
1f.	/d ^h up/ sun NOUN	+	/gira:/ fall VERB	→	/d ^h up gira:/ sunset NOUN		
1g.	/poila:/ Before ADV.	+	/ja:ma:na:/ era NOUN	→	/poila: ja:ma:na:/ primitive NOUN		
1h.	/poila:/ Before ADV.	+	la:ga:/ belonging to VERB	+	/ka:ha:ni/ story NOUN	→	/poila: la:ga: ka:ha:ni/ tale NOUN
1i.	/pa:ni/ water NOUN	+	/gira:/ fall VERB	+	/ta:im/ time/season NOUN	→	/pa:ni gira: ta:im/ monsoon NOUN
1j.	/cuku/ Eye NOUN	+	/la:ga:/ belonging to VERB	+	/culi/ hair NOUN	→	/cuku la:ga: culi/ eyelash NOUN
1k.	/sis:/ Mirror NOUN	+	/la:ga:/ belonging to VERB	+	/gila:s/ glass NOUN	→	/sis: la:ga: gila:s/ glass NOUN

Example (1a-k) have shown that in Nagamese, noun compound can be formed by following possible combinations.

$$\begin{array}{lcl}
 \text{Noun compound} = & 1.1 & \left\{ \begin{array}{c} \text{Noun} \\ \text{Verb} \\ \text{Adjective} \\ \text{Adverb} \end{array} \right\} + \text{Noun} \\
 & & \\
 & 1.2 & \text{Noun} + \left\{ \begin{array}{c} \text{Noun} \\ \text{Verb} \end{array} \right\} \\
 & & \\
 & 1.3 & \left\{ \begin{array}{c} \text{Noun} \\ \text{Verb} \end{array} \right\} + \text{Verb} + \text{Noun}
 \end{array}$$

In above 1.1 combination, it is shown that left word or first word of noun compound word either be noun or verb or adjective or adverb but right word or last word is always noun. Similarly, in 1.2 combination, it is shown that left word or first word of noun compound word is always noun but right word or last word is either noun or verb. In 1.3 combination, it is shown that left word or first word either be noun or verb and middle word is verb and right word or last word is Noun. These are the possible combinations of noun compound words as per the available data.

1.2. Verb compound: Verb compound is the compound word in which two or more words of same grammatical category combine together and form a new word of verb category. In Nagamese, Verb compound can be formed by combining only verbs. Verb compounds of Nagamese are shown below:

For example: 2. The possible combination of Verb compound words of Nagamese as shown in below examples.

2a.	/ula:i/ to take away VERB	+	/diya:/ to give VERB	→	/ula:i diya:/ remove VERB
2b.	/pa:i/ to get VERB	+	/lowa:/ to take VERB	→	/pa:i lowa:/ receive VERB
2c.	/a:ha:/ to come VERB	+	/ja:wa:/ to go VERB	→	/a:ha: ja:wa:/ stroll VERB

2d.	/dek ^h a:/ to see VERB	+	/kora:/ to do VERB	→	/dek ^h a: kora:/ visit VERB
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Example (2a-d) have shown that in Nagamese, verb compound can be formed by following combination.

Verb combination: 2.1 **Verb** + **Verb**

In above 2.1 combination, it is shown that both words of verb compound words are verb.

1.3. Adjective compound: Adjective compound is the compound word in which two or more words of same or different grammatical category combine together and form a new word of adjective category. In Nagamese, Adjective compound can be formed by using noun, verb or adjective words together. In Adjective compound, it is compulsory that one word must be an Adjective. Adjective compounds of Nagamese are shown below:

For example: 3. The possible combinations of Adjective compound words in Nagamese as shown in below examples.

3a.	/ekdom/ much ADJ.	+	/da:ŋor/ big ADJ.	→	/ekdom da:ŋor/ giant ADJ.
3b.	/ekdom/ much ADJ.	+	/sa:p ^h a:/ clean ADJ.	→	/ekdom sa:p ^h a:/ holy ADJ.
3c.	/da:ŋor/ big ADJ.	+	/na:m/ name NOUN	→	/da:ŋor na:m/ famous ADJ.
3d.	/misa:/ False/bad ADJ.	+	/ma:nu/ person/man NOUN	→	/misa: ma:nu/ liar ADJ.
3e.	ca:r/ four ADJ.	+	/kuniya:/ cornered VERB	→	/ca:r kuniya:/ quadrangular ADJ.

Example (3a-e) have shown that in Nagamese, adjective compound can be formed by following combinations.

Adjective compound: 3.1 **Adjective** + $\left\{ \begin{array}{c} \text{Adjective} \\ \text{Noun} \\ \text{Verb} \end{array} \right\}$

In above 3.1 combination, it is shown that left word or first word of adjective compound word is always adjective but right word or last word is either adjective or noun or verb.

1.4. Adverb compound: Adverb compound is the compound word in which two or more words of same or different grammatical category combine together and form a new word of adverb category. In Nagamese, Adverb compound can be formed by using verb or adverb words together. In Adverb compound, it is compulsory that one word must be an adverb. Adverb compounds of Nagamese are shown below:

For example: 4. The possible combinations of Adverb compound words of Nagamese as shown in below examples.

4a.	/a:ji/ today ADV.	+	/ka:li/ tomorrow ADV.	→	/a:ji ka:li/ nowadays ADV.
4b.	/ja:/ go VERB	+	/ka:li/ tomorrow ADV.	→	/ja:ka:li/ yesterday ADV.

Example (4a-b) have shown that in Nagamese, adverb compound can be formed by following combinations.

Adverb compound: 4.1.

Adverb

+

{
Adverb
Verb}

In above 4.1 combination, it is shown that left word or first word of adverb compound word is either adverb or verb and right word or last word is always an adverb.

2. **Semantic Perspective:** Semantic perspective is related to the meaning of compound word. In Nagamese, semantic classification of compound word gives three types of compound words. They are as follow:

2.1. Endocentric compound

2.2. Exocentric compound

2.3. Copulative compound

2.1 Endocentric compound: Endocentric compound words are those compounds in which one part of the compound word is head of it. In endocentric compound, meaning of the compound word depends either on the right-sided word or on the left-sided word. On the basis of this, there are two types of endocentric compounds. They are as follow:

2.1.1. Right-headed compound: Right-headed compounds are those compound words whose head is either on the right side of the compound word or the second part of the compound word. For example: 5 As per the available data, in Nagamese, there are evidences of Right-headed endocentric compound words. Some examples are given below:

5a.	/misa:/	+	/ma:nu/	→	/misa: ma:nu/
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	false/bad ADJ.		person/man NOUN		liar NOUN
5b.	/jənəm/ birth NOUN	+	/din/ day NOUN	→	/jənəmdin/ birthday NOUN
5c.	/k ^h a:li/ empty ADJ.	+	/ja:ga:/ place NOUN	→	/k ^h a:li ja:ga:/ yard NOUN
5d.	/ma:s/ + fish NOUN	/ma:ra:/ + kill VERB	ma:nu/ person/man NOUN	→	/ma:s ma:ra ma:nu/ fisherman NOUN
5e.	/sisa:/ + mirror NOUN	/la:ga:/ + belonging to VERB	/gila:s/ glass NOUN	→	/sisa: la:ga: gila:s/ glass NOUN

2.1.2. Left-headed compound: Left-headed compounds are those compound words whose head is either on the left side of the compound word or the first part of the compound word.

For example: 6 As per the available data, in Nagamese, there are evidences of Left-headed endocentric compound words. Some examples are given below:

6a.	/ula:i/ to take away VERB	+	/diya:/ to give VERB	→	/ula:i diya:/ remove VERB
6b.	/pa:i/ to get VERB	+	/lowa:/ to take VERB	→	/pa:i lowa:/ receive VERB

Examples 5 & 6 have shown that in Nagamese, endocentric compound has either right-headed word or left-headed word. Examples 5 have shown that the meaning of compound word has predominance of right word or last word of the compound word whereas examples 6 have shown that the meaning of compound word has predominance of left word or the first word of the compound word.

2.2 Exocentric compound: Exocentric compound are those compound words which do not have head in compound words. Exocentric compounds are headless compound words. It does not have any semantic head.

For example: 7 As per the available data, in Nagamese, there are evidences of Exocentric compound words in Nagamese. Example is given below:

7a.	/ha:wa:/ wind NOUN	+	/pa:ni/ water NOUN	→	/ha:wa: pa:ni/ climate NOUN
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Example 7a has shown that exocentric compound words are found in Nagamese.

2.3 Copulative compound: Copulative compound are those compound words in which every word of it is considered as head. The meaning of copulative compound is related with the meaning of every word.

For example: 8 As per the available data, Copulative compound words of Nagamese are as follow:

8a.	/ma:/ mother NOUN	+	/ba:ba:/ father NOUN	→	/ ma:ba:ba: / parents NOUN
8b.	/din/ Day NOUN	+	/rati:/ night NOUN	→	/ din rati: / day-night NOUN
8c.	/ekdom/ much ADJ.	+	/da:ɲor/ big ADJ.	→	/ekdom da:ɲor/ giant ADJ.
8d.	/la:l/ red ADJ.	+	/mula:/ raddish NOUN	→	/la:l mula:/ carrot NOUN
8e.	/ca:r/ Four ADJ.	+	/kuniya:/ cornered VERB	→	/ca:r kuniya:/ quadrangular ADJ.

Example (8a-e) have shown that copulative compound words are also found in Nagamese.

In Nagamese, we found the evidences of compound words like other languages namely Hindi, English etc. According to the available data, this paper discusses compounding in terms of syntactic and semantic forms. In Nagamese, syntactically compounding can be of four types namely noun compound, verb compound, adjective compound and adverb compound. This paper also highlighted the possible combinations to create different types of compound

syntactically. There is a possibility that Nagamese could have other combinations as well. As per the available data, limited possible combinations are discussed in this paper. In example (1a-k), this paper highlighted the noun compound. Noun compound could be formed by combining noun with other parts of speech like noun, verb, adjective and adverb. Example (2a-d) have shown verb compound combination. According to the example (2a-d), there is only one possible combination of verb compound i.e. both the words should be verb. Example (3a-e) have shown possible combinations of adjective compound. According to example (3a-e), adjective compound has only one possible combination i.e. adjective either combined with adjective or verb or noun. Example (4a-b) have shown adverb compound combinations. According to example (4a-b), there is one possible combination in case of adverb compound i.e. either adverb combined with adverb itself or adverb combined with verb.

This paper also discusses compounding from semantic perspective. In Nagamese, if compound words are divided on the basis of semantics, then compound words can be of three types namely Endocentric compound, Exocentric compound and Copulative compound. Example (5a-e) and (6a-b) have shown evidences of Endocentric compound words. In Nagamese, there are two types of Endocentric compound words namely Right-headed endocentric compound and Left-headed endocentric compound. Language like English has only Right-headed endocentric compound words but Nagamese has both types of endocentric compound words. Example (5a-e) have shown evidences of right-headed endocentric compound words whereas example (6a-b) have shown evidences of left-headed endocentric compound words. Example (7a) has limited data but it shows the evidences of exocentric compound words in Nagamese. Similarly, example (8a-e) have shown the presence of copulative compound words in Nagamese. Semantically, there is one more type of compound words available in many languages i.e. Appositional compound words but the available data do not encounter with the evidences of appositional compound words in Nagamese. There is a possibility that Nagamese might have this type of compound words.

As we have evidences of compound words in Nagamese from both syntactic and semantics perspective and know that Nagamese is highly influenced by Assamese. So, further this paper explores the relation between Nagamese compound words and their Assamese word forms or Assamese counterparts. Here, both Assamese and Nagamese are compared through compound word list shown in appendix-1. This paper highlights the similarities and dissimilarities between Nagamese compound words and their Assamese word forms during creolization process. Compound words of Nagamese and their Assamese words forms are shown below:

Nagamese Compound words and their Assamese word forms:

S.No.	Nagamese	Assamese	‘Gloss’ English
1.	/ha:wa: pa:ni/	/jolo-ba:yu/	Climate

2.	/gorom ta:im/	/grismo/	Summer
3.	/k ^h a:li ja:ga:/	/suṭal/	Yard
4.	/pura: ja:ga:/	/onusṭ ^h a:n/	Institute
5.	/ma:ti hila:/	/b ^h umi: kompo/	Earthquake
6.	/d ^h up gira:/	/hurjyo-osto/	Sunset
7.	/poila: ja:ma:na:/	/pra:sm/	Primitive
8.	/poila: la:ga: ka:ha:ni/	/had ^h u/	Tale
9.	/pa:ni gira: ta:im/	/borok ^h a:/	Monsoon
10.	/cuku la:ga: culi/	/sokur num/	Eyelashes
11.	/sisā: la:ga: gila:s/	/sisā: gila:s/	Glass
12.	/jənəmdin/	/jonmo din/	Birthday
13.	/ma:s ma:ra ma:nu/	/ma:s ma:ra ma:nuh/	Fisherman
14.	/ ma:ba:ba:/	/maa-deuta/	Mother-father/ Parents
15.	/ din rati: /	/din-rati/	Day-night
16.	/la:l mula:/	/gajor/	Carrot
17.	/ula:i diya:/	/gusa:i diya:/	Remove
18.	/pa:i lowa:/	/grohon kora:/	Received
19.	/a:ha: ja:wa:/	/k ^h us karha/	Stroll
20.	/dek ^h a: kora:/	/log kora:/	Visit
21.	/ekdom da:ṇor/	/prokando/	Giant
22.	/ekdom sa:p ^h a:/	/pobitro/	Holy

23.	/da:qor na:m/	/bik ^h ya:t/	Famous
24.	/misa: ma:nu/	/misoliya/	Liar
25.	/ca:r kuniya:/	/sa:ri kuniya:/	Quadrangular
26.	/a:ji ka:li/	/a:jika:li/	Nowadays
27.	/ja:ka:li/	/jua kali/	Yesterday

Table 1: Word list of Nagamese compound words and their Assamese word forms.

Table 1 has shown the word list of Nagamese compound words. This list contains words of different grammatical categories namely noun, verb, adjective and adverb. Words from serial no. 1-16 are nouns, words from serial no. 17-20 are verbs, words from serial no. 21-25 are adjectives and serial no. 26-27 are adverbs. These 27 words are Nagamese compound words which are compared with its most influential language namely Assamese word forms. Table 1 highlighted that out of 27 Nagamese compound words only 16 are also compound words in Assamese. Remaining 11 compound words of Nagamese are non-compound words in Assamese.

Assamese compound words are commonly used in Nagamese. Some words are borrowed from Assamese to Nagamese and some use substitute word of Nagamese. After analysis, this word list is divided into three parts. These three parts provide three conditions. They are as follows:

1. Word Substitution
2. Borrowed compound words
3. Assamese Non-compound words

1. Word Substitution: In this, Assamese words are substituted with Nagamese words and if needed then rearrange the structure of those compound words for acceptability. But mostly in this condition both Assamese and Nagamese words share meaning and structure (except few cases). Illustration of this condition is given in below table:

For example:

Assamese	Nagamese	'gloss' English
/jolo-ba:yu/ 'Water + air'	/ha:wa: pa:ni/ 'air + water'	Climate
/b ^h umi: kompo/ 'earth + shake'	/ma:ti hila:/ 'earth + shake'	Earthquake

/hurjyo-osto/ 'sun + set'	/dhup gira:/ 'sun + fall'	Sunset
/sokur num/ 'Eye's + hair'	/cuku la:ga: culi/ 'Eye's + hair'	Eyelashes
/sisā: gila:s/ 'mirror + glass'	/sisā: la:ga: gila:s/ 'mirror's + glass'	Glass
/jonmo din/ 'birth + day'	/jənəmdin/ 'birth + day'	Birthday
/maa-deuta/ 'mother + father'	/ma:ba:ba:/ 'mother + father'	Mother-father/ Parents
/sa:ri kuniya:/ 'four + corner'	/ca:r kuniya:/ 'four + corner'	Quadrangular
/jua ka:li/ 'go(ne) + tomorrow'	/ja: ka:li/ 'go + tomorrow'	Yesterday
/gusa:i diya:/ 'take + give'	/ula:i diya:/ 'to take away + give'	Remove
/grohon kora:/ 'get + to do'	/pa:i lowa:/ 'to get + to take'	Received
/k ^h us karha/ 'walking + did'	/a:ha: ja:wa:/ 'to come + to go'	Stroll
/log kora:/ 'meet/see + to do'	/dekha: kora:/ 'to see + to do'	Visit

Table 2: Substitution of words in Nagamese.

Table 2 has shown that in Nagamese, compound words are linked to Assamese. This is condition 1. In this condition, words of Assamese are substituted with Nagamese words to create Nagamese compound words and few words rearrange their structure for acceptability like in case of /ha:wa: pa:ni/, first words are substituted with Nagamese words having same meaning and become /pa:ni ha:wa:/ then rearrange its structure to /ha:wa: pa:ni/ for acceptability. But mostly words are only substituted, not rearranged. Similarity between this

type of compound word is that both share same meaning and structure (mostly) in their respective languages as shown in above table 2.

2. Borrowed compound words: In this, Assamese compound words are borrowed in Nagamese with or without any modification. Illustration of this condition is given in below table:

For example:

Assamese	Nagamese	'Gloss' English
/ma:s ma:ra ma:nuh/ 'fish + kill + person'	/ma:s ma:ra ma:nu/ 'fish + kill + person'	Fisherman
/din-rati:/ 'day + night'	/ din rati: / 'day + night'	Day-night
/a:ji ka:li/ 'today + tomorrow'	/a:ji ka:li/ 'today + tomorrow'	Nowadays

Table 3: Borrowed compound words from Assamese in Nagamese.

Table 3 has shown that in Nagamese, few compound words are completely borrowed from Assamese without any modification and few with modification. Modification like in /ma:s ma:ra ma:nu/ of Nagamese deleted word final sound of /-h/ from /ma:nuh/ of Assamese to /ma:nu/ of Nagamese. This is second condition. Similarity between this type of compound word is that both share same meaning and same word form as shown in above table 3.

3. Assamese Non-compound words: In this, Nagamese compound words use different vocabulary and structure than Assamese vocabulary because Nagamese compound words are non-compound words in Assamese. Illustration of this condition is given in below table:

For example:

Assamese	Nagamese	'Gloss' English
/grismo/	/gorom ta:im/ 'hot + season/time'	Summer
/suʈal/	/k ^h a:li ja:ga:/ 'empty + place'	Yard
/pra:sm/	/poila: ja:ma:na:/ 'previous + era'	Primitive

/had ^h u/	/poila: la:ga: ka:ha:ni/ 'previous + related + story'	Tale
/borok ^h a:/	/pa:ni gira: ta:im/ 'water + fall + time'	Monsoon
/gajor/	/la:l mula:/ 'red + raddish'	Carrot
/prokando/	/ekdom da:ŋor/ 'much + big'	Giant
/pobitro/	/ekdom sa:p ^h a:/ 'much + clean'	Holy
/bik ^h ya:t/	/da:ŋor na:m/ 'big + name'	Famous
/misoliya/	/misa manu/ 'lie + person'	Liar
/onust ^h a:n/	/pura: ja:ga:/ 'to read + place'	Institute

Table 4: Assamese Non-compound words are compound words in Nagamese.

Table 4 has shown that there are compound words in Nagamese which show no relation with Assamese words. These compound words use different structure than Assamese because in Assamese, these words are not compound words. This is the third condition. In this condition, the similarity between Nagamese compound words and their Assamese word forms is that both share same meaning, but their structure and vocabulary is totally different.

Like other languages, Nagamese also uses same pattern to create or enrich their vocabulary with respect to compound words. This present paper compares Nagamese compound words with their Assamese word forms or counterparts. This comparison highlighted that Nagamese compound words are not always compound word in Assamese. Few Nagamese and Assamese compound words share meaning but they have different word forms according to their language. There are few Nagamese compound words which are borrowed from Assamese as they are. This resulted that Assamese compound words has effect on Nagamese compound words as they share same structure with different vocabulary but vocabulary is substituted word form according their language. Even there are evidences of borrowed compound words in Nagamese from Assamese and few compound words are not related to Assamese compound words as they are non-compound words in Assamese.

Conclusion

This paper concludes that Nagamese has compounding word formation process. Here, compounding in Nagamese discussed syntactically and semantically. Syntactically, Nagamese has four types of compound words namely noun compound, verb compound, adjective compound and adverb compound. Semantically, Nagamese has three types of compound words namely Endocentric compound (both; right-headed and left-headed), Exocentric compound and Copulative compound.

Ngamese is highly influenced by Assamese. The comparison between Assamese and Nagamese on the basis of compound words shows such relationship. Assamese has effect on Nagamese as Nagamese borrowed compound words from Assamese. Even a few compound words of Nagamese share meaning and words structure with Assamese compound words. But it also shows some dissimilarities like few compound words of Nagamese are non-compound words in Assamese. So, their compound word structure varies from one another to some extent.

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APPENDIX-1

List of words used for data collection.

S.No.	Word List
1.	Climate
2.	Summer
3.	Yard
4.	Institute
5.	Earthquake
6.	Sunset
7.	Primitive
8.	Tale
9.	Monsoon
10.	Eyelashes
11.	Glass
12.	Remove
13.	Received
14.	Stroll
15.	Visit
16.	Giant
17.	Holy
18.	Famous
19.	Liar
20.	Quadrangular
21.	Nowadays
22.	Yesterday
23.	Birthday
24.	Fisherman
25.	Mother-father/ Parents
26.	Day-night
27.	Carrot
