
LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12:12 December 2014
ISSN 1930-2940

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Speech Naturalness of Recovered and Relapsed Persons with Stuttering Following Treatment

Pravesh Arya, M.Sc. (SLP), Ph.D. Candidate

Geetha Y.V., Ph.D. (Speech and Hearing)

Abstract

Relapse is an ever-present concern for those in recovery from stuttering, and also for the professionals who treat them. Recovery can be defined as the restoration to a former or better condition whereas Relapse is defined as the recurrence of symptoms after a period of improvement (Webster, 1979).

The main aim of the present study was to provide a preliminary data, comparing the speech naturalness of recovered and relapsed persons with stuttering (PWS) following treatment.

The participants (age range 18 to 38 years) were selected on the basis of inclusion and exclusion criteria and were asked to report after 3 months and 6 months post treatment follow-up

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evaluations. A total of twenty two participants reported after 3 months and nineteen participants reported after 6 month post treatment follow-ups.

Spontaneous speech samples were collected using audio/video recording of the participant during the evaluations. Multidimensional speech naturalness scale (Kanchan, 1997) and recorded speech samples were provided to three judges i.e., experienced speech and language pathologists (SLPs). The judges were asked to analyze and perceptually rate the naturalness of provided speech samples on the basis of different speech parameters given in the scale. Results of the present study showed a significant difference between recovered and relapsed group of persons with stuttering following treatment across different speech parameters.

The present study concludes that recovered persons with stuttering showed a perceptually more natural sounding speech across all the parameters as compared to relapsed persons with stuttering following treatment.

Keywords: Speech naturalness, Recovery, Relapse, Perceptual scale

Stuttering and Naturalness of Speech

Stuttering is a complex speech disorder with a variety of dimensions and it has been defined as having discontinuous, effortful and relatively slow rate of speech. Disruptions in continuity and rate are considered to affect the naturalness of speech in addition to articulation and intonation patterns (Starkweather, 1980). The acceptable speech quality in stuttering therapy determines the treatment outcomes. Therefore, it becomes very important to assess the naturalness of speech in persons with stuttering (PWS) who attain recovery after treatment and whether he/she is able to maintain the naturalness in long-term follow-up. In general, recovery can be defined as the restoration to a former or better condition, and it could be with or without formal treatment. Williams (2006, p. 9) stated that “Some people stop overt disfluencies as a result of therapy, although they constantly monitor their speech in order to remain fluent.” For some still unknown reasons, short term mastery of program goals by PWS does not always lead to long term application and lead to relapses. Relapse is defined as the recurrence of symptoms

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after a period of improvement (Webster, 1979). In other words, relapse is defined as a return of considered symptoms that therapy either had replaced or brought under control.

Relapse and Stuttering

Prins (1970) noted that majority of the clients self reported that a maximum regression occurred within six months after the termination of formal treatment, and other author have suggested that clients should be followed for at least two to five years following formal treatment (Bloodstein & Bernstein Ratner, 2008; Young, 1975). Although it has been well documented that a number of different approaches to the treatment of stuttering consistently have achieved success in establishing fluent speech for PWS (Guitar, 1998; Onslow, 1999), relapse following successful treatment continues to be a major cause of concern for clients and speech-language professionals. Probably the reason could be that relapse in stuttering is not well defined as it covers all forms of client regression from occasionally stuttered words to the resumptions of speaking to pre-therapy patterns.

Perceptual Characteristics of Speech of PWS

The perceptual characteristic of the speech of successfully treated persons with stuttering (PWS) is an area of study that has been given considerable attention. Franken (1980) reported that, speech of a PWS can be judged as normal, or unnatural compared to the speech of persons with no stuttering (PWNS). The speech naturalness of people who stutter has generated research interest for decades. Much of these researches (Ingham & Packman, 1978; Ingham, Gow, & Costello, 1985; Kalinowski, Noble, Armson, & Stuart, 1994) were conducted to examine perceptual naturalness after fluency shaping therapies and, quite consistently, listeners rated post-treatment speech as more unnatural sounding than the speech of fluent speakers. This raises a question as to whether dysfluencies are the only cause of lack of normalcy or naturalness in individuals with stuttering or the fluency shaping techniques adopted during therapy results in unnatural sounding speech while reducing the dysfluencies.

Concept of Naturalness

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Parrish (1951) may have been the first to argue about the concept of naturalness and many notions about desirable speech behavior and also highlighted the importance of distinguishing between a speaker's judgment of natural speech production and a listener's perceptual judgment of natural sounding speech.

A number of other previous perceptual studies (Jones & Azrin, 1969, Runyan, 1976; Ingham & Packman, 1978; Runyan & Adams, 1978; Runyan, Hames, & Prosek, 1982; Prosek & Runyan, 1983) have focused on the methods of differentiating between the speech of PWS and PWNS. Frayne, Coates and Marriner (1977) used a perceptual analysis technique to investigate the speech quality of PWS who had been treated by prolonged speech technique. Twenty seven listeners were provided with two different recordings containing samples of stutter-free speech from 10 treated PWS, 6 to 18 months following therapy and similar samples from 10 controls. Results showed that the listeners generally failed to distinguish between the samples from PWS and PWNS, although the range of smoothness ratings for PWS was greater than for PWNS.

In some studies (Finn & Ingham, 1989), the fluent speech of PWS has been defined as speech that is free from perceptually overt stuttering. In other studies (Franken, 1987; Franken, Boves, Peters & Webster (1992), it has been shown that naturalness is a multifaceted variable that is related to a number of other perceptual characteristics of a speech sample. Thus, speech may fail to sound natural for a number of reasons.

Multidimensional Nature of Speech Naturalness

Because of the multidimensional nature of speech naturalness, the probability that a clinician can help a PWS to improve the overall speech quality becomes higher if he or she can diagnose the dimensions that are most deviant. Most of these previous studies have not proposed a metric for such measures.

Starkweather (1987) defined speech fluency in terms of continuity, rate, duration, co-articulation and effort. Continuity relates to the degree to which the syllables and words are logically sequenced with the presence or absence of pauses. The speech is interpreted as fluent, if

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the semantic units follow one another in a continual and logical flow of information. However, despite a continual flow of sound and the absence of pauses, the speech could not be thought of as fluent if unnecessary or illogical sounds or words are present.

Considering all important speech parameters, Kanchan (1997) developed a binary naturalness scale including speech parameters such as rate, continuity, effort, stress, intonation, rhythm, articulation, breathing pattern and overall rating and the developed scale was given to judges to rate the speech naturalness of 198 speech samples of PWS in pre-and post-therapy conditions. The judges (five sophisticated listeners) were instructed to rate the given speech samples of PWS on 2-point scale as '1' or '0' for natural or unnatural respectively. The study reported that the speech naturalness scores were better on post-therapy sample and the mean naturalness scores were correlated with naturalness rating of various parameters. Also, the factor analysis indicated that speech parameters such as rate, continuity, effort and stress to be important factors in the judgment of naturalness.

Some of the recent studies focused on comparing naturalness among PWS in pre- and post-therapy conditions. Conture (2001) conducted a study to compare speech naturalness of PWS with that of PWNS, and reported that if the treatment of choice for PWS is fluency shaping, speech may be more fluent than it was prior to therapy, but it can also sound more controlled and less lively than the speech of PWNS. Santosh and Savithri (2007) studied speech naturalness in spontaneous speech of 30 PWS across different conditions i.e., pre-therapy, post therapy and 6-months post therapy. The authors reported that the mean naturalness score of spontaneous speech of PWS was significantly higher in post therapy and also, in 6-months follow-up conditions when rated by 10 naive listeners on multidimensional speech naturalness scale given by Kanchan (1997).

Scientific research comparing speech characteristics of recovered and relapsed PWS has been scarce. Reason for this state of affairs include significant proportion of persons treated who

experience relapse (Craig & Calver,1991), and the lack of objective and controlled studies in this domain highlights the immense need for the present study.

Aim of the Study

The primary purpose of the present study was to provide preliminary data on comparing the speech naturalness of recovered and relapsed PWS following treatment on different speech parameters. It has been hypothesized that there is no difference between recovered and relapsed persons with stuttering with respect to speech naturalness.

Method

Participants: The participants were selected based on the inclusion and exclusion criteria. The inclusion criteria required adult persons (18-38 years age) diagnosed with stuttering by a qualified speech and language pathologist in the fluency evaluation prior to the treatment provided. The PWS who underwent fluency therapy using fluency shaping technique and showed a marked improvement (equal to or less than 5 percentile score) on stuttering severity instrument: SSI-3 (Riley, 1994) in immediate post treatment were considered as participants for the present study. Individuals with acquired stuttering or having a positive history of neurological, psychological, audiological or any other associated problem along with stuttering were not considered for the present study. Demographical details such as age of onset of the problem, cause of the problem, family history, type of speech therapy provided, duration of therapy provided, maintenance of improvement and treatment outcomes details were gathered from the participants. Those participants who fulfilled the inclusion criteria were asked to come for a follow-up after 3 months and 6 months of discharge from therapy. All the 22 participants reported after 3 months of follow-up. However, on second follow-up i.e., after 6 months of discharge from therapy, 3 participants out of total 22 did not reported for follow up. Hence, second follow-up evaluation was done on a total of 19 participants who reported after 6 months of discharge from therapy.

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Materials: Stuttering Severity Instrument (SSI-3) by Riley (1994) was administered on all the participants to obtain total stuttering severity scores and percentiles of stuttering. A perceptual rating scale ‘*Multi dimensional speech naturalness scale for stutterers*’ (Kanchan, 1997) was used to rate the speech characteristics of recovered and relapsed PWS in terms of speech naturalness across seven parameters i.e., rate of speech, continuity, effort, stress, intonation & rhythm, articulation, and breathing pattern. Speech samples of all the participants were audio-video recorded using a Sony Handy-cam Model no- HDR- TG1E.

Speech samples collection: All the participants were seated comfortably in a quiet room and were asked to converse and speak spontaneously on a given topic by the investigator such as ‘your hobbies’, ‘your daily routine’, or ‘the city you live in’. An 8 to 10 minute speech sample for each participant was video recorded on a handy-camera. Total 22 videos containing spontaneous speech samples were collected. Further, the obtained connected speech samples were edited to obtain one-minute randomly selected speech sample. Each speech sample was given a separate anonymous code by the investigator. These samples were then saved in the digital video disc (DVD) and were then given to the judges for rating.

Grouping of participants: Stuttering severity instrument (SSI-3) was administered on all the participants. Participants were divided into two groups i.e., recovered and relapsed person with stuttering (PWS) on the basis of a comparison between their stuttering severity scores obtained on pre-treatment and on respective follow-ups. For instance, a participant was considered as ‘relapsed’ if he/she was diagnosed as having moderate stuttering and obtained a score of 25 to 31 on pre-treatment evaluation as per the scoring of SSI-3, and the participant discharged successfully with a marked improvement (less than 5 percentile dysfluency) on immediate post treatment, if the participant reported and obtained same or more scores on SSI-3 (as on pre-treatment level) at post treatment follow-up evaluation. On contrary, if the participant was found to be successful in maintaining the improvement (as on immediate post treatment level) on follow-up evaluation, the participant was considered as ‘recovered’. The scoring was done based

on total score obtained by the participant, thus if a participant is recovered and obtain a score of 10 or less, was considered as ‘? normal’ and grouped under recovered PWS.

Data analysis and scoring: The binary perceptual rating scale ‘*Multidimensional speech naturalness scale*’ (Kanchan, 1997) was provided to three experienced SLPs to analyze and perceptually rate the given recorded speech samples. The judges were instructed to listen to the speech samples carefully and to assign a rating of ‘0’ for a perceptually unnatural sounding speech and to rate ‘1’ for perceptually natural sounding speech on the basis of description provided for unnaturalness and naturalness across all seven parameters in the perceptual scale. They could listen to the speech sample as many times as required and each listener rated the sample over a week. Listeners’ ratings were tabulated separately under spontaneous speech samples of recovered and relapsed PWS following treatment. The naturalness ratings given by each judge for all the recorded speech samples were converted to percentage naturalness rating for each listener and mean naturalness score was calculated using the below formulae.

Naturalness rating for each group of PWS =
$$\frac{\text{No. of PWS rated as natural/unnatural}}{\text{Total no. of PWS in recovered/relapsed group}}$$

Average rating of each sample =
$$\frac{\text{Sum of parameters rated as natural/unnatural}}{\text{Total no. of Parameters}}$$

Intra and inter judge reliability: Ten percent of the total speech samples data was given to one of the same judges and asked to rate the speech samples again after one week in order to check for the intra judge reliability of the speech naturalness ratings. Another experienced speech language pathologist unaware of the purpose of the study rated the ten percent of speech samples for inter-judge reliability. A Cronbach’s alpha value for inter (0.92) and intra (0.94) judge were obtained on 3 months post treatment follow-up. And, on 6 months post treatment follow-up a Cronbach’s alpha value for inter (0.84) and intra (0.98) judge were obtained, which suggest that the ratings given by the judges for speech samples were highly reliable.

Results and Discussion

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Data entry and statistical analysis was done using SPSS 18 software. Fisher exact test

| Participants' | Pre-treatment | Immediate post | Post 3 months | Post 6 months |
|---------------|---------------|----------------|---------------|---------------|
|---------------|---------------|----------------|---------------|---------------|

was performed to find the association between recovered and relapsed group of PWS across different speech parameters in the perceptual scale. A mean value obtained from listener' rating for naturalness of speech sample of each participant was used to compare the two groups using Independent sample test. Equality of proportion test was done to find significance of difference between recovered and relapsed PWS across each speech parameter. From Table 1, it is to be noted that the grouping was done based on total score obtained by the participant in SSI-3, thus if a participant obtained a total overall score of 10 or less with percentile of 1-4, was considered as 'normal' and grouped under recovered PWS whereas, a total overall score between 10-17 with percentile of 1-4 was considered as very mild according to SSI-3. As shown in Table 1, among the total 22 participants, 59% (n = 13) maintained recovery and the other 41% (n=9) showed relapse after 3 months of discharge from treatment. All the participants were asked to report for a second follow-up i.e., six months post treatment. Out of total 22, three participants did not report, and only 19 participants reported for 6 months post treatment follow up.

Table 1 Demographic and SSI details of the participants

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| N | A | G | Percen | Severity | Percen | Severity | Percen | Severity | Grp | Percen | severity | Grp |
|----|----|---|--------|----------|--------|----------|--------|----------|-----|--------|----------|-----|
| 1 | 23 | F | 42-60 | Mod | 1-4 | V.mild | 10-12 | V.mild | Rec | 1-4 | V.mild | Rec |
| 2 | 18 | M | 24-40 | Mild | 1-4 | V.mild | 1-4 | ?normal | Rec | 1-4 | ?normal | Rec |
| 3 | 18 | M | 61-67 | Mod | 1-4 | ?normal | 1-4 | ?normal | Rec | 1-4 | ?normal | Rec |
| 4 | 21 | M | 24-40 | Mild | 1-4 | V.mild | 1-4 | ?normal | Rec | 24-40 | Mild | Rel |
| 5 | 26 | M | 24-40 | Mild | 1-4 | ?normal | 1-4 | ?normal | Rec | 1-4 | ?normal | Rec |
| 6 | 23 | M | 12-23 | Mild | 1-4 | V.mild | 1-4 | ?normal | Rec | 5-11 | V.mild | Rel |
| 7 | 18 | M | 24-40 | Mild | 1-4 | ?normal | 1-4 | ?normal | Rec | 12-23 | Mild | Rel |
| 8 | 21 | M | 78-88 | Severe | 1-4 | V.mild | 41-60 | Mod | Rel | 12-23 | Mild | Rel |
| 9 | 22 | M | 41-60 | Mod | 1-4 | V.mild | 24-40 | Mild | Rel | 12-23 | Mild | Rel |
| 10 | 26 | M | 12-23 | Mild | 1-4 | V.mild | 1-4 | ?normal | Rec | 1-4 | ?normal | Rec |
| 11 | 24 | M | 61-67 | Mild | 1-4 | ?normal | 1-4 | ?normal | Rec | 1-4 | ?normal | Rec |
| 12 | 27 | M | 41-60 | Mod | 1-4 | V.mild | 61-67 | Mod | Rel | 61-67 | Mod | Rel |
| 13 | 25 | M | 61-67 | Mod | 1-4 | V.mild | 1-4 | ?normal | Rec | 12-23 | Mild | Rel |
| 14 | 26 | M | 78-88 | Severe | 1-4 | V.mild | 61-67 | Mod | Rel | 96-99 | v.severe | Rel |
| 15 | 20 | M | 24-40 | Mild | 1-4 | V.mild | 12-23 | Mild | Rel | 1-4 | ?normal | Rec |
| 16 | 38 | M | 41-60 | Mod | 1-4 | V.mild | 12-23 | Mild | Rel | 41-60 | Mod | Rel |
| 17 | 18 | M | 12-23 | Mild | 1-4 | ?normal | 1-4 | ?normal | Rec | 1-4 | ?normal | Rec |
| 18 | 20 | M | 41-60 | Mod | 1-4 | ?normal | 1-4 | ?normal | Rec | 1-4 | ?normal | Rec |
| 19 | 33 | M | 12-23 | Mild | 1-4 | ?normal | 1-4 | ?normal | Rec | 24-40 | Mild | Rel |
| 20 | 20 | M | 12-23 | Mild | 1-4 | ?normal | 12-23 | Mild | Rel | NR | NR | NR |
| 21 | 18 | M | 41-60 | Mod | 1-4 | V.mild | 61-67 | Mod | Rel | NR | NR | NR |
| 22 | 23 | M | 61-67 | Mod | 1-4 | V.mild | 24-40 | Mild | Rel | NR | NR | NR |

In the above table, N indicates participants' number; A-Age; G-Gender; Percen-Percentile; Grp- group; Rec-recovered PWS; Rel-Relapse PWS; V.mild-very mild; mod-moderate; V.severe-very severe; NR- not reported.

A second post treatment follow-up evaluation of the 19 participants who reported after six months of discharge from treatment was done, where 47% (n=9) participants were found to have maintained recovery and other 53% (n=10) showed relapse following treatment. Similar results were reported by Silverman (1980, 1992), where relapse rates for stuttering was reported at over 50% for adolescence and adult PWS and a fewer than 50% for those who acquired normal sounding fluency during treatment and were able to maintain fluency permanently. In another study, Craig and Hancock (1995) reported a relapse rate in excess of 70% on a long term follow-up.

Table 2 Result of Fisher exact test

| Parameters | Post 3 months treatment follow-up | | | Post 6 months treatment follow-up | | |
|------------|-----------------------------------|-------------------|-----|-----------------------------------|--------------------|-----|
| | Total no. of PWS (N=22) | | | Total no. of PWS (N=19) | | |
| | Recovered (n=13) | Relapsed (n=9) | Sig | Recovered (n=9) | Relapsed (n=10) | sig |
| | | | | | | |

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|---|-----------------------|-----------|---------|--------|----------|---------|--------|
| 1 | Rate of speech | 11 (85%) | 3 (33%) | .026* | 9 (100%) | 5 (50%) | .033* |
| 2 | Continuity | 13 (100%) | 0 (0%) | .001** | 8 (89%) | 0 (0%) | .001** |
| 3 | Effort | 11 (85%) | 2 (22%) | .007 | 8 (89%) | 4 (40%) | .057 |
| 4 | Stress | 13 (100%) | 3 (33%) | .005* | 9 (100%) | 5 (50%) | .033* |
| 5 | Intonation and Rhythm | 9 (69%) | 3 (33%) | .192 | 7 (78%) | 1 (10%) | .006 |
| 6 | Articulation | 12 (92%) | 5 (55%) | .116 | 9 (100%) | 7 (70%) | .007 |
| 7 | Breathing pattern | 13 (100%) | 3 (33%) | .001** | 9 (100%) | 3 (33%) | .087 |

*indicates, the value is significant at <0.05; ** significant at <0.01; N=total no. of participants; n = no. of participants in groups

Table 3 Results of equality of proportion test

| Parameters | 3 months post treatment | | | | 6 months post treatment | | | |
|--------------------------|-------------------------|----------------|---------|---------|-------------------------|----------------|---------|---------|
| | P ₁ | P ₂ | z value | p value | P ₁ | P ₂ | z value | p value |
| 1. Rate of speech | 0.84 | 0.33 | 2.4 | 0.01** | 1.00 | 0.50 | 2.4 | 0.01** |
| 2. Continuity | 1.00 | 0.00 | 4.6 | 0.01** | 0.88 | 0.00 | 3.9 | 0.00** |
| 3. Effort | 0.84 | 0.22 | 2.9 | 0.01** | 0.88 | 0.40 | 2.2 | 0.02* |
| 4. Stress | 1.00 | 0.66 | 2.2 | 0.02* | 0.88 | 0.70 | 1.7 | 0.07 |
| 5. Intonation and Rhythm | 0.69 | 0.33 | 1.6 | 0.09 | 1.00 | 0.10 | 2.9 | 0.00** |
| 6. Articulation | 0.92 | 0.55 | 2.0 | 0.04* | 0.77 | 0.70 | 1.7 | 0.07 |
| 7. Breathing pattern | 1.00 | 0.33 | 3.4 | 0.01** | 1.00 | 0.60 | 2.1 | 0.03* |

P₁= PWS rated as natural /total no. of recovered PWS; P₂= PWS rated as natural/total no. of relapsed PWS

*indicates, the value is significant at <0.05; ** significant at <0.01

All the participants were perceptually rated by three judges on speech naturalness scale across seven speech parameters i.e. rate, continuity, effort, stress, intonation-rhythm, articulation and breathing pattern. The results are discussed for the seven speech parameters of speech during two follow ups i.e., 3 month and 6 months post treatment respectively.

A. Comparison between recovered and relapsed PWS across speech parameters on 3 and 6 months post treatment follow-up

1. Rate of speech: Table 2 depicts the result of Fisher exact test, performed to find a significance association between two groups of PWS across seven speech parameters. As shown in Table 2

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and Figure 3, in the recovered group (n =13), 11 (85%) participants scored a rating of '1' i.e. natural sounding speech and the other 2 (15%) participants scored a rating of '0' i.e. unnatural sounding speech. On the contrary, in relapsed group (n=9), a higher number 6 (67%) of participants scored as unnatural sounding speech whereas the other 3 (33%) participants scored a rating of natural sounding speech on perceptual scale. There was a significant association ($P < 0.01$) found between the groups for the rate of speech parameter on the statistical test done. Further, equality of proportion test was done to compare the two groups across parameters. Results in the Table 3, shows that a significant difference in equality of proportion ($p < 0.01$) was found between the two groups on the rate of speech for both the follow-ups.

A total (N= 19) participants reported for second follow-up evaluation that was done after 6 months of post treatment. Speech of recovered (n= 9) and relapsed (n= 10) participants were perceptually rated by three judges. As shown in Table 2, it was found that all the 9 (100%) recovered participants obtained rating for natural sounding speech and none (0%) was rated for unnatural sounding speech. Whereas, in relapsed group (n=10), a total 5 (50%) participants scored natural sounding speech and the other 5 (50%) were rated for unnatural sounding speech.

2. Continuity in speech: The results in the Table 2 depicts that all the 13 (100%) participants in the recovered group obtained ratings for natural sounding speech and none (0%) obtained unnatural sounding speech by listeners on perceptual rating scale. On contrary, in relapsed group, all 9 (100%) participants obtained rating for unnatural sounding speech and none (0%) was rated as natural for continuity in speech on 3 months post treatment follow up. Results shows a significant association ($p < 0.01$) between the two groups of PWS in their speech continuity and also, a significant difference in equality of proportion ($p < 0.01$) was found between the two PWS groups on continuity in speech.

On 6 months post treatment follow up, As shown in Table 2, a total of 8 (89%) participants were rated as natural sounding continuity in speech; and only 1 (11%) participant was rated as unnatural sounding speech in the recovered group. all the participants 10 (100%)

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were rated as unnatural and none 0 (0%) was rated as natural sounding speech continuity in relapsed PWS group. As shown in Table 2, there was a significant association ($p < 0.05$) between recovered and relapsed group for parameter 2 i.e. continuity in speech on 3 month and 6 month post treatment follow up respectively. Table 3 depicts a significant difference (< 0.01) in equality of proportion of continuity and speech of recovered and relapsed PWS.

3. Effort: During 3 months post treatment, as shown in Table 2, total 11 (84%) participants obtained a rating for natural sounding speech while 2 (16%) participants obtained rating of unnatural sounding speech in the recovered PWS group. Whereas, in the relapse group, 7 (78%) participants obtained rating for unnatural sounding speech and other 2 (22%) were rated for having natural sounding speech for the parameter effort. There was no significant association ($p > 0.05$) found between the two PWS groups and parameter of effort in speech (Table 2). On equality of proportion test, there was a significant difference in equality of proportion ($p < 0.01$) found between the two groups of PWS across their effort in speech (Table 3).

More number of participants i.e. 8 (89%) were rated as effortless and natural sounding speech and 1 (12%) participant was rated as effortful and unnatural sounding speech among recovered group of participants on 6 months post treatment. In relapsed group, 6 (60%) participants were rated as effortful and unnatural sounding speech whereas, 4 (40%) were rated as effortless and natural sounding speech. Results in Table 2 shows that there is no significant association ($p < 0.05$) between recovered and relapsed group for parameter 3 i.e. effort in speech on 3 month and 6 month post treatment follow up respectively. Table 3, shows a significant difference in equality of proportion ($p < 0.01$) for effort in speech of recovered and relapsed PWS.

4. Stress: During 3 months post treatment, all the participants 13 (100%) in the recovered group obtained a rating for natural sounding speech and no one (0%) was rated for having unnatural sounding speech. On the other hand, 6 (67%) participants in the relapsed group obtained a rating of stressful and unnatural sounding speech and the other 3 (33%) participants were rated as

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natural sounding on perceptual scale by the judges. Table 2, depicts a significant association between the two groups of participants on stress parameter and a significant difference in equality of proportion (<0.01) found between recovered and relapsed PWS groups across their stress in speech.

During 6 months post treatment, all 9 (100%) participants in recovered group were rated as natural sounding speech and no-one (0%) was rated as having unnatural sounding speech. In the relapsed group, 5 (50%) participants obtained a natural sounding speech rating and the other 5 (50%) participants were rated as unnatural and stressful speech by the listeners. There was no significant association ($p > 0.05$) found between both the groups on stress during 3 month post treatment whereas, a significant association was found during 6 months post treatment as shown in Table.3. Results of Equality of proportion test (Table 3) shows a significant difference in equality of proportion ($p < 0.01$) between parameter 4 and the two groups of PWS.

5. Intonation and rhythm: In the recovered group, 9 (69%) participants obtained rating as natural sounding speech and 4 (31%) were rated as unnatural with regard to parameter of intonation and rhythm in speech. In the relapsed group, 6 (67%) participants obtained rating for monotonous, dysrhythmic and unnatural sounding speech and other 3 (33%) participants were rated as natural sounding during 3 month post treatment. There was no significant association ($p > 0.05$) found between the two groups of PWS (Table 2) and no significant difference in equality of proportion ($p > 0.05$) found between the two PWS groups across their intonation and rhythm (Table 3). The results obtained may suggest that the speech of recovered and relapsed PWS sounds similar with respect to intonation and rhythm. Speech of recovered PWS can be monotonous and dysrhythmic as of the relapsed PWS group following treatment.

A total of 7 (78%) and 2 (28%) participants in recovered group were rated as natural and unnatural sounding speech respectively during 6 months post treatment evaluations. In the relapsed group, more number of participants i.e., 9 (90%) were rated as having unnatural sounding speech and 1 (10%) was rated as having natural sounding speech. As depicted in

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Table 2, there was no significant association ($p>0.05$) found between intonation and rhythm parameter in the two groups during 3 months post treatment follow-up whereas, a significant association ($p<0.05$) was observed between them during 6 months post treatment. Table.3, shows that there was no significant difference ($p>0.01$) found between intonation and rhythm parameter and speech of recovered and relapsed PWS on 3 months post treatment whereas, a significant difference ($p<0.01$) was found between the two on 6 months post treatment follow-up.

6. Articulation: In the recovered group, 12 (92%) participants obtained rating for natural sounding speech and 1 (8%) participant was rated as unnatural sounding on speech articulation. In the relapsed group, 5 (55%) participants were rated as natural and 4 (45%) participants as unnatural sounding by the judges. There was no significant association ($p>0.05$) found between the two groups of PWS on articulation (Table 2). During the 3 months post treatment, there was a significant difference of proportion ($p<0.05$) found between the two PWS group across their articulation in speech (Table 3).

During the 6 months post treatment, all 9 (100%) participants and 0 (0%) were rated as natural and unnatural sounding speech by the listeners for the recovered group respectively. Whereas, total 7 (70%) participants were rated as more natural sounding than 3 (30%) participants who obtained unnatural sounding speech on listener's rating for the relapsed PWS group. There was no significant association ($p<0.05$) found between both the groups ($p>0.05$) during both the follow-ups. On Equality of proportion test (Table 3) a significant difference ($p<0.05$) was found for articulation parameter between the two groups of PWS on 3 months post treatment whereas, there is no significant difference ($p>0.05$) was found between them during 6 months post treatment.

7. Breathing Pattern: During 3 months post treatment, all the 13 (100%) participants in the recovered group were rated as natural and no one (0%) was rated for having an unnatural breathing pattern for speech. On the other hand, 6 (67 %) participants in relapsed group were

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rated as unnatural and the other 3 (33%) obtained natural breathing pattern for speech. As shown in Table 2, a significant association ($p>0.01$) was found between the two group of PWS on the breathing pattern. Table 3, depicts that there was a significant difference in equality of proportion found between the two groups of PWS across their breathing pattern for speech.

All 9 (100%) participants in the recovered group were rated as having natural breathing pattern for speech and hence none i.e. 0 (0%) was rated as unnatural breathing pattern for speech during 6 months post treatment. In the relapsed group, 6 (60%) participants were rated as having unnatural breathing pattern for speech and other 4 (40%) participants were rated as natural. Results in Table 2 depicts that there is a significant association ($p<0.05$) found between both the groups across breathing pattern for speech parameter during 3 months post treatment whereas, no significant association found ($p>0.05$) between them during 6 months post treatment. Table 3 shows a significant difference in equality of proportion ($p<0.01$) in breathing pattern for speech in the two PWS groups during 3 and 6 months post treatment follow ups.

Overall Speech Naturalness

From the above findings and Figure 1, it can be observed that recovered PWS showed higher mean naturalness score on all speech parameters as compared to relapsed PWS during 3 and 6 months post treatment follow-up. This suggests that participants of recovered group maintained their improved speech naturalness after successfully discharge from therapy. These findings are not consistent with Harold et al., (1986), and Onslow et al., (1992) who stated some unresolved outcome issues associated with prolonged speech treatments and reported that post-treatment speech is likely to sound unnatural and may be distinguished from the speech of those who do not stutter.

This difference in naturalness could be due to the fact that for the spontaneous speech task, speech naturalness is affected by speaker's intention to converse and emotional state which influences rate, continuity, effort, and stress pattern of utterances. The most likely reason that participants exhibited slow speech rates in the relapsed PWS in spontaneous speech, could be

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the effectiveness and regular practice of the techniques taught during therapy session to speak slow and chorally with the fluency shaping technique, which resulted in the maintenance of naturalness in speech on follow-up evaluations. It has been reported by some authors (Subtenly, Worth & Sakuda, 1966; Umeda, 1977) that effort in speech is consequently related to rate, stress and duration of speech sounds and it may vary with the position of a sound in the word, the rate and loudness of utterance, co-articulation and stress.

Speech of recovered and relapsed PWS group was found to be monotonous and dysrhythmic. Again, it may be due to using slow rate of speech while speaking. In the present study, speech naturalness ratings are found to be highly associated with the parameters of rate, stress, intonation, articulation and breathing pattern for the spontaneous speech. The results of present study are consistent with the findings of Onslow, Adams and Ingham (1992) and Packman, Onslow and Van Doom (1994) who reported that the mean naturalness scores increased with increase in the rate of speech and decrease in percent dysfluency. This indicates that speech naturalness increases as the speech becomes stutter free and as its rate increases to a normal range.

Speech naturalness of recovered and relapsed PWS on post treatment follow-ups

Table 4 Results of independent t-test comparing mean naturalness of two groups

| Post treatment follow-up | Groups | N | Mean | S.D | Sig. |
|--------------------------|-----------|----------|------|------|-------|
| After 3 months (N=22) | Relapsed | 9 (41%) | 2.44 | 1.87 | .001* |
| | Recovered | 13 (59%) | 6.23 | .83 | |
| After 6 months (N=19) | Relapsed | 10 (53%) | 2.70 | 1.56 | .001* |
| | Recovered | 9 (47%) | 6.55 | .72 | |

* indicates significance at <0.01.; n indicates no. of participants in respective groups

Independent sample t-test was done to compare the mean naturalness of recovered and relapsed PWS, across all speech parameters for the 3 months and 6 months post treatment follow-up. There was a significant difference ($p < 0.01$) found between recovered and relapsed PWS on first follow-up i.e. 3 months post treatment. As shown in Table 3 and Figure 1,

recovered PWS obtained higher mean naturalness than relapsed PWS on both the post treatment follow-ups. Also, there was a significant difference ($p < 0.01$) found between both the groups for second follow-up, after 6 months post treatment. However, there was no significant difference ($p > 0.05$) found on Paired t-test which was performed to compare the mean naturalness scores of two groups between the third and the sixth months post treatment follow-ups.

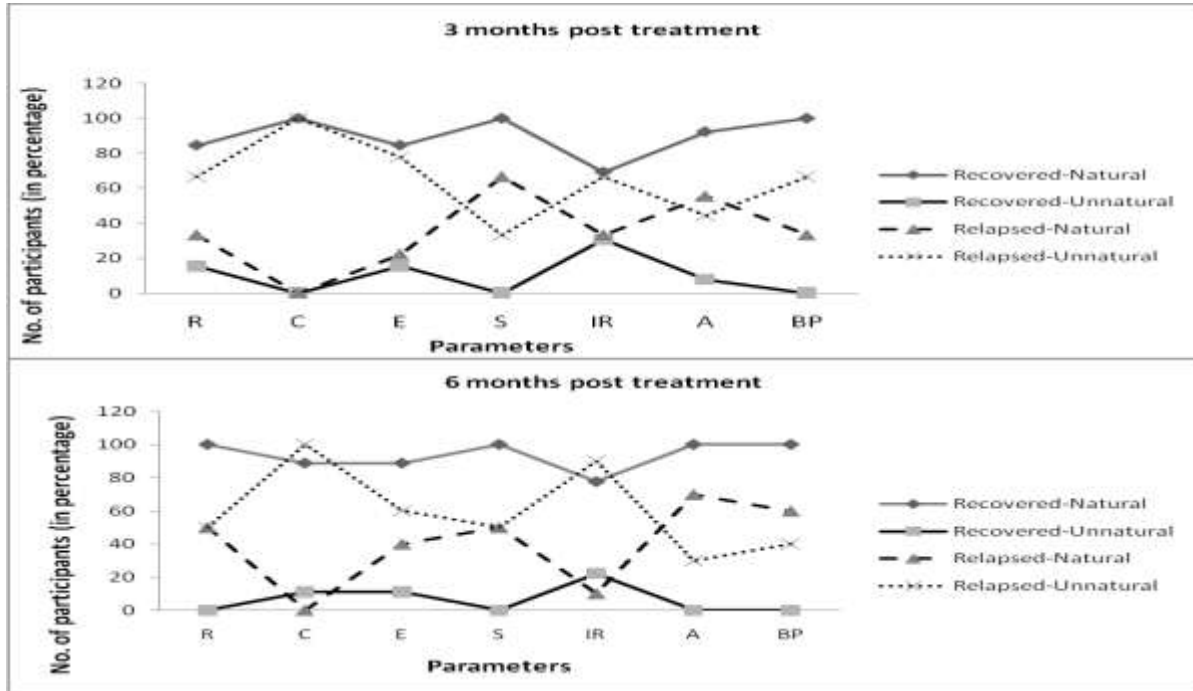


Figure 1 Speech naturalness across all parameters on 3 and 6 month post-treatment follow-ups

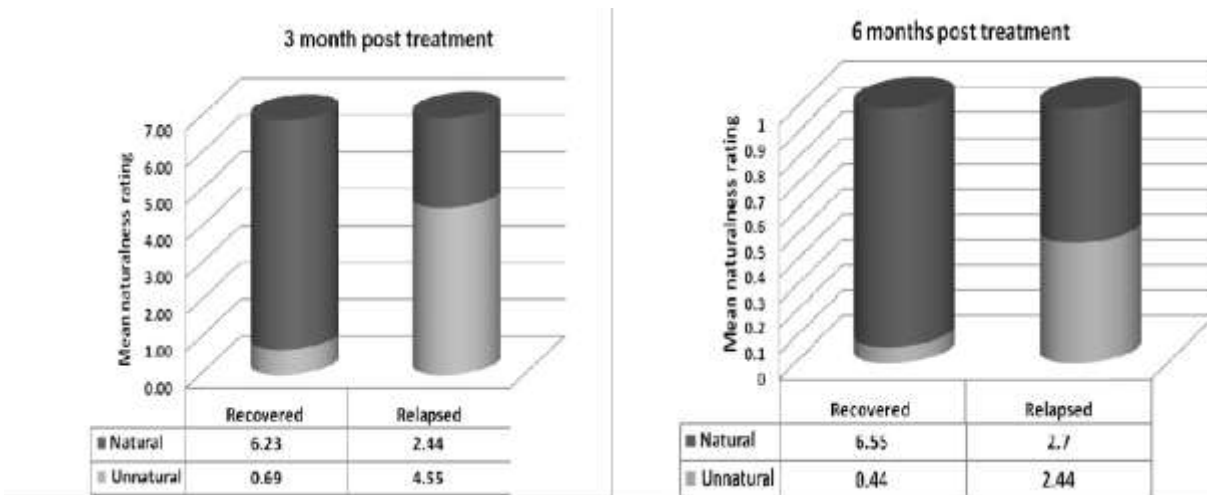


Figure 2 Comparison between two groups of PWS across mean values of speech naturalness in 3 and 6 months post treatment follow-up.

Conclusion

The results of present study shows that persons with stuttering (PWS) who maintained the recovery on 3 months and further 6 months post treatment follow-up shows higher mean naturalness in their speech from those, who experienced relapse following treatment on all the speech parameters. From the results obtained, it signifies parameters 1, 2, 4, 5 and 7 i.e. rate of speech, continuity, stress, intonation and rhythm and breathing pattern have significant association with the speech naturalness of both recovered and relapsed person with stuttering group following treatment.

The present study concludes that the rate, continuity, stress, intonation- rhythm, and breathing pattern during speech are the important speech parameters to compare between recovered and relapsed PWS. Also, it was observed that severity of stuttering in pre-and post-treatment evaluation has shown significant association between recovery and relapse following treatment. It may be concluded that the more severe stuttering in pre-therapy may lead to relapse of the problem and on contrary; persons with less severe stuttering at pre-treatment level could maintain their recovery after termination from treatment. The acceptable speech quality in stuttering therapy determines the treatment outcomes. Thus, it is very important to assess the naturalness of speech in stutterers after treatment. It would be even more important to assess

whether the PWS who underwent treatment is able to maintain the same naturalness as in immediate post-treatment. Such information could be valuable for the evaluation of the fluent speech of treated PWS and has possible application for measuring therapeutic progress and determining dismissal criteria.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Issues in the Development of English Language for the Engineering Students — A Classroom Experiment

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Abstract

Classroom experiments are activities where any number of students work in groups on carefully designed guided inquiry questions. Materials provide students with the means of collecting data through interaction with typical laboratory materials, data simulation tools or a classroom environment, with a series of questions and discussions that lead to discovery-based learning. This study involved an experiment for development of English language for the first year Engineering students at Visakhapatnam, India on a sample of 108 students out of 120 students of section - A & Section-B.

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This Classroom experiment differed from classroom demonstration because the students were involved in participation. However, just as in an interactive class room demo, students involved in the classroom experiment were be asked to make predictions and to reflect upon their observations (Brown, H. D. (1990) .It involved collecting observations or observing actions to try to answer a question or solve a problem. However, there were research and teaching experiments. Classroom experiments did this as part of a class to help students learn more about the material they were studying. In this case, the hypothesis to be tested was derived from material contained in textbooks or other course materials. The experiment involved both control and treatment groups in order to facilitate comparison. In the classroom, an observational experiment where students "see what happens" was also used when they were in discussions and presentations. The experiment involved comparison of LSRW system with a newly proposed system of L.O.U.D.E.R (Listening, Observing, Understanding, Discussing, Experiencing, Reviewing). When results of the experiment were collated it was found that the students opted for the new system. However large scale studies are recommended to institutionalize the proposed system.

Key Words: L.S.R.W, L.O.U.D.E.R, Factors of Learning English

Introduction

Students learn a new language quicker and easily than others in many cases. This fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Some language learners are successful by virtue of their sheer determination, hard work and persistence. Yet there are other crucial factors influencing success that are largely beyond the control of the learner. Such factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with which the new language is learnt (Alatis (Ed.).

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Then, about teachers, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students do make faster progress. The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that he/she is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.

Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. Students from families that place little importance on language learning are likely to progress less quickly(Brown, H. D. 1993).

Thus this study investigated the factors working behind the effective or ineffective learning of English language by the 1st year students of engineering at Indo-American Institutions Vizag-India, and to work out a viable new strategy for enhancing learning of English.

Objectives

1. To identify the factors behind learning of English language by the B.Tech students
2. To develop a strategy for effective learning of English (i.e. to see if LSRW model needs updating / recasting)
3. To work out a new model in place of LSRW to suit the new **age** students.

Methodology

Classroom Experiments in two stages:

1. Student groups given questionnaire to identify factors behind effective / ineffective learning
2. Student groups to respond to questions on LSRW and a new model to replace LSRW

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Hypotheses

1. There exists a significant correlation between some specific underlying factors and effectiveness of learning English language
2. The said factors can be woven into a new model which could replace the traditional LSRW model.

Literature Review

Traditionally, engineering schools have relied heavily on extrinsically motivated behavior (Brown, 1994). Standardized tests, exams which have been given high value, are often used to drive student performance. In most countries that teach English as a foreign language, school-level instruction does not emphasize the function of English as a tool for communication (Bern's, 1990) but instead focuses on knowledge of grammatical forms and structures that are often assessed on exams. As a consequence, students work hard to try to pass the exam in order to please teachers and parents rather than develop an internal thirst for knowledge and experience. It is not surprising that students often lose interest in English learning as a result. Even after years of study, few foreign language learners are competent to communicate freely with native speakers. It is incumbent upon EFL teachers to provide students with authentic, functional, interactive, and constructive language learning environments to reduce students' anxiety, raise their motivation, and increase their confidence.

Second language acquisition (SLA) researchers and education experts have pointed out that individual differences such as learners' affective domain, learners' motivational orientations (Brown, 1994; Pintrich & De Groot, 1990), and instructional strategies (Brown, 1993; Keller & Suzuki, 1988) perform significant roles in language teaching and learning. Recently, communicative language teaching (CLT) researchers have suggested that communicative approaches are needed in language teaching and learning (Angelis & Henderson, 1989; Bern's,

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1990; Sauvignon, 1997; Underwood, 1984). Among pedagogical techniques that can help accomplish the ultimate goal of communicative language teaching, Brown (1993) has suggested the utilization of technology such as films, videos, and computers. Computer-based interactive multimedia (CBIM) is an instructional approach that integrates computer-assisted instruction and interactive multimedia which can help students develop the various competencies mobilized in communication (Chenier, 1996). Several research projects have been reviewed as part of this work(Chanier, T. (1996).

Following are the Abstracts of selected Research Projects Reviewed for This Study:

1. University of Arid, Islamabad (2005)

Method instruction plays an important role in the teaching of language. It is a planned and systematic effort of the teacher for establishing sequence in the various parts of the teaching. The direct method, as its name suggests, is teaching the foreign language without the interference of mother tongue. It is also called "natural method" because the students learn the foreign language in the same way as they learn their mother tongue. In this method, not the word but the sentence is the unit of the grammar, while the traditional method aims at teaching English by word-by-word translation in mother tongue. The child begins to develop his vocabulary from a single word. The Solomon four-group design was used for the treatment of the data. The students of Federal Government boy's secondary schools of Islamabad were the population of the study in this design:

To achieve the objectives of the study, null hypotheses were formulated and tested. Obtained data was analyzed, interpreted and concluded that direct teaching method was more effective as a teaching-learning technique for English as compared to traditional teaching method. Students in the direct teaching method outscored than students working in traditional learning situation. Low achievers in the direct teaching showed significant superiority over low achievers learning English by the traditional method. Thus direct teaching was found to be more effective method for teaching English to the low achievers as compared to traditional method of teaching. High

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achievers, whether they were taught English by direct method or traditional method, retained learnt material at the same rate. Low achievers taught English by direct method retained more material as compared to low achievers taught by traditional method of teaching. Therefore the direct teaching method seemed to be the more effective teaching learning technique for low achievers.

2. M. Chang (2005) Purdue University

This experimental study investigated effects of intrinsic motivation and embedded relevance enhancement within a computer-based interactive multimedia (CBIM) lesson for the learners of English as a foreign language (EFL). Subjects, categorized as having a higher or lower level of intrinsic motivation, were randomly assigned to learn concepts related to criticism using a CBIM program featuring English language text, videos, and exercises either with or without enhanced relevance components. Two dependent variables, comprehension, as measured by a post-test, and perceptions of motivation, as measured by the Modified Instructional Material Motivation Survey (MIMMS), were assessed after students completed the CBIM program. Two-way ANOVA was used to analyze the collected data. The findings indicated that (a) the use of relevance enhancement strategies facilitated students' language learning regardless of learners' level of intrinsic motivation; (b) more highly intrinsically motivated students performed better regardless of the specific treatments they received; (c) the effects of the two variables were additive; intrinsically motivated students who learned from the program with embedded instructional strategies performed the best overall, and (d) there was no significant interaction between the two variables.

3. Johnson, Donna M (1983): Limited English Speaking

Elementary students were provided a structured opportunity for natural language practice with their fluent peers. Limited effect on language proficiency was found. However, the discussion emphasizes the importance of using fluent students' language input, an often ignored resource, in designing ESL programs.

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4. Karim Mattarima and Abdul Rahim Hamdam (2011)

Learners' individual differences in learning English as a foreign language with large mixed ability classes need great attention in increasing their communicative language skills. One of the Learners' differences is learning strategies. Learning strategy has a great role to promote students' autonomy. It is one of the front liners in developing communicative skills of English. Understanding students' learning strategies becomes a strategic and important issue to gain brilliant ideas to design classroom activities and then, to promote students' autonomy.

The study conducted with students in two senior high schools, SMA Negeri 15 and SMA Negeri 16 Makassar South Sulawesi Province, Indonesia found that students only used meta-cognitive strategies at a high frequency, and memory, cognitive, compensation, affective, and social strategies at a medium frequency. In meta-cognitive strategies, students have several degrees of autonomy promotion by independently organizing and evaluating their learning progress, although other five learning strategies need intensively great efforts to support their autonomy. Further implications of the study in English foreign language teaching and learning in the context of implementing school-based curriculum in Indonesia are also discussed.

5. Anna Gevorgyan & Siva Kumar (2010): Differentiated Instruction in an Armenian EFL Setting

The purpose of this study is to explore, reveal and identify as well as highlight the extent to which a differentiated instruction can boost students' progress and meet their interests, language aptitude, learning styles, strengths and weaknesses in learning English. The present study aims at investigating the adult classroom setting in Armenia with respect to implementing differentiated instruction on a regular basis. The data were collected by means of a classroom study as an experimental process where the teacher was granted the opportunity of developing a curriculum with insights into differentiated instruction along with conducting continuous assessment as a major part of it.

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6. Marina Badalayan (2009): Task-Based Learning and Students' Motivation in the Armenian Classroom Setting

This study was intended to explore and answer the following question: To what extent does task-based teaching/learning (TBT) motivate students and lead them to successful learning? It also intends to investigate whether the effectiveness of task completion, i.e. the outcome, depends on the fact that students carry out the tasks individually versus in groups or pairs. The data was collected through conducting various task types like information gap, reasoning gap, problem solving activities, as well as questionnaires, interviews with the students and teachers, and the field notes taken by the investigator. All these tasks were carried out in groups, pairs, individually or in whole class discussions. The experiment lasted for three weeks (seven classes). The participants of the study were students of two same level classes, and the teachers. The researcher divided students into pairs or groups and switched the turns during each lesson. The students filled out the closed-ended task questionnaires at the end of each lesson in order to find out the relevance and appropriateness of the tasks. At the end of the study the students and the teachers were asked to fill out an open-ended questionnaire intended to measure the overall effectiveness of the task-based teaching approach and to examine which ways of class organization were more successful in promoting and developing student performance. The results of the analysis indicate that a task-based approach to EFL might offer numerous benefits to the Armenian EFL learners. The findings of the study might help Armenian teachers to provide the learners with a variety of learning tasks and instructions that would give an opportunity to involve learners in a communicative, creative and cognitive way of learning.

7. Shiroyan G. (2010): A Study of Learners' Perceptions of the Learning Resource and its Role in the Promotion of Autonomous Learning

The research was conducted at the Intensive English Program (IEP) of the Department of English Programs (DEP) at the American University of Armenia (AUA). The DEP is the only English department in Armenia that operates an English language Learning Resource Center (LRC). For effective language learning and teaching, learner needs, preferences and perceptions should be

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given due attention. Using a combination of quantitative and qualitative research methods, the current study attempts to investigate the IEP student perception of the usefulness of the LRC resources, which LRC resources they used, and the extent of peer or tutor influence on the selection of the LRC resources and activities. In addition, it investigates the students' perceptions of autonomous learning, their learning preferences, the students' need for an LRC instructor and their perceptions of the role of the LRC in the improvement of their language skills. Findings strongly indicate a highly positive attitude towards learning autonomously and that the use of the LRC helps the learners become more autonomous in foreign language learning. This research has revealed that many learners have been able to benefit from the LRC, and it is worthwhile to offer the LRC as one of the alternatives in many possible ways of learning a foreign language.

8. Rubina and Nellie (2010): Student Self-Assessment and Strategy Use as a Means of Promoting Student's Autonomous Learning

This paper investigates the extent to which student self-assessment and learning strategy use may promote autonomous learning. For this purpose, the student self-assessment and language learning strategy use are investigated by means of a self-assessment questionnaire. The research was conducted in the Intensive English Program of the Department of English Programs at the American University of Armenia. Sixty-eight students participated in the study. The answers to the questions in the self-assessment questionnaire are compared with the answers to a guided letter writing task which was used to investigate the students' readiness for autonomous learning. The validity of the student self-assessment is established through determining the relationships between the student self-assessments on the one hand and the exit TOEFL and the midterm test on the other hand. The study shows that self-assessment and learning strategy use have an impact on the students' understanding of the concept of autonomous learning. Further research may provide more conclusive evidence.

9. Marine Arakelyan (2009): Motivation as One of the Contributing Personality Factors to Success in the FL Classroom

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This paper confirms that teachers are mostly interested in a particular kind of motivation – student motivation to learn. If any teacher is asked to identify the most powerful influence on learning, motivation would be the most widely-used term. Many of us believe that learning occurs when *we want to learn*. However, the concept of motivation has passed through a number of different interpretations and the term is used in different ways, by different people. The aim of this thesis was to investigate how teachers and students perceive the concept of “motivation” in Armenia as well as how to motivate and what motivates students to achieve success in foreign language learning. It also indicates that teacher and student motivation changes overtime and thereby necessitating a well-informed focus on what is the dominant type of motivation that triggers students to learn English in the Armenian setting. Specifically, the research focused on the type of motivation used in the Armenian setting, its change overtime and learners’ achieved success in learning English.

Primary Data Analysis and Conclusions

This study was undertaken in the Visakhapatnam district of Andhra Pradesh from April to October, 2011, to identify the issues involved in the learning of English language in India with special reference to engineering students and to suggest strategies to overcome the difficulties faced (Chanier, T. 1996). Thus, the objective of the pilot study was to identify special pointers associated with the learning of English by Engineering students unlike in the case of other groups of students such as those pursuing the study of medicine, management or arts. Secondary data suggested that there would be issues specific to Engineering students, particularly the link between English and other engineering subjects.

Pilot Study:

This study involved class room experimentation in two stages:

Stage 1: Students divided into smaller groups of 8 each (groups of only boys; groups of only girls; groups of boys and girls), and then a series of classes were conducted on ‘English learning

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Techniques', by the same teacher, the same students, and the same class room under standard conditions.

Stage 2: A questionnaire was designed and administered to the groups of students individually and group-wise to measure the issues involved in the learning of English and associated factors.

The study brings out 10 basic factors which the policy makers can use in learning English language in the Engineering colleges. The factors identified were as under:

1. Confidence within
2. Financial hurdles
3. Parental upbringing
4. Peer groups` cooperation
5. Teachers giving special attention
6. Self-motivation
7. Developmental opportunities through English
8. English as the bridge for developing knowledge in all other subjects
9. English as the bridge for integrating with better students
10. Governmental intervention

Primary data analysis shows that overcoming the problems would involve managing learning via the effective management of the above 10 factors.

Q1. Please rank the following parameters on 1 to 10 scale in the order of importance (10 being the most important) about learning the English Language.

1. Confidence with in [6]
2. Financial hurdles [1]
3. Parental upbringing [4]
4. Peer groups, Co-operation [5]
5. Teachers giving special attention [2]

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6. Self motivation [3]
7. Development opportunities through English [10]
8. English as the bridge for developing of all other subjects [8]
9. English as the bridge for integrating with better students [9]
10. Governmental Intervention [7]

Interpretation: Most of the students (70%) have rated “development opportunities & as bridge with other subjects / students ” as the parameters regarding learning English, followed the “Governmental interventions”. The ranking is shown in the above table which is indicative of the factor responsible for poorer or better leaning of English. This is indicative of collaborative learning(Chung, J. 1991) .

Q2. How do you overcome the hurdle of confidence within?

- a. Personal effort
- b. Parents
- c. Teachers
- d. Friends

Interpretation: Confidence can be built through various factors which are not common across student population. Each individual seems to have his / her own reasons. However, personal effort is the factor which can help to overcome all other problems. “manasu vunte maargamu vuntundi” (Telugu language traditional saying), i.e., Where there is a will, there is a way.

Q3. How do you overcome the hurdle of finance?

- a. Parental income
- b. Part time jobs
- c. Loans

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Interpretation: Finance has been reported to be a very minor problem in learning English. Books, periodicals, etc., are available and Internet is virtually free. Student needs to have keen interest and read the materials, interact, ask, discuss, review and recap the subject for effective learning.

Q4. How do you overcome the short comings in parental upbringing?

- d. Mentors
- e. Peer groups
- f. Self effort
- g. Teachers
- h. Scholarship

Interpretation: Parental upbringing is a problem but this can be overcome through Self effort, Peer groups and teachers fall into the same order. It is not necessary for children of well educated parents to be concerned about knowing or learning good English. In many cases children of uneducated parents do show wonderful performance while learning the English language. Therefore self-effort stands as the most important factor.

Q5. How do you overcome the peer group non-cooperation?

- a. Counseling
- b. Parental involvement
- c. Significant others (Those whom they see as role models)
- d. Fostering friendship

Interpretation: Peer group non-cooperation is a temporary phenomenon and depends on certain situations. Significant others (C) others was rated as the most important factor by 60% of the respondents. Hence parental involvement to resolve peer group non-cooperation should be avoided and fostering friendship should be focused upon for better learning of English.

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Q6. How do you overcome the hurdle of teachers not giving special attention?

- a. Mentoring the teachers
- b. Teacher training programme
- c. Student group pressure
- d. Parent group pressure

Interpretation: Training the teachers on better methods of reaching the students, especially the slow learners should be helped in overcoming the problem of special attention. Any act of pressure will only yield negative results. Students look for learning opportunity in great teachers and weaknesses in teachers will spoil students learning. Hence attention should be on the quality of teachers.

Q7. How do you overcome lack of self motivation?

- a. Goal setting
- b. Mentors
- c. Needs and wants
- d. Recognition/Rewards

Interpretation: Self-motivation is specific to situations and specific to students. A combination of a, b, c, and d factors will be at work. Mentors can help in goal setting and recognition of students' needs and wants. Recognition and Rewards boost the learning motivation, as felt by almost all the respondents.

Q8. How do you develop better opportunities through better English?

- a. Better English makes better Engineers
- b. Better English makes better teams
- c. Better English makes better knowledge of engineering subjects
- d. Better English and soft skills make better hard skills.

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Interpretation: Respondents have rated all the factors a, b, c, and d equally important. Better English seems to create all round betterment from education to employment and beyond. Particularly in SW industry, better English develops better personality. Better personality develops better jobs, better careers.

Q9. How do you make English a bridge for developing other subjects?

- a. English helps in better reading and understanding
- b. English helps in better reports
- c. English helps in better presentations
- d. English helps in making a complete personality

Interpretation: Respondents have rated all the factors a, b, c, and d equally important. Better English helps in understanding technical subjects better. In first semester students who scored badly, were able to do better in the next examination after improving their English by self effort, with the help of teachers, as reported by over 65% of respondents.

Q10. How do you use English as a bridge for integrating with better students?

- a. Buddy system
- b. Peer groups
- c. Ethnic factors
- d. Personality factors or class/campus environment?

Interpretation: Students felt that good English knowledge helps developing friendship with better students through buddy system, where one better student is coupled with one slow learner. For this, personality factors and ethnic factors can go a long way in building teams. In all these cases English helps as the major link.

Q11. How the Government can improve English language skills of students?

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- a. Special attention for special students
- b. Special attention for English learning and teaching
- c. Special budgets for English learning and teaching
- d. Special Institutions for English teaching and learning Example: EFLU

Interpretation: Government can help students learn the English language by all the steps indicated in a, b, c, and d, starting with special students and slow learners; and by giving student groups new institutions with specific ways of imparting education.

Q12. Your suggestions for your own language skill developed...

Students give up learning English when they find it getting tough. That time someone should help them, a mentor, a teacher, a friend or anyone who is acceptable to the student. In the final analysis, self help is the best help.

Final Study

In the next phase, experimental data was again collected through a structured questionnaire administered to the students in the class to see how the aforesaid bottlenecks could be overcome as felt by them.

Q1. What are the defects of LSRW?

1. LSRW system doesn't emulate natural learning experiences.
2. LSRW system focuses on classroom more.
3. LSRW system kills initiative of the learner.
4. LSRW system is more prescriptive than open.

Q2. What are the improvements you suggest in LSRW?

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1. LSRW has no ‘OBSERVATION’ which is the essential part of learning, i.e. the first lesson in learning.
2. LSRW doesn’t focus on understanding, the second lesson in learning.
3. LSRW doesn’t focus on discussing the third lesson in learning.
4. LSRW doesn’t focus on experience the fourth lesson in learning
5. Finally LSRW doesn’t focus on reviewing in the final stage of learning.

Q3. Do you agree for ‘L.O.U.D.E.R.’ (Listening, Observing, Understanding, Determining, Experience and Reviewing..as a better mechanism than LSRW ?)

1. Yes (80%)
2. No(10%)
3. Cannot say(10%)

Q4. How to implement the system of LOUDER?

1. Government must create English Volunteers for pre-school level.
2. NGOs must create new initiatives.
3. The family unit must create English Learning like learning of mother tongue.
4. All

Q5. What are your final recommendations?

Respondents have given mixed feedback on the options of a, b, c and d for question numbers 1 to 4.

This may be because students were unable to comprehend the concepts and respond. However, the researchers feel that in the final analysis, LOUDER is the ultimate solution for overcoming the constraints hidden in LSRW.

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However a large scale research study would have to be initiated to migrate from LSRW to L.O.U.D.E.R as a mechanism to teach or learn English in the first 2 years of Engineering Education..

DISCUSSION

Results prove that everyone is interested in learning English language and in speaking English. They felt that the current system of teaching and learning English is not appropriate to the 21st century global students and hence they feel uneasy with English and also feel that it is difficult to learn English. One way to overcome this situation is to re-invent learning English following the same method or process of acquiring the mother tongue. This may necessitate recasting of the traditional LSRW model with a better one suited to the current generation. In the Internet world and the Globalised scenario, LSRW should be replaced with L.O.U.D.E.R, which encompasses – Listening, Observing, Understanding, Discussing, Experiencing and Reviewing. This will fulfill all facets of a learner`s development and transformation. Hence, we see the need to incorporate LOUDER into the learning systems, loud and clear which can take the help of modern tools of computer software too (Underwood, J. 1984).

Final Conclusion

The study has helped to identify the top 10 factors at work while learning English language. Any policy on the subject must consider these factors for successful outcomes. Since these are evolved out of real-time experimentation and actual feedback of the students involved in the study, the dependability is very high.

Further, the question of using LSRW (listening, studying, reading and writing) model was evaluated with the experiential data of the participants in the class room experimentation. It was found that LSRW has out-lived its purpose and the 21st century students already have the "state of the art" modes of learning (Maslow, A. H. 1970). Hence, a new model for English language learning based on how actually the infant picks up the mother tongue not at school but on its own

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from things around may have to be evolved (Banks, D. A. (Ed.).2006)& Bruff, D. 2009. The new model christened as L.O.U.D.E.R (listening, observing, understanding, discussing, experiencing, and reviewing) is proposed to overcome the weaknesses of LSRW which may be perfected based on wider written test questions and class room response at a national level. Case, S. M., & Swanson, D.B. (2002) & Duncan, D. (2005).

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(Note: References 12 to 21 cited above are the university research papers / Articles , taken from the open source of www. We thankfully acknowledge them.)

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Experiment

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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A Parallel Study on Amitav Ghosh's *The Shadow Lines* and Chethan Bagath's *The Three Mistakes of My Life*

G. Baskaran, Ph.D. and P. Indu, Ph.D. Research Scholar

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Abstract

An attempt has been done in this article to compare the two eminent contemporary novelists, Amitav Ghosh and Chetan Bhagath, who have taken India to the global scene through their narrative skills. The study is made to read their perceptions of reality, myth, history, politics, characters and related themes. The novels taken for comparison are Ghosh's *The Shadow Lines* and Chethan's *The Three Mistakes of My Life*. The religious riots of recent decades that broke the peace of the nation India are focused upon. This study focuses on how these riots were dealt with by Ghosh and Bhagat in their respective novels.

Parallel Study

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12 : 12 December 2012

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A Parallel Study on Amitav Ghosh's *The Shadow Lines* and Chethan Bagath's *The Three Mistakes of My Life*

Parallel study paves the way to examine the similarities and the dissimilarities of a work of art by two different authors of the same country. M. M. Enani defines “Parallel Study” as follows in the book *Theories of Comparative Literature*: “Any study of parallelism claims that there are affinities between the literatures of different peoples whose social evolution is similar, regardless of whether or not there is any mutual influence or direct relation between them.” (42) Spasmodically the two works of art may contain the same theme but the narration or the tone of characterization may differ.

Amitav Ghosh and Chethan Bhagat

The two authors taken for the parallel study are Indian English writers Amitav Ghosh, novelist, columnist, environmentalist, essayist and travelogue writer and the recent bestselling author Chethan Bhagat. Chetan’s six novels have won critical praise and prestigious literary awards.



Chetan’s novel *The Five Point Someone* has also been adapted into film and brought more fame and glory to the writer.

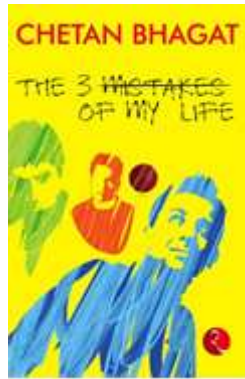
The Three Mistakes of My Life

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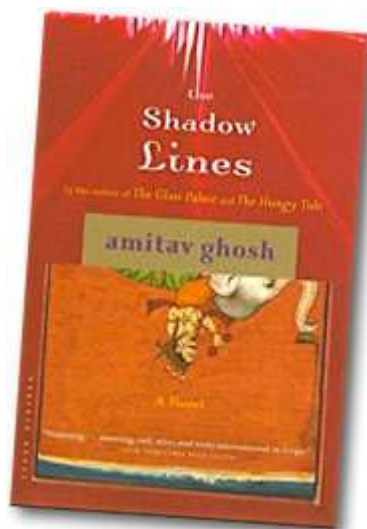
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is his fifth novel that was written in 2008 and it found a place in bestselling lists across the world. Amitav Ghosh, in an interview, says, “I also liked Chetan Bhagat's first book - - I think he has a lot of talent and I hope that the urge to write bestsellers doesn't interfere with it” (n.p).

Ghosh’s *The Shadow Lines* is a novel written in the year 1990. There are many similarities between the authors. Both authors contribute a lot to the literature and both of them write about Indians and for Indians. Both of their novels are written out of their own experiences and there is a blend of historical incidents that happened in our country in their novels.



The Focus: *The Shadow Lines* and *The Three Mistakes of My Life*

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The novels taken for comparison are Ghosh's *The Shadow Lines* and Chethan's *The Three Mistakes of My Life*. Both the novels give importance to friendship and deal with the religious riot that took place in the recent decades in India. These two novels are real stories of mission, obsession and sacrifice.

The Shadow Lines and The Three Mistakes of My Life

Ghosh's *The Shadow Lines* is narrated by a nameless narrator and is also a memory novel. He brings the political events and the religious riot which took place during the war of 1962 and 1964. The story is about the families of Mr. Justice Chandrashekhara Datta Chaudhary and Lionel Tresawson. Though they belong to different religions, races and regions they are tied with the band of friendship. Tridib is the friend of the narrator, and also his philosopher and guide. Thamma, the grandmother of the narrator, is a widowed school teacher who hates the moderns and the youngsters and she considers Tridib as a "loafer and a wastrel, lives off his father's money" (TSL 04).

Social problems like Hindu-Muslim riots or political issues like the politicization of religion are the burning themes discussed in both the novels. These problems are seen through the eyes of Govind, Ishan and Omi in the novel *The Three Mistakes of My Life* and through the eyes of Tridib, the narrator and Thamma in the novel *The Shadow Lines*.

The Three Mistakes of My Life

Chethan's *The Three Mistakes of My Life* is based on the real events of the sectarian riot that took place in Gujarat in 2002. It is set on the backdrop of communal disharmony of Gujarat. It tells the story of three friends, namely, Ishan, Omi and Govind, who grow up in the same boarding school and are drawn into a romantic triangle. Their destinies are predetermined and yet the three of them are unable to get past the traps of

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love and betrayal life. They yearn and dream for an identical future for them but they develop revulsion for each other in later years. This not only sets the perspective for the intimate and ultimately tragic relationship they build with each other, but also provides an insight into the human mind and society.

Ishan and Tridip

Moreover, this novel is also about the three friends and their part in rescuing the life of an innocent Muslim boy Ali. Ishan, one among the three friends, aims to become a cricketer. Like Thamma in the novel *The Shadow Lines* considering Tridib as a loafer, here Ishan is considered as a loafer by his father. His dad sarcastically comments “cut a cake today to celebrate one year of your uselessness” (TML 03). Ishan’s father identifies him as a loafer to his neighbors. He says, “He and his loafer friends hanging around the house all day along” (5).

Here both the novelists point out the mistaken sense of the elders about the youngsters. Tridib is doing Ph.D. in Archeology and is considered as a loafer. Ishan’s interest in cricket makes him a loafer in the eyes of his father. Later he drifts into the life of an ordinary cricket coach. He sees a great potential in the Muslim boy Ali and he decides to support him because as a lover of cricket he did not like Ali’s talent to go waste. He did not like a repetition of misfortune. So he is magnanimous in helping the boy. Somewhere in his psyche, the boy becomes a prop, a substitute for his lost self and he again hopes to re-live his own unfulfilled childhood dream.

Through Ishan, Chethan allows the readers to understand the struggle and obstacle faced by a sports person and enables the reader to see the real person behind the mask of a superstar.

Govind and Tridip

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Govind in *The Three Mistakes of My Life* is very much attached to his own city Ahmedabad. He says, “Ahmedabad is my city. It is strange, but if you have had happy times in a city for a long time, you consider it the best city in the world. I feel the same about Ahmedabad” (TML 06). Like Govind, Tridib is very much attached to his native city. Though his parents live abroad, he lives in his grandmother’s house in Calcutta. He roams around the Gol Park with his wandering friends.

Ila and Vidya

Young people of this generation choose to be free from the tangles of their parents and are obsessed with adopting the ways of western culture. Elders who are rooted in old values develop this perception of youngsters. In *The Shadow Lines*, Thamma condemns Ila who wants to be free in her own way. She is obsessed with foreign culture and wishes to dance with the strangers in the pub. Ila declares, “I’ve chosen to live in London . . . because I want to be free of your bloody culture and free all of you” (TSL 98). Ghosh shows the change in the attitude of youngsters living abroad.

Like Ila, there is a character in Chethan’s *The Three Mistakes of My Life* that is Vidya. She is the epitome of modernism. She aspires to be a PR and wants to be free and live her life king size. Her room itself portrays her passion for western culture. “Her [Vidya] room was filled with postures of west life, Backstreet boy.” (TML 49). She takes everything light and easy in life. She says “life’s best gifts are free” (TML 182).

Both have no attachment towards their native town. Vidya says, “I want to get out of Ahmedabad” (TML 47). She is crazy about the foreign land. When Govind brings sand from the Australian beach, she gleefully says, “Wow, an Australian beach in my hands” (TML 182).

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These two women, Ila and Vidya, are modern individuals and are free of commitments of relationship, of duties and everything else. Their motto is to live for one's own self. They do not bother about anything or care for others. They both have a growing interest in metropolitan culture in which there is no place for emotions and feelings.

Communal Prejudice

Both Ghosh and Chethan have brought out the harm caused by communal prejudice in their novels. Valuable lives are lost because of this prejudice. Novy Kapadia in his article "Imagination and Politics in Amitav Ghosh's *The Shadow Lines*" rightly points out "Amitav Ghosh's greatest triumph is that the depiction of communal strife in Calcutta and erstwhile East Pakistan, and its continuation in contemporary India, is very controlled and taut" (208).

Religious Riot in *The Shadow Lines*

In *The Shadow Lines*, the religious riot is caused due to the theft of the Mubarrak relic. The disappearance of the sacred relic known as the Mui-i-Mubarak- a hair of the Prophet Mohammad, from the Hazratbal Mosque is the root cause for the communal riot which was sparked off in Kashmir and spread to Pakistan, Bangladesh and Calcutta. In East Pakistan many Hindus were killed and many Hindu refugees crossed over to India by train and on foot. Hindus, Sikhs and Muslims demonstrated throughout the Kashmir Valley in protest. There were innumerable black flag demonstrations, "every shop and building flew a black flag, and every person on the streets wore a black arm band" (TSL 225). In Calcutta, in the early morning of January 1964 an unruly mob threw stones on the school bus. They were informed that the Tala Tank is poisoned which catered to the entire City of Calcutta. The whole city was drowned in fear:

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It is a fear that comes of the knowledge that normalcy is utterly contingent, that the spaces that surround one, the streets that one inhabits, can become, suddenly and without warning, as hostile as a desert in a flash flood . . . it is the special quality of loneliness that grows out of the fear of the war between oneself and one's image in the mirror. (TSL 204)

The Hindu-Muslim separatism is not pre-ordained, but it results from the conscious manipulation of selected symbols of both the religions by involved parties.

Religious Riot in *The Three Mistakes of My Life*

In the novel *The Three Mistakes of My Life*, the author focuses on the communal riot that happened in Gujarat. The Sabarmati train was attacked by a large Muslim mob. The attack prompted retaliatory attacks against Muslims and resulted in communal riots on a large scale, in which Muslims and Hindus were killed. The relationship between the two communities became inimical and the two were trying to harm and eliminate each other. It is the chicanery of the politicians that permanently divide the land purely on the basis of religion. People are marginalized on the basis of ability, economic status and of religion.

Omi's Tragedy

Omi's roots are in Hindu culture and religion. Yet, later he is considered an atheist and rebel. Here the religious politician Bitto Mama is responsible for the tragedy. He is a staunch follower and practitioner of Hindu religion and regards the other religious believers as his foes. He rages against the Muslims whoever he sees in the street. He teaches the devotees "keep bearing pain...Our scriptures tell not to harm others. They teach us patience" (TML 42). But he is the first person who does not follow the words.

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Ghosh conveys the possibility of equality through the words of Thamma in the novel *The Shadow Lines* “Once that happens people forget that they were born this or that, Muslim or Hindu, Bengali or Punjabi: they become a family born of the same pool of blood. That is what you have to achieve for India, don’t you see?” (TSL 77-78).

The Climax

The sacrifice of Omi is the climax of the novel *The Three Mistakes of My Life* and the sacrifice of Tridib in rescuing Jethamoshai in the riot is the climax of the novel *The Shadow Lines*. Both Omi and Tridib understand the value of human life and the value of religious disharmony. Amidst the world of violence, through these two peaceful figures, the authors remind the need for leading a harmonious life. Ghosh and Chethan pay their tributes and condolences to the martyrs who lost their lives in the riots.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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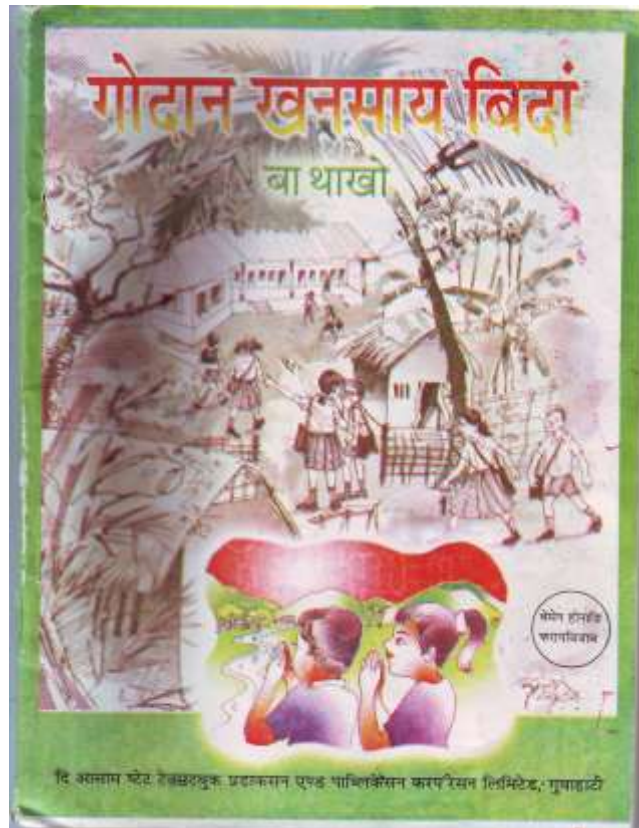
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History of the Recognition of Bodo Language as Medium of Instruction in Assam

Kusum Brahma, M. A.



Abstract

Language in India www.languageinindia.com

12 : 12 December 2012

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History of the Recognition of Bodo Language as Medium of Instruction in Assam

The Bodo are known as earliest indigenous inhabitants of Brahmaputra valley. They were the dominant people group of Assam till the Ahom came to Assam. Racially they are of Mongoloid origin and linguistically they belong to Tibeto-Burman family of Bodo-Naga sub-group. But this important people group has no written record about their past educational system as well as the development of their language. Because of the lack of written mode their language remained confined to spoken form till the twentieth century. In this paper an attempt is made to analyse the historical development of Bodo language as medium of instruction in Assam.

Introduction

Bodos are known as the earliest indigenous inhabitants of Brahmaputra valley. They were a dominant people group of Assam. They had their own kingdoms, religion, culture and language. In earlier times, they were not known by the name of the Bodos, they were known by different names in different times and different ages. In epic period they were known as Kirata, Danava or Asura, in ancient and medieval periods as Mech, Kacharis and Bodo. But with whatever names they are known to others, they like to call themselves as Bodo or Boro (Sydney Endle). It is interesting to note that racially the Bodo groups belong to Mongoloid origin whose homeland might have been somewhere in Mongolia, Siberia, China, Tibet or Central Asia but linguistically they are included under the Tibeto-Burman speech family of Bodo-Naga sub-group. It is seen from the writings of different historians that they came to Assam at about 2000 B.C. along the bank of the Brahmaputra River.

In the present paper, Bodo will mean only those Bodo speaking people whose language has been included in the Eighth Schedule of the Indian Constitution.

Emergence of Bodo Language as a Medium of Instruction at the Primary Level – Formation of a Literary Club

The emergence of Bodo language movement began with the formation of Bodo literary society, known as Bodo Sahitya Sabha (BSS) on 16th November, 1952. The students of the Dhubri Government Higher Secondary School and the local businessmen first established a literary club of the Bodos in 1952 for the development of the Bodo language and literature. Birendra Narayan Patgiri was the president, and Rajendra Nath Brahma was the nominated Secretary of the club. Bandharam Kachari, Modaram Brahma Kamini Brahma, Sikendra

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Brahma, Barada Kanta Basumatary and some other well-known educated Boros were the active members of this club.

However they soon realised that confining the activities of the literary club within Dhubri alone would not serve the purpose of the community. Hence, they decided to expand their activities including all the Bodos of Assam and other states in its meeting held on 8th and 9th September 1952.

Accordingly, a general meeting was held at Kokrajhar High School on September 1952, which was presided over by Satish Chandra Basumatary. In this meeting a decision was taken to call for a two day educational convention at Basugaon on 15th and 16th of November, 1952 with a view to forming a larger literary organisation for the Bodo community as a whole at Basugaon. A preparatory committee was formed to go ahead with the resolution of the convention under the chairmanship of Jogendra Basumatary. A reception committee was also formed on 7th of October, 1952.

The Convention

The convention was thus held as per the scheduled with two days programme on 15th & 16th November at Basugaon. The convention was chaired by Dharanidhar Basumatary M.L.A., and also was attended by Rupnath Brahma, the Ex- M.P., writer and social reformer of Assam.

Founding of Bodo Sahitya Sabha

On the second day of convention, i.e., on 16th November 1952 ‘the Bodo Sahitya Sabha’ the apex literary body of the Bodo was formed. Jaybhadra Hagjer was elected as the first president of the society and Sonaram Thaosen as the secretary and Jogendranath Basumatary as the joint secretary of the society. One of the main purposes of the formation of B.S.S. was to develop and expand Bodo language by introducing it as the medium of instruction for Bodo children in the primary schools of the Bodo majority areas of Assam.

Hence Bodo Sahitya Sabha passed a resolution and on 26th February, 1953, the Sabha submitted a memorandum comprising of the demands for introducing Bodo language at the primary school level in the Bodo dominated areas to Bishnuram Medhi, the then Chief

Minister of Assam. A copy of memorandum was also submitted to Mr. Bimala Prasad Chaliha, the then Congress President of Assam State Committee.

The Use of Assamese Words in Bodo Textbooks

In 1956, the Assam Government composed some books in Bodo language. But Bodo Sahitya Sabha rejected the books as they contained a number of Assamese words. At the same time, the Assamese speaking peoples' movement regarding the introduction of Assamese as an official language of the then entire Assam became a dominant force. In spite of the strong opposition raised by the other ethnic groups of plains and hill areas, Assamese was declared as the official language of Assam in 1960. As a reaction, the hill people demanded English as their official language; the people of Barak valley demanded Bengali as the official language in their Barak valley and the Bodo Sahitya Sabha demanded implementation of Hindi language as the official language which is acceptable to all. But ultimately the government of Assam accepted the three language formula, i.e. Assamese in Assam, English in Hill areas and Bengali in Barak valley as viable alternatives.

This posture of the Assam government and the fear of Assamese domination among the communities awakened the Bodo Sahitya Sabha and some Bodo intellectuals to start its language movement afresh.

The Issue of Census Enumeration

In the Executive meeting of the B.S.S. the issue of 1961 census enumeration was raised. The Executive Committee strongly demanded that the Bodo people would show their language not as Assamese but as Bodo, religion as Bathou, Brahma or Christian in the next census enumeration.

Plea for the Introduction of the Bodo Language in the Schools

Again, for the second time, the Bodo Sahitya Sabha submitted a memorandum to the then Chief Minister entitled 'Scheme for the Introduction of the Bodo Language in the schools situated in the Bodo Speaking Areas.' This memorandum attached a detailed scheme relating to the appointment of teachers, formation off the Text Book Committees, etc.

On its birth day, i.e. 16th November 1962, the Sabha organised a rally. More than twenty thousand people gathered in Kokrajhar town and participated in rally. The rally gave the

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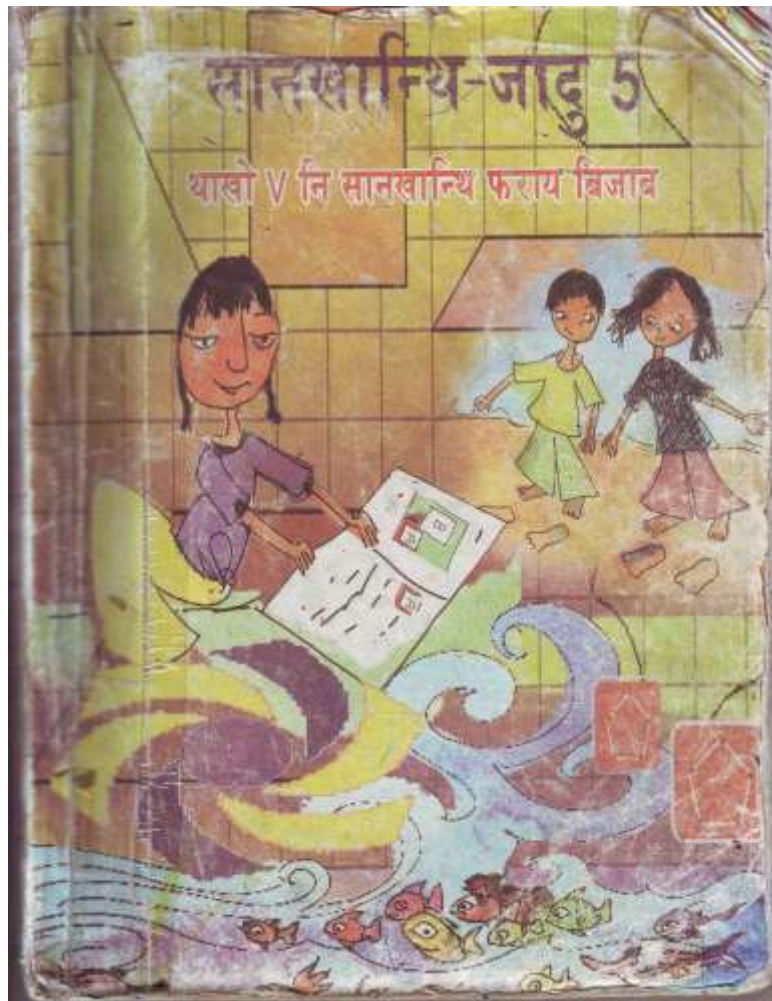
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slogans in unison demanding introduction of Bodo language in schools of majority Bodo populated areas.

At that time Bimala Prasad Chaliha became the Chief Minister of Assam. Soon after this event he assured the leaders of the Bodo Sahitya Sabha to fulfil their demand He constituted a committee named 'Study Committee' under the leadership of the then Forest Minister Rupnath Brahma to look into the feasibility of the Bodo demands. The committee submitted its report in February, 1963. On the recommendation of the Study Committee, Chief Minister Bimala Prasad Chaliha officially announced government decision to introduce Bodo language as the medium of instruction in primary schools in a ceremonial function held in Kokrajhar Higher Secondary School field on May 18, 1963.

Implementation



Thus the Bodo language was first introduced as medium of instruction in the Lower Primary schools of Kokrajhar Sub-division from the academic year of 1993. The Bodo students got an opportunity to study in their own language.

As per the conditions of the order of implementation, the state government was bound to take the responsibility to supply a special kind of textbooks to enable the students to cope up with the new syllabus. But the government failed in performing this responsibility. The first batch of 415 Bodo medium students after completion of their primary education (class III) in 1967 faced lots of problems in pursuing their higher study. The Assam Government had not taken any immediate steps to solve this problem. Hence, the Bodo Sahitya Sabha demanded the extension of Bodo language up to Middle Elementary school level in its Central Committee meeting held at Gossaigaon on 10th and 11th October, 1967. This demand was discussed on the 1st and 2nd February 1968 at Shillong between the Government and the representatives of the Bodo Sahitya Sabha. But the meeting failed to bring any positive result.

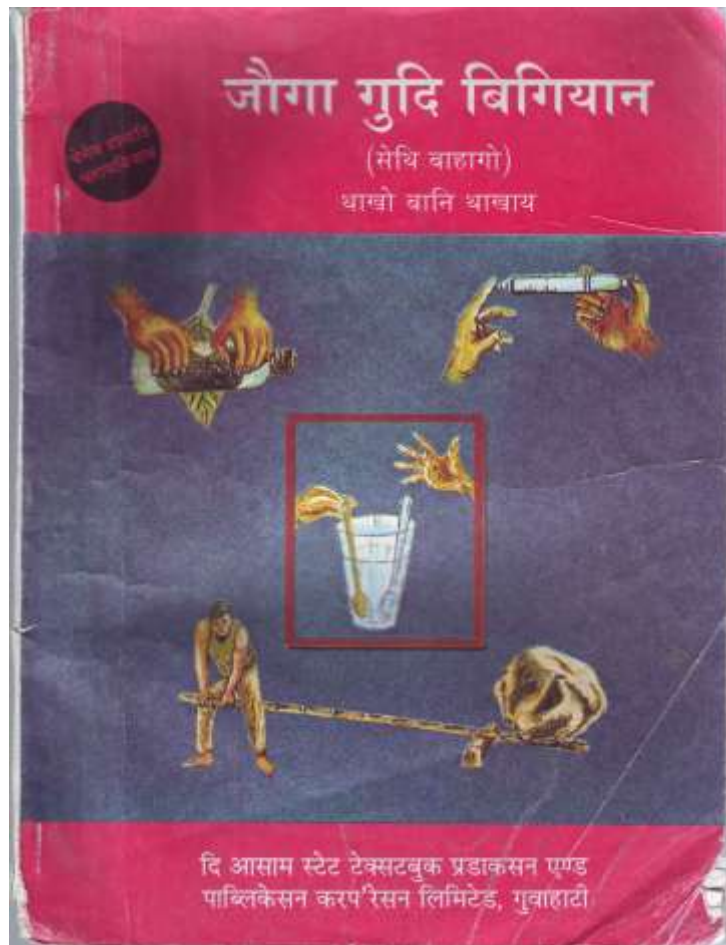
Mass Movement

The annual session of the Kokrajhar District Bodo Sahitya Sabha was held at Ramphalbil on 14th February, 1968. In the meeting the Bodo Sahitya Sabha gave an ultimatum to the Government of Assam that if the government would not accept their demands within 14-15 days, they would start a mass movement. They extended their ultimatum up to 27th February 1968. But no response came from the government till 27th Feb, 1968. Hence, the Bodo Sahitya Sabha started mass movement from 28th February, 1968. As a part of the movement a Mass rally was held throughout the Kokrajhar town. Many schools and colleges were boycotted. The agitation turned into a serious situation.

On 7th March, a team of Ministers and M.L.A.s came to Kokrajhar. On that day a meeting was held between the government representatives and the representative of the Kokrajhar District Bodo Sahitya Sabha at the premises of the Kokrajhar Tribal Rest House. But the meeting failed to bring any solution. Bodo Sahitya Sabha informed the government team that the coming H.S.L.C. (final) examination which is scheduled to hold from 12th March would be obstructed on failure of the fulfilment of demand. In the meantime the Assembly Session started. In the Assembly Session the demand of the Bodo Sahitya Sabha was recognised by passing a Law and this message was sent to Bodo Sahitya Sabha.

The government of Assam called a joint meeting of the representative of the state government and the representatives of the Bodo Sahitya Sabha on 31st March in Shillong to discuss the issue of medium of instruction. The government of Assam accepted the demand to introduce Bodo medium up to Lower Secondary stage, vide their letter no.EMI/167/66 pt.2 dated Shillong the 2nd April, 1968, from the Secretary, Govt. of Assam, Education Department). Therefore, on the 23rd September, 1968, in a ceremonial gathering at Kokrajhar Government Higher Secondary School's premises Sayed Ali Ahmed, the then State Education Minister inaugurated the introduction of Bodo language as the medium of instruction in M.E. Level.

On the demands of Bodo people in general and Bodo Sahitya Sabha in particular, Bodo language has been introduced as a medium of instruction in High school also when the Bodo medium student passed M.E. level education in due time , vide Government Notification No. EMI/16/71/267-A, dated Dispur the 25th June, 1973, Government of Assam, Education (G) Department.



Thus slowly but steadily Bodo people were able to achieve a suitable status for their Bodo language in school education. The first batch of the High School students of Bodo medium appeared in H.S.L.C examination in the year 1977. In 1976 Bodo language was introduced as the Modern Indian Languages at the Pre-University level under Gauhati University. In 1978 it was introduced at the graduate level, in the same year in North Eastern University and in 1995 in Dibrugarh University. In 1996, Gauhati University started Bodo major in M.A. level. In 1985, it was recognised as an Associate Official Language in the Bodo inhabited areas of Assam, as a subject of Orientation course in 2002, Bodo M.I.L. as a subject of SLET in 2003. Bodo language was included in the 8th Schedule of the Indian constitution in 2003 by an act of the Parliament of India. From 2006, it was introduced as Major subject in Kokrajhar College.

These are the significant achievements of the Bodo people in relating to their language identity and use of their language in various levels of education. Now the Bodo people can study through their own language. They can appear in the state level and national level competitive examinations in their own language independently without bearing the heavy burden of other languages.

Conclusion

It has been observed that although Bodos were once a dominant people group in Assam, in course of time, they become a minority. For the revival and uplift of their language and identity they have successfully organized several institutions and movements. Today they have their own recognised language and identity. Since 1963 they have made great progress in terms of language identity and use of their language as medium of instruction and of competitive examinations for jobs with the government. Further progress of the Bodo language is now largely in the hands of its own leaders and intellectuals. The numbers Bodo speaking people are also increasing (from 1221881 in 1991 Census to 131571 in 2001 Census). Similarly, the Bodo medium schools are also found everywhere in Bodo language region. But it is unfortunate that there are already signs of declining enthusiasm for their own language, culture and education among the Bodos. Except a few, most of them still opt for study through other languages like English and Assamese. In some places, there are Bodo schools with teachers but no students, while in others there are students with good premises but no teachers and no textbooks, teaching aids; there are schools with enough students but

no proper infrastructural facilities, no regular inspection, etc. There is still no Bodo newspaper or journal with good quality that can be compared with those published in other languages. It is now time for Bodo people to come together and develop their language with the help of the government and non-governmental organisations to make their language a fit vehicle for all domains including culture, literature, education and business. Otherwise whatever is achieved till now will be lost soon.

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History of the Recognition of Bodo Language as Medium of Instruction in Assam

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Continuous Professional Development for ESL Teachers of Professional Courses

E. Krishna Chaitanya, M.A., M.Phil., Ph.D. Research Scholar

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Abstract

CPD is a lifelong learning approach to planning, managing and benefiting from one's own development. Among the several models that CPD offers to language teachers, Collaborative Action Research is found to be extremely useful in the Indian context of teaching ESP courses. This paper elaborates on the benefits of Action Research apart from tracing out the other means of CPD available to teachers in the field.

Key Words: CPD, ELT, ESL, CAR

Objectives of the Paper

The primary objective of this paper is to show how action research can become an effective CPD model of ESL teacher development in the context of teaching English to the engineering students. Secondly, it tries to explore some of the channels of CPD for ESL teachers to benefit from.

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ESL Teacher Development

According to Roy, Continuous professional development (CPD) is a systematic maintenance, improvement and broadening of knowledge and skill, and the development of personal qualities necessary for the execution of professional and technical duties throughout the working life (Roy Edward, 2010: 64). Although Teacher development has been a familiar notion in the English language teaching (ELT) profession for the last few decades, it is still relatively new and has received insufficient attention (Huimin Zhu 2010: 60). For example, until the advent of globalization, there has not been much work done in the field of teacher education and development in India and other Asian countries. Hence, a systematic focus on various aspects of professional development is necessary. To achieve this, a continual and constant interaction among the teachers across the globe needs to be made essential, which is the chief objective of CPD.

Need for CPD

The advantages of continuous professional development are as follows; CPD maintains and enhances a person's effectiveness as a teacher i.e., it ensures the teacher's competency in the job market, enables them to be committed to their own development and provides them with an opportunity to find new intellectual challenges.

Professional development activities for language teachers range from individual activities, such as teachers' reflecting on their teaching activities, updating their knowledge by reading academic journals and books, and attending academic conferences, to collaborative activities like teachers, discussing their problems, sharing ideas with their peer groups and collaborating with other teachers in classroom action research or other professional projects. In fact, teacher development should include pre-service teacher training as well as in- service training. Pre- service training helps the teachers improve their language as well as specific teaching skills. In service training programme makes them participate in CPD activities mentioned above and thus help the ELT teachers to be more innovative and creative in their classrooms.

Here are some effective channels of CPD for ESL teacher development. These channels facilitate teachers working in different locales come together and share their ideas and problems of teaching and learning in order to get plausible solutions for their context specific problems.

SIGs in ELT

SIGs are special interest groups who keep working on certain aspects of language teaching and learning like teaching methods, material development, testing, evaluation etc. They promote interaction among teacher community and enhance their professional competence. There are many special interest groups found on the internet and teachers can join the ones which interest them. For example, teachers can join SIGs such as International English Education Research Association (IEERA), TEA-SIG and the like.

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Joining Professional Bodies and Subscribing and Contributing to International and National Journals

Professional bodies like ELTAI and IATEFL play a key role in the progress of language teachers. They pave way for sharing expert knowledge. Teachers can update themselves by reading the articles, reviews in International and National journals. They can adapt these methods and materials for their classroom use. Subsequently, they can share their ideas and experiences emerging out of their research with a wider teacher community.

Other Significant Means of CPD

There are various ELT forums on virtual world, which encourage teachers to participate in a variety of ELT topics. Some of them are TESL, TEFL, TESOL, ESL, EFL, ESOL etc. Exposure to expert lectures in seminars and conferences always guide the young and the experienced teachers to experiment with new and innovative strategies in their classrooms.

Reading in groups and online are other significant means of CPD. Though reading is an individual activity, reading in groups provides an opportunity for the teachers to formalize everything they read and discuss. All these and many more models of CPD enable the language teacher communities to work collaboratively. Thus, they benefit immensely from the sharing of their impressions and perspectives on the teaching learning process.

Action Research and ESL Teaching

There is an attempt in this paper to show that it is essential for ESL teachers working on ESP courses (B.Tech. and MBA) to constantly engage themselves in curriculum research and development. The reasons for this are stated below.

Economic globalization has changed the direction of teaching English in Asian countries in general and India in particular. ELT in India has begun to address the needs and demands of a wide variety of learners across the country. The chief of them are the students who pursue the course of engineering and technology and business management. Recent statistics reveals that India produces about six lacks of engineering graduates every year and one third of them are from Andhra Pradesh state alone. Among the state universities, Jawaharlal Nehru Technological University (JNTU) has more than 1000 colleges across the state catering for engineering education, and sixty percent of them are located in urban and semi urban areas. The intake in these colleges comprises of students who belong to both urban and rural areas. In the four- year graduate course, English is the medium of instruction. Apart from this, a communicative course in English is mandatory for the students in first and third year programmes. It is imperative that the students, despite their medium of instruction being a regional language throughout their secondary school education, have to pursue their engineering education in English alone.

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Hence, it is indeed a challenging task for ESL teachers to impart necessary language skills to the learners for academic purposes and for employability.

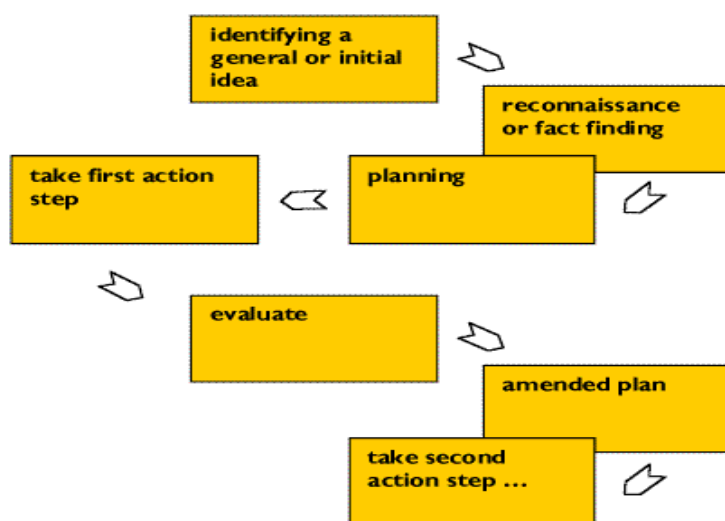
The sophisticated teaching methods and materials which are available through multinational publishing houses such as CUP, OUP, Orient Black Swan, etc, are mostly beyond the cognizance of the average Indian teacher and learner who are culturally, socially and economically placed in a different context and locale from the west. Therefore, ESL teachers in India have to work together in order to develop more Indianised/indigenous teaching techniques and context specific materials. Perhaps, the teachers can increase their efficacy by following different models offered by CPD. One such model discussed in this paper is collaborative action research, which is proved to be essentially beneficial to the teachers and the students of first year B.Tech. in Hyderabad, India.

Collaborative Action Research

Action research is a teacher conducted classroom research basically to resolve practical teaching problems. The word action refers to practical work taken up, to solve issues and problems related to teaching and learning in a systematic approach of investigations and information collection (research). Action research is a time- bound, collaborative classroom activity involving the cycles of observing, analysing, acting and reviewing. Through these processes, teachers can develop deeper perception of several issues of teaching and learning and acquire useful skills of investigation and problem solving. Hence, CAR is viewed as an important model of CPD.

There are a lot of models of Action research followed across the globe. The following is one such model representing the systematic steps involved in Action research made by Kemmis and McTaggart (1982).

Figure 1



Action Research and Reflective Teaching

One of the key components of teacher development is teachers' reflecting on their own teaching. Self-enquiry and critical thinking can help teachers move from the basic level of teaching by impulse and intuition, to a level of planned research. Reflective teaching is teacher's spontaneous and informal reflection on classroom events but it leads to action research when the teacher shares these events (problems and issues) and deliberates on their experiences and ideas with their peer group in an organized way. Thus, the practicing teachers become teacher-researchers and conduct collaborative research. Nevertheless, they are freed from established theory and techniques and therefore are able to construct a new theory to fit the given situation.

Benefits of Action Research

Here are some instances where teachers are benefited from action research.

In the first year- B. tech. classes, initially, the English teachers found it difficult to deal with learner problems such as shyness, low self- esteem and the fear of ridicule. They discussed the problems, and tried out many ice-breaking activities to bring the heterogeneous groups together. After several such activities the teachers worked on their experiences and feedback in systematic steps and procedures. Further, they could revise and modify the activities until they became result oriented.

Similarly, while teaching pronunciation - Intonation and Rhythm in English to the same group of students, the teachers have observed that a bilingual model is more suitable than the native speaker model. First, the students' attention is drawn to the stress pattern in their first language and they are helped to identify the differences between the syllable-timed rhythm in their first language and stress- timed rhythm in the target language. It is discovered that the students are able to appreciate better when parallel sentences from the learners' first language and second language are taken as examples to teach word stress and sentence stress. Moreover, their apprehensions of using RP are eliminated when emphasis is placed on the intelligibility within their own communities.

Another interesting finding emerged from the teachers' collaborative work is related to teaching group discussion/debate in a third year class.

Students, who come from rural and semi-urban regions especially, feel more comfortable to discuss topics related to their own identities and culture i.e. local festivals, traditions, literature etc. than the topics of their prescribed text book which are generally of global issues. Even the shy and less able learners tend to come forward to contribute to the discussion. The teachers after comparing the feedback from their activities have concluded that the choice of local cultural content has sustained the learners' interest in the speaking activities. Similarly, in the audio-visual lab classes, the teachers who started using extracts from English films with dialogues dubbed in the learners' first language have discovered that translation is a powerful tool to enable the students appreciate the

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other cultures as well. In this way, teachers are encouraged to try out a process syllabus than being stuck with a pre-designed syllabus.

Hence, a systematic classroom research provides the language teachers not only with necessary techniques but a lot of confidence and enthusiasm to handle large heterogeneous classes. It finally leads to teachers actively constructing workable theories of teaching in relation to their specific teaching contexts as discussed in the cases above.

Thus, collaborative action research as opined by Anne Burns (2010), leads to regular interactions between teachers and students and gradually bridges the gap between them. It involves teachers to examine closely their own classroom practices and their students' ability to understand what is being taught. Based on the feedback given by the students, appropriate decisions will be taken to cater to the learning needs of the students. It can also groom the teachers to prepare a need based syllabus and train the learners accordingly.

Most importantly, action research means disseminating ideas about teaching and learning, which usually remain personal and confined to one's own experiences. When these experiences become an open channel to a wider audience, every staffroom can be a platform for thought provoking sessions on the issues of their classroom. Teachers can have an opportunity to discuss their ideas and activities collectively. This kind of self reflection and exploration always stimulates a teacher to learn, work, research and share more with their co-teacher-researchers and students. It can contribute to the effective teaching and learning process and professional and personal development of the teachers in any educational setting.

Conclusion

Thus, CPD paves way for collaborative action research through which teachers could enrich personally and professionally. This new dynamics of teaching and learning has emphasized more openness, flexibility, creativity and commitment on the part of the English language teachers who collectively facilitate this constant process of evolution.

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LANGUAGE IN INDIA

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Who is the M/Other of the Two?

A Comparison of the Syntactic Systems of Punjabi and Siraiki

Junaid Hafeez, B.A. (Hons.), M.Phil. Scholar

Introduction

Siraiki and Punjabi are two languages of Indo-Aryan family, spoken in Pakistan (Shackle, 1976). According to 2008 Census of Pakistan, 44.15% of the total population speaks Punjabi. Likewise, Siraiki is the language of at least 15 million people (Shackle, 1976). The history of the origins of these two languages is debatable. Supporters of each language are of the view that their language is more ancient than the other. Those who support Punjabi do not even consider Siraiki a separate language; they take Siraiki as one of the dialects of Punjabi spoken in the southern regions of Punjab. The given paper is an attempt at studying syntactic systems of Siraiki and Punjabi by analyzing grammatical categories. It is hoped that this syntactic comparison between these two languages will give us a better idea about their origin.

Literature Review/Background

Beames (1867) argues that Punjabi is the language of the area lying between the river Ravi and the river Bias. According to him, Punjabi is mere a dialect of Hindi that digressed from the standard Hindi language. He further proposes that Punjabi had been considered as a Language in India www.languageinindia.com

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separate/autonomous language only because of its Gurmukhi script that has been invented to document sayings and lessons of Guru Nanak 1469-1538), the first Punjabi reformist.

This theory is reinforced by the fact that one does not find any mention of Punjabi in *Ain-I Akbari* (Blochmann, H. (tr.). 1927), a sixteenth century document that discusses Akbar's administrative affairs in detail. Abu'l Fazl, Akbar's vizier has documented thirteen languages spoken in India, but he does not include Punjabi. On the other hand, it is stated by the Punjabi language supporters that Siraiki language did not have a script before the partition of the sub-continent. It is only after 1947 that Siraiki developed a script for itself, and hence, its birth is recent and that too has been fuelled by politics.

However, Rasoolpuri (1980) argues that Siraiki has been written in Dev Nagri script in the past times. To support his claim, he quotes a saying that has been inscribed on the main gate of the ancient fort of Amrot in Bahawalpur district. The inscription translates into English as: 'This fort has been occupied by Jam Somro, and Jam Somro arranged repairs of this fort in 1491 A.D.' Abdul-Haq (1977) contemplates that Siraiki was the lingua franca in the sub-continent. He supports his claim by consulting Grierson's Linguistic Survey of India (1967).

Smirnov (1975) proposes that though Siraiki is kindred to Punjabi, it has many distinctions: Punjabi is an analytical language whereas Siraiki contains many synthetic forms. It has also been argued by Grierson (1967) that he collected language samples from Sindh, which share resemblances with the language spoken in the neighborhoods of Dera Ghazi Khan. Abdul-Haq (1977) interprets this finding to argue that Siraiki linguistics is different from Hindi or Punjabi because its origin lies in Dravidian languages, not in Indo-Aryan languages.

Present Study

The present research studies the syntactic systems of Punjabi and Siraiki languages. As it has been documented in literature review the origin of these two languages is controversial for political reasons. They share many similarities and differences in terms of grammatical categories. The given study would help the readers in getting a fresh insight into the syntaxes of these two languages. It is by looking at the syntactic systems that one can formulate a hypothesis about their origin.

The original plan to collect data was to record Punjabi and Siraiki utterances by three informants. Three informants studying Siraiki literature at Bahauddin Zakariya University were chosen. The other three informants were studying Punjabi literature for Civil Service Exam. Two informants from each group were native speakers of their respective mother tongues (Siraiki/Punjabi), while the remaining two were Urdu speakers. When the researcher approached the informants, they were somehow hesitant to record their voices. All efforts to convince them of the privacy of these conversations went futile. So, an alternative strategy had to be developed. The informants were asked to discuss grammar in an informal manner. Following the research ethics, the conversation was not recorded, though the informants allowed the researcher to take notes. They discussed various grammatical categories of both the languages.

Significance and Delimitation:

Previously, a large amount of work has been done to trace out the evolution and history of Punjabi and Siraiki languages. The work is appreciable, but its nature is more evaluative than scientific. Owing to the politics involved, the scholars in the past have exaggerated the status of their respective languages by coining hyperbolic statements in their favor, and simultaneously passing derogatory understatement about the ‘rival’ language, or the language of their ‘opponents’ (See Abdul-Haq’s *Siraiki Zaban aur Us Ki Hamsaya Ilaqai Zabanain*). The present study is aimed at studying the syntactic systems of the two languages without declaring one superior to the other.

As a linguist, the researcher believes in equality of languages and believes in the scientific study of language, which is free of human biases and emotions. It is hoped that the given study would encourage the research scholars to follow the same scientific spirit of descriptive linguistics in the perusal of regional/national/international languages.

In determining the limits of the study, the first delimiting factor is the number of participants. Since the number of informants is limited, it would not be possible to cover all the grammatical categories of these two languages. Also, all the informants are not equally trained in linguistic knowledge of grammar. Four of the informants—whose mother tongue is either Punjabi or Siraiki—have been explaining grammatical rules on intuition. The remaining two Urdu

speakers only have the course textbooks at their disposal to explain regularities and irregularities of Siraiki and Punjabi.

Results and Discussion:

The results and discussion based on the notes jotted down during the conversations can be summarized as follows:

Word Order

Both Punjabi and Siraiki follow the same word order of SOV (subject-object-verb).

Punjabi: Aslam (S) khana (O) khanda (V) piya hai.

Siraiki: Aslam (S) khana (O) kh'nda (V) paey.

Aslam is having his meal.

Sometimes, the word order might be changed in both the languages for the purpose of stress.

So, the sentence may start with an object (O) or a verb (V) as follows:

Punjabi: khana (O) khanda (V) piya hai Aslam! (S)

Siraiki: khana (O) kh'nda (V) paey Aslam! (S)

Punjabi: khanda (V) piya hai khana (O) Aslam! (S)

Siraiki: kh'nda (V) paey khana (O) Aslam! (S)

Postpositions

Both Punjabi and Siraiki have postpositions instead of prepositions. Notice the position of 'preposition' that is connecting two nouns in the following examples:

Punjabi: Kitaab maiz tay (postposition) pai ay.

Siraiki: Kitaab maiz tay (postposition) laa'thi ay.

It would now be clear to the readers that why connecting words like 'tay' are called **postpositions** in Siraiki and Punjabi. Compare the above utterances with the following English translation for a clear understanding of preposition and postposition. Unlike Siraiki and Punjabi, here the preposition 'on' is positioned between two nouns for establishing a relationship between them:

The book is lying on the table.

Sounds

Siraiki possesses some specific phonetic sounds which are not present in Punjabi. After the partition of India, Punjabi has been written in Urdu script in Pakistan, and hence the Urdu alphabets are considered sufficient for writing Punjabi. However, for Siraiki, we need to add five (5) extra alphabets to the Urdu script. These sounds are closer to the Urdu sounds of | b |, | j |, | d |, | g |, and | n | with the difference that the Urdu sounds are exhaled and the Siraiki sounds are inhaled.

Gender

Punjabi and Siraiki distinguish two genders: masculine and feminine. In case of Punjabi, the masculine nouns end in unaccented *ā*, the feminine nouns end in *ī*. For example, *khotā*, *khotī* (male donkey, female donkey); *kuttā*, *kuttī*, (dog, bitch) etc. In Siraiki, the second last alphabet of a masculine noun is characterized by a ‘paish’, and by a ‘zair’ in case of a feminine noun. For example,

Chohor ku’n khana diyo. (Give food to the boy.)

Chohir ku’n khana diyo. (Give food to the girl.)

The same rule applies to the words borrowed by Siraiki from other languages. For example, have a look at the treatment of an Urdu word ‘bay sharam’ (shameless) in Siraiki language:

Bay sharom, roti kha ghin! [Shameless (boy), have your food!]

Bay sharim, roti kha ghin! [Shameless (girl), have your food!]

Number

Siraiki and Punjabi share two numbers: singular and plural. Both the languages share many common rules of making plurals. For example, in both languages, the masculine singular nouns ending in ‘a’ can be made plural by adding ‘ay’: *gorrha/ghorrhay* (horse/horses), *banda/banday* (man/men), *larka/larkay* (boy/boys) etc. Similarly, the feminine singular nouns of both the languages ending in ‘i’ can be made plural by adding ‘yan’: *chachi/chachiyan* (aunt/aunts), *dhi/dhiyan* (daughter/daughters), *nani/naniyan* (grand-mother/grand-mothers) and so on.

However, there is another rule in Siraiki language for making plurals. It has been discussed earlier that a masculine singular noun in Siraiki is characterized by a ‘paish’ on its second last alphabet while a feminine singular noun by a ‘zair’. A masculine singular noun can be made a

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plural masculine noun by replacing its ‘paish’ with ‘zabar’ while a feminine singular noun can be made a plural feminine noun by adding ‘ain’ at the end of singular while maintaining the ‘zair’ on its second last alphabet. Hence, ‘chohor’ (singular) becomes ‘chohar’ (plural), and ‘chohir’ would become ‘chohirain.’

Ay chohor kon hey? (*Who is this boy?*)

Ay chohar kon hin? (*Who are these boys?*)

Ay chohir kon hey? (*Who is this girl?*)

Ay chohirain kon hin? (*Who are these girls?*)

Person

Seraiki and Punjabi, like English language, have three persons: first person, second person, third person. Like Urdu, Seraiki and Punjabi do not have gender discrimination in the grammatical category of persons. For example, ‘o’ is used for singular/plural third person regardless of masculine or feminine noun.

Punjabi: O khana khandi pai hai. (*She is having her meal.*)

Punjabi: O khana khanda piya hai. (*He is having his meal.*)

Punjabi: O khana khanday pai nay. (*They are having their meals.*)

Same is the case for Seraiki language.

Case

Seraiki and Punjabi have five cases for the persons mentioned above: direct, oblique, possessive, locative and instrumental. In Seraiki, for second person singular, they can be represented as *tuun*, *taiku ’n*, *taida*, *tai ’n* which and *tai ’n kanu ’n* respectively.

In Punjabi, direct and oblique cases are common while the rest are employed rarely. The instrumental case is used in the plural form of some nouns like *hatthīṁ* meaning *hatthāṁ nāl* (with hands or using hands). Examples of plural locative forms are *piṁḍīṁ* (in villages) from *piṁḍ* (village).

Suffixes

Seraiki has unique feature of suffixes which perform multiple functions of subject and object. They can even change the tense and type of sentence. This feature is not found in Punjabi. Have a look at the following examples:

Seraiki: Maray’ sin’is. (*They would beat him.*)

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Punjabi: oh ono maran gay.
 Siraiki: Maray'sin'ain. (*They would beat them.*)
 Punjabi: oh ona nu'n maran gay.
 Siraiki: Maray'sway. (*They would beat you.*)
 Punjabi: oh thuwano maran gay.
 Siraiki: Maray'sum. (*They would beat me.*)
 Punjabi: oh mainu maran gay.
 Siraiki: Maray'sin'ya! (*Beware, they would beat him!*)
 Punjabi: Khabardar, oh ono maran gay!
 Siraiki: Maray'sum's. (*I would beat him.*)
 Punjabi: main ono maran ga.

Those who argue that Siraiki does not belong to Indo-Aryan languages put forward this particular aspect of Siraiki to support the claim that Siraiki belong to Dravidian family of languages and hence is much older than Hindi, Urdu, Punjabi or any other languages invented upon the arrival of Aryans to the sub-continent.

Conclusion

The given linguistic study was conducted in order to have a better insight into the syntactic systems of Punjabi and Siraiki. As it has been documented, Siraiki and Punjabi show resemblances in their syntactic patterns, yet, each language has its own canon of exceptions and norms when grammatical categories are explored. The given study strengthens the concept of universal grammar i.e., all the languages of the world have something common in their structures. The similarities shared by both the languages in their syntax can be related to the fact that lingual habits of speech communities living together influence each other. Though the origin of both the languages is debatable, it is a historical fact, that the Punjabi and Siraiki speakers have been living together and trading with each other for centuries. Sharing the common climate, geography, material/non-material culture, and means of production definitely produces a common worldview of the members speech communities to the extent that it is visible at the level of syntax. It is hoped that the linguists would further explore these two languages in future with the linguistic spirit of neutrality.

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Who is the M/Other of the Two? A Comparison of the Syntactic Systems of Punjabi and Siraiki

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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M. K. Gandhi's Satyagrahi Model of Journalistic Ethics

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Abstract

Ethics is a branch of philosophy concerned with actions that are morally permissible and actions that are not. Ethics in media constitutes a normative science of conduct applied voluntarily. Satyagrahi model of journalistic ethics could help to establish the lost credibility of journalism and journalists; and that could pave the way for development communication for the development of the deprived.

Throughout his life's mission Gandhi treated newspaper and journalism as a responsibility and not mere communication or profit making business. Reader's voice mattered most for Gandhi. Indian Opinion and all his newspapers were tools of communication for change and for development of the deprived masses who struggled against the structures of oppression. Truth, accuracy, objectivity, fairness, balance and impartiality are the basic premise of Satyagrahi journalistic ethics. Gandhi's self restraint mantra is relevant in today's journalism when media ethics debate revolves round the infotainment media, stereotypes, depiction of violence, sex, vulgarity, privacy, right to reply, communal writing, sensational and yellow journalism, freebies and sting operations.

Gandhi was of the opinion that newspaper should not be used as a means of earning one's livelihood or profit. Satyagrahi journalism stands for popular participatory process of sustainable social- spiritual-material advancement for emancipation and empowerment. Satyagraha was a weapon for the deprived masses and Satyagrahi journalism an alternative model of developmental communication. Selfishness, anger, lack of faith, or impatience have

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no room while infinite patience, firm resolve, single mindedness of purpose, and perfect calm are essential qualities for Satyagrahi journalist. He emphasised the role of spirituality in the development and communication process. People's communication and mediums could re-energized by Gandhian Satyagrahi journalism model.

Introduction

The word 'ethics' is closely linked to questions of appropriate conduct within society. Etymological meaning of 'ethics' goes back to the Greek 'ethos' meaning reliable character, virtuous people, proper conduct etc. Ethics is a branch of philosophy concerned with actions that are morally permissible and actions that are not. Ethics in media constitutes a normative science of conduct applied voluntarily. World over efforts have been made to set ethical guidelines, rules, norms, codes and principles to help journalists to make right choices when they are in a dilemma. This research paper is an effort to carve out a Satyagrahi model of journalistic ethics on the backdrop of Gandhian concept of Satyagraha that evolved in South Africa with 'Indian Opinion' playing a major role to devise it.

Media Ethics

Media ethics are applied ethics which deal with the ethical standards of media which includes print, broadcast, film, theatre, art forms, internet and traditional media. Media ethics set guidelines, rules, norms, codes and principles for media. With changing forms and expanding reach of mass media, the issues pertaining with the media ethics have come to the fore once again. Ethics of entertainment and infotainment media, ethics of business media, media and democracy and changing ethical standards in global media network are being debated fiercely. Commercialisation of media and communication content, privacy, right to reply, communal writing, sensational and yellow journalism, freebies and sting operations have raised new ethical concerns.

Freedom of mass media is premise of the liberal democracy where media plays a role of facilitator and express people's voice. New trends, especially the media convergence and technological changes have brought new dimensions to the ethical debate. Efforts are being made worldwide to create norms and standards for media coverage. Though media has freedom to publish and broadcast information in form of news or entertainment it has to oblige to certain norms, rules and regulations.

The governments of nation states world over have made some provisions to protect rights of citizens but also independent bodies comprising of media professionals have eventually drafted norms and regulations. These are voluntary norms expected to be followed by journalists and media. In the age of media credibility crisis, these ethical norms are devised to help to restore the faith and confidence in media.

Future of Print Media

The report 'Future of Print Media' by Press Council of India states that the press has great power in today's world and media which is looked upon as the fourth pillar of the state has

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acquired the power of making and unmaking individuals and institutions, shaping and moulding views of people, influencing course of events and of arousing and mobilizing public opinion. However this power could be constructive as well as destructive and hence the code of journalistic ethics is absolute necessity. ‘ The journalistic ethics are no more than individual and social morals which indicate, the rightness or wrongness, goodness or badness of the professional actions of journalists. Moreover, professional ethics are important for inner discipline. What may not be illegal may yet be unethical. The range and terrain on which ethics operate are higher than law. They are binding on all connected with the operation of the media’ states the Press Council report. (1)

The ethical debate in recent times is also revolving round the conduct of journalists with many of them involved in corporate and political lobbying and playing the roles of middlemen between government and business houses. Journalists reaping benefits of land, flats at concessional rates from government have become a common scenario. In fact many of the journalists in big cities like Mumbai where land prices are soaring, avail of the chance to procure government flats and then sell them at market rates. Journalists get company shares at a special price or given under quota. Journalists get bus, rail, and air transport at concession rates. Then there are foreign tours, financial assistance, funds for their organisations, gifts, nomination on various committees etc.

Media and Pluralism

Monopoly in media ownership has posed a challenge to pluralism and democracy. Diversity of ownership, various sources of information and citizen’s access to various voices and opinions are a must in the pluralistic society. Pluralism is the premise of a democracy. Plural media ensures that diversity within a society is reflected in media.

Media pluralism consists of diversity of ownership and output in the form of content. The Press Council report states that monopoly over information, whether of private individuals and institutions or of the government is detrimental to democracy, for it may disseminate one-sided information and endanger fairness and objectivity. The corporate sector has entered the press mainly to do business like any other business, and to earn profits. Further, the corporate sector has invariably its other businesses to safeguard and promote and it has entered media business to use its power to further its other business interests. Media ownership across the world is now concentrated in the hands of a few groups and individuals who have massive economic capacity to invest. Survival of small and medium media houses, especially newspapers has become more and more difficult.

Monomedia Expansion

Expansion or growth within a single media sector is referred to as monomedia expansion. In cross section media expansion, the media owner spreads his/her monopoly over more than one sub sector. The expansion of media either ways has created new power structures where owners with concentrated power in their hands influence the politics, governance and society. ‘Many Voices One World’ also known as MacBride report states that concentration of ownership in fewer hands has resulted in anxiety. Industrialisation has tended to stimulate a concentration in the communication sector through formation of oligopolies and monopolies

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in the gathering, storing and disseminating information. The media owners and contractual journalists serve the media power structure. The content, language, frames and discourse of mass media is directed by the power structures where the poor have little or no voice and space. On this backdrop this research paper is an effort to carve out Gandhian model of media ethics which could give new direction to the ethical code of conduct in journalism.

Satyagrahi Journalism and Journalist

Gandhi called himself as journalist throughout his life. In fact he used various tools of communication to disseminate his message and in fact he was one the most effective communicator's who used ritual communication to win unprecedented support of the masses. The ritual definition of communication is linked with terms such as 'sharing', 'participation', 'association', 'fellowship' and 'the possession of a common faith'. 'A ritual view of communication is directed not towards the extension of message in space but towards the maintenance of society in time, not the act of imparting information but the representation of shared beliefs' states James Carey (2). The ritual definition exploits the ancient identity of common roots of the term 'commonness', 'communion', 'community' and 'communication'.

Gandhi's Use of Media

Besides using various communication modes and mediums like intra-personal, inter-personal, group communication and also verbal and non-verbal symbolic communication, Gandhi successfully used the newspaper medium for communication. Gandhi was associated with Indian Opinion, Young India, Navjivan and in later part of his life with Harijan, Harijanbandhu, and Harijansevak in English, Gujarati and Hindi, respectively. Gandhi was an effective communicator-journalist as receivers of his message believed in his words as Gandhi was the embodiment of what he preached. His strongest weapon of Satyagraha, he applied as a parameter to his own life as mass leader and journalist communicator. Gandhi's concept of Satyagraha is an integrated concept and includes truth, non-violence, non-stealing, chastity or brahmacharya, poverty or non-possession, bread labour, fearlessness, control of the palate (asvada), tolerance, swadeshi and removal of untouchability-- basically a self-restrained life style model for an individual Satyagrahi.

Tenets of Satyagraha and Journalism

For Gandhi Satyagraha differs from passive resistance. The passive resistance is conceived according to Gandhi as a weapon of the weak and does not exclude the use of physical force or violence to achieve the end, while Satyagraha is the weapon of the strongest and excludes the use of violence in any shape or form. Gandhi coined the word in South Africa as he wanted to distinguish his movement from the passive resistance. 'Its root meaning is holding on to truth, hence Truth-force'. I have also called it Love-force or Soul – force.. Satyagraha is a relentless search for truth and a determination to reach truth' said Gandhi (3). For him Satyagraha excluded the use of violence in any shape or form or in thought, speech, word, action or deed. The Satyagrahi journalist who relentlessly pursues truth could be traced in Gandhi's journalism and communication. Journalism is about facts, journalism is about truth and absolute truth. Exaggeration of facts, painting someone in negative colour, misguiding

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readers by blurring the truth, personal vendetta and selling page space for propaganda has no place in Satyagrahi journalism.

Gandhi's Satyagrahi Ethics

Gandhi strictly followed Satyagrahi ethics as a journalist since the age of 21, when he wrote nine articles for the English weekly 'The Vegetarian' focussed on vegetarianism, Indian food habits, and customs and religious festivals. Since then throughout his strife and struggle Gandhi used his communication skills effectively. Probably he was one of the very few mass leaders who understood and utilised mass media for effective communication quite before the Western mass media theorists who preached media mantra and its magical effects to the developing nations. As soon as he arrived in South Africa he wrote about his insult in a court of law in a local newspaper to vent his anguish. Along with M.H. Nazar, a secretary of the Natal Indian Congress, Gandhi got involved in producing Indian Opinion in 1903 where the concept of Satyagraha was conceived and developed. Satyagraha and Indian Opinion were blended together to create a weapon for the common masses to combat oppression.

'Satyagraha would probably have been impossible without Indian Opinion. The readers looked forward to it for a trustworthy account of the Satyagraha campaign as also of the real condition of Indians in South Africa. For me it became a means for the study of human nature in all its casts and shades, as I always aimed at establishing an intimate and clean bond between the editor and the readers. I was inundated with letters containing the outpourings of my correspondents' hearts. They were friendly, critical or bitter, according to the temper of the writer. It was a fine education for me to study, digest and answer all this correspondence. It was as though the community thought audibly through this correspondence with me. It made me thoroughly understand the responsibility of a journalist, and the hold I secured in this way over the community made the future campaign workable, dignified and irresistible' said Gandhi.(4)

Throughout his life mission Gandhi treated newspaper and journalism as a responsibility and not mere communication, or profit making business. Reader's voice mattered most for Gandhi as editor.

In the traditional newspaper the reader's letters to editor is the only space available for communication between the reader and editor. As the leader of the editorial team it is responsibility of the editor to understand nerves of masses. Satyagrahi editors and journalists do not distance themselves from readers and live in ivory towers. Editorials sensing right mood of masses cannot be written in the air conditioned offices. Reporter cannot write stories closing his/her eyes to masses and losing contacts with them. 'The Journal Indian Opinion....was a powerful weapon in the armoury of Passive Resistance and continues to be the only recorder of accurately sifted facts about our countrymen in South Africa and of Passive Resistance movement. It is in no sense a commercial enterprise' Gandhi said in a letter to J.B. Petit, Secretary, South African Indian Fund in June 16, 1915. There was a phase when Gandhi contributed Rs. 1,200 per month to keep the paper going and ultimately he suffered loss of Rs. 26,000.

Role of Objectivity and Idea of Impartiality in Satyagrahi Journalism

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The traditional journalism preaches objectivity and idea of impartiality. General meaning of objectivity means keeping personal beliefs, opinions, feelings, biases or prejudices out of the news. Another meaning associated with the objectivity is of presenting both sides of the story. Satyagrahi journalism is not objective in the traditional sense. Indian Opinion was not started to communicate happenings objectively. There was intension and plan behind the Indian opinion and Gandhi never hid it. In fact he was very clear in his aim to get involved in Indian Opinion. For Gandhi, Indian Opinion and all his newspapers he later started in his life were tools of communication for change and for development of the deprived masses who struggled against the structures of oppression. In the 'Young India' of July 2, 1925 he wrote that he had taken up journalism not for its sake, but merely as an aid to what he conceived to be his mission in life—the mission to teach by example and present under severe restraint the use of the matchless weapon of Satyagraha which is a direct corollary of non-violence.

Walked the Talk

Gandhi as Satyagrahi journalists walked the talk. Conditions necessary for the success of Satyagraha included no hatred in heart against opponents and the issue must be true and substantial and the Satyagrahi must be prepared to suffer till the end for his cause, said Gandhi. In Young India (20-10-1927) issue he stated 'since Satyagraha is one of the most powerful methods of action, a Satyagrahi exhausts all other means before he resorts to Satyagraha. He will therefore, constantly and continually approach the constituted authority, he will appeal to public opinion, educate public opinion, state his case calmly and coolly before everybody who wants to listen to him, and only after he has exhausted all these avenues will he resort to Satyagraha' (5) 'Satyagraha is gentle, it never wounds. It must not be result of anger or malice. It is never fussy, never impatient, and never vociferous. It is the direct opposite of compulsion' said Gandhi. (6) Gandhi's writings reflected his Satyagrahi tenets. Even while writing against the cruel British Raj, Gandhi was never vociferous and violent in words.

At the age of 35 Gandhi took charge of Indian Opinion and in 1904 he took the paper to Phoenix farm, 24 kms from Durban. The Indian Opinion was a weapon for Gandhi in his struggle and a mirror where he reflected his own thinking. 'In My Experiments with Truth', he wrote 'Week after week I poured out my soul in its columns and expounded the principles and practices of Satyagraha as I understood it. I cannot recall a word in these articles set down without thought or deliberation or a word of conscious exaggeration, or anything merely to please. Indeed, the journal became for me training in self-restraint and for friends a medium through which to keep in touch with my thoughts.'(7)

Basic Premises of Reporting and Satyagrahi Journalism

Accuracy, objectivity, fairness, balance and impartiality are the basic premise of reporting. It is a reporter's responsibility to pursue the truth and present facts as they are. Readers/viewers are entitled to know the sources of the story if there is no request for anonymity. No story or source should be quoted out of context. Satyagrahi journalist holds no malice or prejudice against anyone. While he writes the story the aim and objective for benefit of public at large is very clear. Uma Dhupelia-Mesthrie of the Department of History, University of Western Cape states 'Indian Opinion and political activism on the part of its editors became an

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established tradition. This is what would, throughout the 20th century distinguish Indian Opinion from other newspapers that would arrive on the scene during the 20th century. All but one of its editors spent some time in jail.

This tradition began during the Satyagraha campaign between 1906 and 1913 which began because of attempts to impose passes on Indians in the Transvaal. The newspaper came into its own. In 1904 its aims had simply been to educate whites in South Africa about Indian needs and wants. From 1906 onwards it became a vehicle for challenging state laws and urging defiance of these when these were clearly unjust. It is this that elevates this tiny newspaper produced from a farm to one of world significance for it became linked with Gandhi's transformation to a mass movement leader and his philosophy of Satyagraha which can be interpreted as active non-violent resistance' (8).

The paper was produced in four languages - English, Hindi, Gujarati and Tamil. A series of articles on dietetics appeared in the Gujarati Indian Opinion, also the life sketches of great men and women. Every issue of these weeklies contained articles by Gandhi who wanted to educate the public opinion, to remove causes of misunderstanding between the whites and the Indians and to point out the drawbacks of his countrymen. (9) According to Uma Dhupelia-Mesthrie, Gandhi left behind a tough legacy for his successors at Indian Opinion to follow. This was not a commercial undertaking; it was a paper for political, social and moral education. 'In the very first month of Indian Opinion, I realized that the sole aim of journalism should be service. The newspaper press is a great power, but just as an unchained torrent of water submerges whole country sides and devastates crops, even so an uncontrolled pen serves but to destroy. If the control is from without, it proves more poisonous than want of control. It can be profitable only when exercised from within. If this line of reasoning is correct, how many of the journals in the world would stand the test? But who would stop those that are useless? The useful and the useless must, like good and evil generally, go on together, and man must make his choice' said Gandhi in his autobiography.(10)

Relevance of Self-restraint

Gandhi's self-restraint mantra is relevant in today's journalism when the rise of infotainment media in the last few decades has resulted in a new ethical debate on effects and impacts of media. Imbibing of stereotypes, depiction of violence, sex, vulgarity and influencing the mass psychology are some of the ethical issues that have come to the fore today. The infotainment media, the broadcast material which is intended both to entertain and to inform has changed the entire outlook towards journalism. The infotainment has also penetrated print media. The newspaper has become a saleable commodity and the emphasis is on design and sensational titles, obscenity and vulgarity. The media race is to attract readers to inflate circulation figures which in turn are used to attract advertisers who play a dominant role not only in media economy but also media content. 'Journalism should never be prostituted for selfish ends or for the sake of carrying a livelihood. And whatever happens to the editors or the journal, it should express views of the country irrespective of consequences. They will have to strike a different line of policy if they wanted to penetrate into the hearts of the masses' said Gandhi. (11)

Concept of Development

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Gandhi's journals never had any sensational topics and he wrote on constructive work, Satyagraha, non-violence, diet, nature-cure, Hindu Muslim unity, untouchability, spinning, khadi, swadeshi, village industries and prohibition. He stressed the need of reorientation of education and food habits and was a severe critic of national defects. (12) In fact Gandhi through his Satyagrahi journalism preached and promoted an alternative concept of development which is applicable in today's world. Gandhi in his writings placed the voiceless deprived masses at the core. The contribution to deprived people to make the social, spiritual and material advancement of their nations' communities, families and the next generation sets the ground to redefine and re-conceptualize the model of development which veers the focus from generalised concept of development to the development of the deprived.

Notwithstanding the fact that the Western paradigms and models of development failed to yield expected results and have become redundant in the Western world, the de-colonized nations especially in South Asia continue to pursue the 'West' in search of 'development'. Ignoring the fact that the basic premise of development is based on the wrong notion of development, the nation states continue the race for the growth rate, infrastructure, industrialisation, modernisation, urbanisation, global market etc which are signs and symbols of 'development'. This has resulted in the nations' dichotomy.

The 'development' gaps within nations have created nations of deprived within nation states. The nations of deprived are left far behind in the race of 'development' and the nation states want to put out of sight this 'poor ugly' face with cosmetic development. And hence the governments in the nation states are announcing programmes after programmes for poverty elimination; provision of funds are being made and even the global bodies like United Nations and World Bank continue to provide 'aid' for 'development' of the deprived. However, nothing has worked on the ground and the survival struggle for the deprived is intensifying with the structures of oppression in nation states and global bodies tightening the noose in the name of development and globalisation.

Satyagrahi journalists stand for the deprived who are suffering at the hands of power structures. In the mirage of 'development', Satyagrahi journalism stands for popular participatory process of sustainable social- spiritual- material advancement for emancipation and empowerment. Gandhi provided the weapon of Satyagraha to the deprived masses and his Satyagrahi journalism, an alternative model of development communication.

Gandhi's Expectation from Journalism and Journalists

Though he has not categorised the concept of Satyagrahi journalist, Gandhi has dropped clear hints of what he expected from journalism and journalists. His rules for Satyagrahis are applicable to Satyagrahi journalists. The Gandhian Satyagrahi journalist will not harbour anger against anyone and in pursuance of truth he will suffer anger of opponents and put up with assaults but never retaliate with anger or lose his/ her balance and insult opponents. Here opponents are those who want to quell the truth. Journalist must not submit out of fear, of punishment. He/she should merely follow the truth and take it to the logical conclusion. Satyagrahi journalists never intend to embarrass the wrongdoers and his objective must be to convert and not coerce. Journalist should have inward conviction and must believe in truth and non violence as his/ her creed and have faith in the goodness of human nature which he/

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she expects to evoke by truth and love. 'The press is called the Forth Estate. It is definitely a power but to misuse that power is criminal. I am a journalist myself and would appeal to fellow journalists to realize their responsibility and to carry on their work with no idea other than that of upholding the truth' he said in Harijan (13)

Fight Till the End

Most importantly Gandhi wanted his Satyagrahi to lead a chaste life and willing to fight till the end and be a habitual khadi wearer and spinner as it was essential for India. Today when journalism and journalists are on the verge of losing credibility in the eyes of the common people, Gandhian Satyagrahi tenets stand as a challenge for the individual journalist. Khadi wearing and spinning were the modalities Gandhi had worked out for pre-independent India and the essence of which still remains valid for journalists. Gandhi set a rule that a Satyagrahi must be a teetotalter and free from the use of other intoxicants so that his/ her reason should always remain unclouded and mind remain constant.

Satyagrahi journalist should mobilise public opinion. 'When public opinion is sufficiently roused against a social abuse even the tallest will not dare to practice or openly lend support to it. As awakened and intelligent public opinion is the most potent weapon of Satyagrahi' said Gandhi which aptly suits the Satyagrahi journalists who should write for public awakening. (14) The motto of the Satyagrahi journalist is of conversion by gentle persuasion and a constant appeal to the head and the heart.

Gandhi gives small but important tips like not wasting a grain of rice or a scrap of paper as it belongs to the nation and the Satyagrahi is only a trustee of the same. Gandhi observed that the reporting of speeches during his time was generally defective and wrong reporting results in much distortion and interpolation. He suggested that the best rule would be to send the proof of the reported speech to the speaker for correction and publish it only if the speaker has no suggestions to put in it. Selfishness, anger, lack of faith, or impatience have no room while infinite patience, firm resolve, single mindedness of purpose, perfect calm are essential qualities for the Satyagrahi journalist.

Mind and Body Health of the Journalist

In the world of growing competition the mind and body of journalists need to be fit and fine. Like Satyagrahi, if journalist is not healthy in mind and body, he/she may fail to muster complete fearlessness. 'He (Satyagrahi) should have the capacity to stand guard at a single spot day and night; must not fall ill even if he has to bear cold and heat and rain; he must have the strength to go to places of peril, to rush to scenes of fire, an the courage to wander about alone in desolate jungles and haunts of death; he will bear, without a grumble, severe beating, starvation and worse; and will keep in his post of duty without flinching; he will have the resourcefulness and capacity to plunge into a seemingly impenetrable scene of rioting....' (15)

Satyagrahi Newspaper

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Gandhi was of the opinion that newspaper should not be used as a means of earning a livelihood. ‘ There are certain spheres of work which have a direct bearing on public welfare; to undertake them for earning one’s livelihood is fraught with danger – inasmuch as it obscures, and might hurt, the essential aim which one should put before oneself in taking to such an activity’ he said. (16) Gandhi believed that if newspapers are made an instrument of earning a livelihood and profit-making it would lead to a number of evils. Even during Gandhi’s period such newspapers existed and Gandhi had expressed his unhappiness over this trend.

According to Gandhi one of the objects of a newspaper is to understand popular feeling and to give expression to it; another is to arouse among the people certain desirable sentiments; and the third is fearlessly to expose popular defects. (17)

Gandhi’s views are significant today when the deprived and marginal communities are not represented as they should be in the main stream media. The representation of the Dalits, Advasi’s, minorities and marginal communities is meagre. Their contribution to socio-economic and cultural development is either neglected or ignored and their coverage is tinged with bias. The media and its makers play a role of facilitator to maintain the oppressive structure.

Information is said to be one of the basic functions of mass media. It was thought that the information scarcity was the root cause of many problems and with the mass media disseminating more and more information the basic issues would be resolved. However the media which is part of the structural oppression and a tool in hands of oppressors provides the information which builds the consensus for the oppression and justifies exploitation in various ways. Information comes with the perspective and information is dumped without any knowledge about its use. The diffusion through signs, symbols, sounds and images for personal and collective recreation and enjoyment is one of the functions of mass media today.

Recreation uses dominant signs, symbols, sounds and images to imbibe the dominant oppressive structures in the minds of the masses. Under the influence, the lower strata respect oppressive structure and yearn to be part of it. Media maintains equilibrium in the society and does not support the revolutionary ideas that could disturb the existing fabric of society. Mind-boggling information that comes in wraps hardly creates awareness.

Educating People – Primary Purpose

‘Newspapers are meant primarily to educate people, and apprise them of current trends in the history of the world. This is responsible work.’ Gandh said (18) and insisted that the newspapers should not publish news until its truth is definitely established. ‘It is generally seen that the newspapers publish any matter they have without regard to its needs or importance just to fill vacant spaces. It is so in the West. The reason is most newspapers have an eye on profits. There is no doubt that newspapers have done great service to people and these defects are therefore overlooked. But to my mind then they have done equally great harm. There are newspapers in the West which are so full of trash that it would be a sin to read them. Many create ill-will among people with their prejudices. At times they produce bitterness and strife even between different families and communities’ observed Gandhi.

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(19) The scene in today's Indian newspapers industry is not different from what Gandhi has written about the Western newspapers.

Gandhi said that newspapers had become more important than scriptures for some people and they would lose nothing by giving up reading newspapers as real food for their minds and spirits lies in the scriptures and other good literature. He insisted that the newspapers should speak the truth without fearing the country laws and if newspapers are not able to do so they should pull down their shutters.

Gandhi observed that the established practice of newspapers was to derive income from advertisements rather than subscribers. Newspapers published advertisements of drinks and at the same time wrote editorials against drinking. Ill effects of smoking are communicated by the newspaper and at the same time the same newspaper carries advertisements of tobacco brands. Gandhi said, '... We must either put an end to this undesirable practice or at least reform it. It is the duty of each newspaper to exercise care in accepting advertisements for publication in its pages' he said. (20)

Duty of Newspapers

Writing on the duty of newspaper in a country where laws put restrictions on freedom of writing Gandhi said, 'In order to get over this limitation our newspapers have evolved a style of writing which makes it possible to interpret what they say on a particular matter, which may seem to fall within the purview of these Acts (Gandhi was referring to Seditious Writing Act, Defence of India Act), in two different ways. Some have perfected this art to a science. But, in my opinion, this causes harm to the country. People develop a tendency to equivocate and fail to cultivate the courage to speak the truth. It changes the form of the language which, instead of being an instrument for expressing one's thoughts, becomes a mask for concealing them. I am convinced that this is not the way to educate our people. Both people and individuals must cultivate the habit of speaking their minds. Newspapers are in a position to impart such training to them'. (21) He suggested that the newspapers afraid of laws and who do not want to be entangled in it should stop publishing if they are not able to tell the truth. Gandhi said that a newspaper should not apologise for supporting people in their just struggle against oppression and should be ready to face action for the same.

Commercial Advertisements - Line between Advertisement and News Blurred

Gandhi was against the commercial advertisements as advertisements eat space. 'We now feel that we should also discontinue the practice of publishing advertisements. We believed then that advertisements were a good thing to have but on reflection we see that the practice is wholly undesirable. Advertisements are inserted by people who are impatient to get rich, in order that they may gain over their rivals. They are also much in fashion these days that any and every kind of advertisement is published and paid for. This is one of the sorriest features of modern civilization, and for our part we wish to be rid of it. If however, we published non-commercial advertisements, which serve a public purpose, free of charge, they would fill the entire number each time, so we shall only accept them against payment. Other advertisements, we shall stop publishing forthwith' he wrote in Indian Opinion issue published on 4 September 1912. (22)

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M. K. Gandhi's Satyagrahi Model of Journalistic Ethics

Gandhi's views hold significance when the line between the advertisement and news is getting blurred. Advertising is meant for selling products by using persuasive language. Emphatic use of language with crispy catchy and easy lines attracts readers. Like news, advertisements are part of structural oppression. Earlier advertisers bought space in the newspaper and paid for it. Now they could directly pay to the owners for news. News and advertisements have become similar. Exploiting the hypothesis that people have faith in printed words, advertisers are buying the news space instead of advertising. There is a trend in media where business houses advertise in the newspaper and as return the newspaper publishes a story endorsing the product. Advertisements are not meant to make readers think. The sole purpose is to trap them. The news is not doing anything different than this. Media creates a mirage through news, advertisements and pursue the conversion of readers into consumers.

Paid News

On June 8, 2010 the Election Commission of India wrote to chief electoral officers of the state and union territories about 'measures to check paid news during elections i.e. advertising in the garb of news'. The Election Commission has directed attention to paid news scenario. Paid news is 'assuming alarming proportions' as a serious electoral malpractice causing concern to the Commission in the context of conduct of free and fair elections. The commission asked to keep vigilance on paid news by making use of the existing provisions of law so that the incidence of paid news' or surrogate advertisements in print and electronic media in the context of elections is arrested. The cases of 'paid news' generally manifest in the forms of news articles/reports published about a particular candidate or a party eulogising them, or similar news articles/reports denigrating the opponents, both intended at unduly influencing the voters. But this is not restricted to the election period. The newspapers have started publishing paid news supplements to celebrate birthdays of politicians, business tycoons, god men and women. Gandhi's views on advertisement stand more relevant today than at any other time in history.

Spirituality in Satyagrahi Communication

'Spirituality is not a matter of knowing scriptures and engaging in philosophical discussions. It is a matter of heart culture, of immeasurable strength...' said Gandhi. (23) Spirituality is at the centre of the Gandhian ritual communication. For every Satyagrahi in India, Gandhi had set essential qualifications like he/ she must have living faith in God. Gandhi believed that the divine powers within a human being are infinite and man is neither mere intellect nor animal body, nor heart or soul alone. 'A proper and harmonious combination of all the three is required for the making of a whole man' said Gandhi. (24) 'We shall not tread the beaten path, but explore new pathways to our goal. And what is the goal? Our goal is to establish the dignity of man. We have insulted man traditionally, in this country. That is why in spite of its wanton spirituality, we have been more often slaves than free men. Can spirituality tolerate slavery? And we have so many spiritual preceptors in our country with tremendous following! But why has our country been a country of subject people for most of its history? The answer is, we have never cared for the dignity of man as man, unlabelled man. Allow me to say that our country is not a country of spirituality, but a country of religiosity. Religion is

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not only different from spirituality, but sometimes, very often, it is anti-spiritual' said Gandhi. (25)

For Gandhi spirituality was part of his struggle. After initially denying spirituality a role in the development now there is greater acceptance to the fact that spirituality is here to stay and it has a role to play in the development and communication process. Some of the researchers are now engaged in locating the link that binds spirituality and development. 'Our reverence for life will be an index of our outlook on life. Both science and spirituality must together help us reach that consummation. Science without spirituality is reduced to a tissue of purposeless discoveries, and spirituality without science will lose itself in the waste of unrealistic speculation...' (26)

Sant Gadge Baba Village Sanitation Campaign

The type of theology that actively supports development for personal and collective empowerment often is called liberation theology. The recent example where spirituality and communication were blended is Sant Gadge Baba Village Sanitation Campaign launched by the government of Maharashtra. The Maharashtra village structure is typically made of various components like caste, creed, religion, interest groups, and links. The Maharashtra government decided to launch the competition for cleanliness; chose to name the campaign after Sant Gadge Baba so that rural masses could identify themselves with the campaign.

A spiritual person becomes less interested in material things, was the basis of Gandhi's theory on sustainability and Gadge Baba epitomised this theory. Contrasting with the images of some of the spiritual leaders today, Gadge Baba was a social worker who rejected the saffron robe, preferred to live in the slum, slept under trees and accepted food for work.

The campaign triggered phenomenal change in rural Maharashtra and turned out to be the biggest campaign propagating environmental sanitation, personal hygiene and health measures, ever undertaken among the rural masses. This campaign led to the mobilisation of rural population to clean their houses, neighbourhoods and the entire village without any financial support from the government. It is estimated that in response to the campaign, in its first year itself, the total investment mobilised by communities was worth Rs. 200 crores with a Rs. 6 crore state investment.

Religions in Aid of Social and Economic Transformation

If the religions of the world decide to fight against poverty and oppression as a common problem, if they share a common commitment to reinstate human dignity, it would be much easier to convince common people to join the development efforts. Paolo Freire successfully applied liberation theology in education and communication. He preached the theory that every individual wants to get free from internal and external oppression and the central purpose of development should be freedom from oppression. Freire ideated development communication as emancipatory dialogue. One of the examples in South Asia where spirituality is embedded with development is the Sarvodaya. 'Philosophy of Sarvodaya is based on Buddhist-Gandhian philosophy and its work is spread across all ethnic and religious communities. The sustainable empowerment of people through self-help and collective

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support, to non-violence and peace is the motto of the movement which is clearly rooted in Gandhian and Buddhist traditions, but actively engages people of all religions and ethnic backgrounds'. (27) In India there is need to study Mahatma Jotirao Phule's Sarvajanic Satyadharma and Dr. B R Ambedkar's Navyana Buddhism on these lines.

People's Satyagrahi Journalism/Communication

As the press began to change into an industry, the trends also spread to Indian newspapers, which realized the importance of sound economics. Where the owners resisted the change, the newspapers had fallen between two stools. They were neither businesses nor service institutions, says G S Bhargava in his 'The Press in India: An Overview'. The transformation of press from a mission to service and ultimately to industry and consequent conversion of journalist from upholders of values and causes to industrial wage earners had profound effect on the quality and character of the profession. (28)

Commercialization, trivialization and vulgarization have grabbed space in newspapers. With the main stream commercial media not interested in deprived people and their development efforts, people's communication stands as option for the Satyagrahi journalism and communication. People's communication emerges out of need to communicate as other mediums of communication deny them required space and place. Gandhi's Indian Opinion was started as the then existing newspapers in South Africa failed to give voice to the suffering of Indian people. In the urge to communicate, people develop their own medium as they want to express, share, participate and reciprocate.

Mass media is now major business where communication has become commodity. The massive advertisement revenue dominates the content and controllers of media have agenda of priorities. In this scenario the people's communication which is controlled by people themselves becomes vital part of development communication.

People Communication

Popular participation and sustainability of message are imperative in people's development communication. Overall the communication (despite being soft social science) is considered as field of experts where strategies are planned and implemented by the elite. Exact opposite is the people's communication which could be defined as -- 'evolutionary sustainable communication by the people for themselves'. The people's communication places people and their mediums at the core of entire communication process. People chose their medium and message and various factors contribute in making this choice. And to take alien idea as message to the people, or even to motivate, persuade and conceptualise, people's medium is the most appropriate way to achieve successful and sustainable communication. Other forms of communication including the mass communication can play role of facilitator in this process. People communicate within their families, groups, friends, society and communities.

People's communication takes many forms in various mediums. Community newspaper, radio, group discussions, chats, traditional folk arts, internet chatting, face books, blogs and twitters etc are some of the people's communication mediums where they have control over the content. In the South Asian nations strong presence of traditional people's medium to

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communicate never became part of the mainstream communication strategies. But still at grassroots levels people's mediums remain the main tool of effective communication. The need is to identify the people's medium of communication which they have chosen for themselves to communicate. This will facilitate the development communication process which intends to emancipate and empower people to facilitate popular participation in the process of sustainable development.

The new age media that have an integrated character of interpersonal and mass media has emerged as new people's communication mediums. It has become popular because of its communicative format. People are able to vent their feelings and can communicate through this medium. Popularisation of this new age media has forced other forms of media, especially broadcast and print media to become more communicative and allow people their space in communication. Newspapers and television channels are now on websites, chatting zones, face books, twitters, e-paper with feedback, blogs and concept of citizen journalist has become popular. Communication is not just technical process, it involves social- cultural-economic dimensions and is participatory process. And this needs to be emphasised in communication planning for development of deprived. The Satyagrahi communication has been success in many development projects like that of Tarun Bharat Sangh in Rajasthan and Sarvodaya movement in Sri Lanka.

The work of Tarun Bharat Sangh, and its founder Rajendra Singh in the districts of Rajasthan is not just about water-shed management but it is the local development and communication model for drought prone areas. From Bhikampura in Alwar district, this people-centred development model is spreading all over Rajasthan and other parts of India. Today one can see the river Arvari, dead for 40 years flow again. Other rivers Ruparel, Jahajwali and numerous other rivulets are flowing. TBS's 'people-centred' approach to development is based on popular participation of people who want to change their lives. Discussions, debates, consensus, local resources and final implementation are the key elements in this model. The wireless technology project by Magsaysay award winner Mahabir Pun in Nepal has brought revolution in villages in the Himalayan foothills of Nepal. Using Pun's 'tele-teaching' network where teachers now instruct students using internet. Internet is used for marketing village goods and the efforts are being made to use this technology in health sector. Gandhian Satyagrahi journalism could be re-energized using people's medium and communication.

Conclusion

Is Satyagrahi model of journalistic ethics just a Utopia? Gandhi himself called the qualifications for Satyagrahis as 'illustrative' and not 'exhaustive', probably knowing that the number of Satyagrahis fulfilling these conditions might be very few. 'I have maintained that we would require a smaller army of Satyagrahis then, not that of soldiers, trained in modern warfare, and the cost will be insignificant compared to the fabulous sums devoted by nations to armaments' said Gandhi in Harijan (22-10-38).

A Small army of Satyagrahi journalists could definitely make a difference. There could be the general view that Satyagrahi journalism is probably possible only in alternate media and not

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at all in mainstream media. Then can one conclude that Satyagrahi journalism has no space left in mainstream media?

Late Sanjay Sangvai who created a well knit network of reporters to voice the Narmada Bachao Andolan, while talking in a national seminar on media and social action at Pune in November 2002 said that it is a fact that mainstream media is capital dominated but there is no point writing off the whole system as a lost cause. There are still some useful spaces within mainstream media, which can be used. These spaces exist because mainstream media needs coverage of such issues also, to survive in today's competitive environment. He added that there are always individual journalists who are conscious and have been pursuing issues as a part of their social conviction, professional ethics and public responsibility'.

The Satyagrahi model of journalistic ethics could help to establish the lost credibility of journalism and journalists, and could pave the way for development communication for the development of deprived.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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The Arabic Origins of Number and Gender Markers in English, German, French, and Latin: A Lexical Root Theory Approach

Zaidan Ali Jassem, Ph.D.

Abstract

This paper examines through the application of the lexical root theory the genetic relationship between number (plurality) and gender (femininity) markers in Arabic and English mainly besides German, French, Latin, and Greek. It shows that, converse to traditional views in comparative historical linguistics in which Arabic and English, for example, are classified as

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members of different language families, such categories are related to and derived from one another, where Arabic may be their end origin. More precisely, plurality and femininity markers are shown to be identical cognates in all the above languages where they have the same or similar forms and meanings or functions, notwithstanding slight phonetic and morphological changes.

Keywords: Number, Gender, Arabic, English, German, French, Latin, Greek, historical linguistics, lexical root theory

1. Introduction

In comparative historical linguistics, English and Arabic are subsumed as totally different language family members. The former is Germanic, an Indo-European family branch which is divided into five sub-families: namely, the Germanic family (e.g., English, German), the Italic (e.g., French, Italian), the Hellenic (e.g., Greek), the Slavic (e.g., Russian), and the Indic (e.g., Sanskrit, Kurdish, Persian). The latter is a Semitic family member, which is split into several branches which include Arabic, Hebrew, Syriac, Aramaic, etc., with the largest living language in the group being Arabic (for a survey, see Crystal 2010: 308; Campbell 2006: 190-191; Crowley 1997: 22-25, 110-111; Pyles and Algeo 1993: 61-94).

Jassem (2012a-e) strongly contested and rejected that classification. Instead, he showed very clearly that Arabic is more than genetically related to such languages. More precisely, in his (2012a) investigation of all the numeral words in Arabic, English, German, French, Latin, Greek and Sanskrit, he found that they all use the same or similar words in general. In other words, all the numeral words from *one* to *trillion* were found to

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have true Arabic cognates, considered to be their end origin. Jassem (2012b) provided further evidence by examining in such languages select common religious terms in context such as *Hallelujah*, *God*, *Anno Domini*, *Christianity*, *Judaism*, *ruthful*, *welcome*, *worship*, *solemnity*, and so on, which were again found to have true Arabic cognates. For instance, *Anno Domini* (AD) is cognate to Arabic *3aam* 'year' *daiyaan*, *daana* (v) 'dominator, to be subdued to' through different sound changes; *Hallelujah* is a reversed and reduced form of the Arabic phrase *la ilaha illa Allah* 'There's no god but Allah (God)' where *Halle* corresponds exactly to the Arabic word *Allah* in reverse- i.e., *Allah* → *Halla* (*Halle* 'God') (for further detail, see Jassem 2012b). Jassem (2012c) showed that both independent and suffixed personal pronouns in Arabic, English, German, French, Latin and related languages are true cognates, which descend from Arabic directly. Jassem (2012d) investigated determiners such as *the*, *this*, *an*, *both*, *a lot*, *very* in English, German, French, and Latin which were all found to have true, identical Arabic cognates. Finally, Jassem (2012e) established the genetic relationship between verb *to be* forms in those languages and Arabic, which may be their source or end origin.

In his studies, the lexical root theory was used as a theoretical framework, which has been proposed by Jassem (2012a-e) to establish the genetic relationship between Arabic and English, in particular, and all other (Indo-)European languages in the field of the above-mentioned numeral words, common religious terms, personal pronouns, determiners, and verb *to be* forms. The name derives from the use of the lexical (consonantal) root of the word in examining genetic relationships between words such as the derivation of *rewritten* from *write* (or

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simply *wrt*) and Arabic *maktoob* 'written' from *katab* (*ktb*) 'write'. Historically, this method was successfully and prolifically utilized in the monumental works of the classical Arabic lexicological tradition founded by Al-Khaleel bin Ahmad Al-Faraheedi and adopted by all his successors all the way down to Ibn Manzour, considered to be its culmination (for a survey, see Abdultawwab 1999: 227-89).

The lexical root theory is simple in its outline, which has been fully described and refined in the above works. To economize on space and avoid repetition, below is a swift summary, nonetheless. In brief, it comprises a construct or principle and four practical procedures for analyzing lexical roots. The theoretical principle states that Arabic and English as well as (Indo-)European languages of all branches are not only genetically related but also are directly descended from one language, which may be Arabic in the end. In fact, it claims in its strongest version that they are all dialects of the same language. The applied procedures include (i) a lexicological procedure, (ii) a 'tripartite' linguistic procedure, (iii) a relational procedure, and (iv) a comparative historical procedure. The first selects word fields (plural and feminine markers here) and strips them of all affixes prior to analysis; the second carries out a phonetic (relating sounds to one another), morphological-cum-grammatical, and semantic analysis of words; the third considers the relationship between form and meaning; and the last compares word meanings among languages on a historical basis. (For a fuller outline, see the above-cited works and section 4 below.) In the following analysis, all the above procedures will be utilized with different degrees of focus, though.

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This paper applies the lexical root theory proposed in Jassem (2012a-e) to the investigation of number and gender markers in Arabic, English, German, French, Latin, and Greek to show their genetic relationship to each other and/or their descent and derivation from Arabic cognates, which may be their end origin. It has five sections: introduction, data, results, discussion, and conclusion.

2. The Data: Number and Gender

The data consists of number and gender markers in English, German, French, Latin and Arabic. Number refers to singular and plural while gender to masculine, feminine and neuter. The focus will be mainly on plural noun forms and feminine gender markers, though.

2.1 Number and Plurality

2.1.1 In English, German, French and Latin

The plural in English can be regular and irregular. However, regular plural is the most common in which the morpheme or grammatical ending *-s* is attached or suffixed to nouns such as *books*, *horses*. Irregular plural forms are less common such as the addition of *-en* as in *ox - oxen*, *brother - brethren*, *child - children*, *fox - vixen*, *cow - kine* or vowel shift as in *m(a/e)n*, *wom(a/e)n*, *foot/feet*, *tooth/teeth*. All developed from three main plural suffixes in Old English (Pyles and Algeo 1993: 110; Baugh and Cable 1993: 55). For masculine plural, *-as* (e.g., *stan-as* 'stones ') and *-an* (e.g., *hunt-an* 'hunters' were used while *-a* (e.g., *gief-a* 'gifts (f.)') for feminine plural. Later, *-s* was generalized to all.

In German, noun plural is gender-based with five types.

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First, monosyllabic masculine and feminine nouns add *-e* as in *Hund/Hunde* 'dog(s) (m)', *Hand/Hände* 'hand(s) (f)'; some masculine nouns have umlaut (vowel change) plus *-e* as in *Zahn/Zähne* 'tooth (m.)'; others with certain endings like *-er*, *-el*, *-en* add nothing as in *Dichter* 'poet(s) (m.)'. Secondly, masculine and neuter nouns add *-er* or umlaut plus *-er* as in *Mann/Männer* 'm(a/e)n (m.)', *Kind/Kinder* 'child(ren) (n)', *Haar/Haare* 'hair (n.)', *Buch/Bücher* 'book(s) (n.)'; other neuters add nothing as in *Mädchen* 'girl(s)'. Thirdly, feminine nouns add *-(e)n*, for example, *Frau(en)* 'wom(a/e)n', *Freundin(nen)* 'female friend(s)', *Übersetzung(en)* 'exercise(s)', *Schwester(n)* 'sister(s)'; some masculine nouns may add *-en* also as in *Mensch(en)* 'the human(s) (m.)', *Student(en)* 'male student(s)', *Freund(en)* 'male friend(s)'. Other feminine nouns have umlaut plus *-e* as in *Hand/Hände* 'hand'. Fourthly, certain nouns of all genders add nothing as in *Mutter/Mütter* 'mother(s)', *Garten/Gärten* 'garden(s) (m.)', *Fenster* 'window(s) (n.)'. Finally, Foreign loans of all genders end in *-s* as in *Kino(s)* 'cinema(s) (n.)', *Kamera(s)* 'camera (f.)', and *Chef(s)* 'chef (m.)' (Bauer 2012). In short, Masculine nouns add *-e*, umlaut (vowel change) plus *-e(r)*, or nothing; neuter nouns add *-e*, (umlaut plus) *-er*, or nothing; feminine nouns add *-(e)n* or umlaut plus *-e* (Deutsched 2012).

French regular plural nouns add *-s* as in *homme(s)* 'm(a/e)n', *chaise(s)* 'chair(s)', *le(s)* 'the (pl.)', *il(s)* 'he (they)', *elle(s)* 'she (they)'. Irregular plural is less common where *-x* may be added to certain nouns which end in certain letters such as *cheval* v. *chevaux* 'horse(s)', *chateau(x)* 'castle(s)', *feu(x)* 'fire(s)' (Lawless 2012).

Latin noun plurals are gender- and case-based. In the nominative, masculine singular nouns end in *-us* but in *-i* in the plural such as *filius* v. *filii* 'son', *alumnus* v. *alumni* 'graduate',

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stimulus v. *stimuli*; feminine singular nouns have *-a* but *-e* in the plural as in *formula* v. *formulae*, *alumna* v. *alumnae*; finally, neutral singular nouns end with *-um* but *-a* in the plural like *stratum* v. *strata*, *datum* v. *data*. Other endings are used in the other plural cases, the commonest of which are *-is/-os* in the dative, accusative and ablative. In the genitive, *-orum* is used (Wikipedia 2012). In short, Latin plural nouns attach the vowels *-i* (m.), *-e* (f.), or *-a* (n.) in the nominative but *-is/os* in the accusative, dative and ablative. Such markers may be used in foreign loans in English, German, and French, known as irregular plural (Wikipedia.com 2012).

Greek plural nouns end in *-a* as in *criterion*, *criteria*, *phenomenon*, *phenomena*; *-ta* as in *stigma*, *stigmata*; or *-(a/o/e)s* (Wikipedia.com 2012).

2.1.2 Plurality in Arabic

In Arabic, plurality is gender-based and may be regular and irregular, each of which has various ways of forming it. First, regular or 'sound' feminine plural is formed by adding the suffix *-aat* mainly, for example, *ward(aat)* 'rose(s)', *sitt(aat)* 'lad(ies)', *kaas(aat)* 'glasses', *muthallath(aat)* 'triangle(s)'. The suffix may also be added to other masculine 'diminutive' nouns such as *walad* 'boy' v. *wulaid(aat)* 'little child(ren)', *kitaab* 'book' v. *kutaiyeb(aat)* 'booklet(s)' or collective nouns like *nu3aim(aat)* 'tribe's name', *rajul* 'man' v. *rijaalaat*, *rijjaalat* 'men, strong men', *khaiyaal(at)* 'horsem(a/e)n', *2aSSaad(at)* 'harvester(s)', *raami* v. *rumaat* 'soldier(s)'.
 In speech, the suffix *-at* may be pronounced /a(h)/ in the standard (or /-e(h) or /-i/ in the vernacular) at pause in most of the above masculine noun examples, e.g., *khaiyalat* 'horsemen', *khaiyala(h)*, *khaiyale(h)*, or *khaiyali*. In addition, in certain

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northern (especially Saudi 'Anazi') Arabic varieties, the feminine plural marker *-aat* as in *banaat* 'girls' is *banaah* 'girls' as my late father, may Allah bless his soul, once joked, which later my Qassim University Saudi students, Ahmad Al-Rubaian and Meshari Al-Anazi, confirmed, further adding that even *banai* 'girls' is also common. Similar forms may even occur in the standard like *2aiya(t)* 'snake' v. *2aiyaat* (pl.) and *2ayaya* (pl.).

Secondly, regular (sound) masculine plural is formed by affixing *-oon* in the nominative or *-een* in the accusative case, for instance, *saalim(oo/ee)n* 'safe one(se)', *kaatib(oo/ee)n* 'writer(s)'. Furthermore, the dual in Arabic is exclusively made by attaching the suffix *-aan* (nominative) or *-ain* (accusative) as in *walad(aan)* 'one/two boy(s)', *jidaar(aan)* 'one/two wall(s)'.

Irregular plural, which is usually called *broken 'restructured' plural*, applies to both genders. Some masculine nouns have vowel shift such as *jidaar* v. *judur* 'wall(s)', *walad* v. *awlaad* 'boy(s)'; some have vowel shift and add *-a* as well like *gateel* v. *qatla* 'killed one(s)', *kasool* v. *kaslaa/kusalaa* 'lazy one(s)'; others add *-aan* together with vowel shift as in *jidaar* v. *judraan* 'wall(s)', *walad* v. *wildaan* 'boy(s)', *jaar* v. *jeeraan* 'neighbour(s)'. In feminine nouns, *-ee* is suffixed together with vowel shift as in *jariya(t)* v. *jawaree* 'girl(s)', *badiya(t)* v. *bawadee* 'desert(s)', *laila(t)* v. *layalee* 'night(s)'; sometimes, *-(aa/ee)n* is added alongside of vowel shift as in *3aroos* 'bride(groom)' v. *3irsaan*; *nisaa* 'women (no singular form)', *niswaan*, *nasaween*, *niswa(t)*.

It is worth noting that Arabic words may have *plural of the plural*. For example, *jidaar* 'wall' has two: *judraan*, *judur*; *kaatib* 'writer (m.)' may have three plurals: *kaatiboon*, *kuttaab*, *katabat*; *walad* 'boy' has four: *awlaad*, *wildaan*, *wildat*, *wild*; *rajul* 'man'

may have five: *rijaal, rijaalaat, rijajeel, rijlaan, rawajeel*; *nisaa* 'women' has four: *niswa(t), niswaan, nasaween*.

2.2 Gender and Femininity

2.2.1 Gender Suffixes in English, German, French, and Latin

Although some Modern English nouns may be masculine such as *father, son*, feminine such as *mother, daughter*, and neuter such as *tree, dog*, gender is not grammatically important. However, certain morphemes indicate feminine gender including:

- i) *-a*, e.g., *Paul - Paula, Patrick - Patricia, Carl - Carla*; other nouns of this type have no masculine forms such as *Fiona, Sabrina, Monica, Amanda (Mandy)*;
- ii) *-ette* as in *Henry v. Henriette/Henrietta, Mervin v. Mervette, Charles v. Charlotte, cigar v. cigarette, Rosett(e/a)*;
- iii) *-ess*, e.g., *poetess, princess* It developed from the above morpheme as using *-ette* here would sound very odd, indeed;
- iv) *-(i/e)n(e/a)* such as *Joseph v. Josephine; Catherine; Charles v. Charlene; Maureen, Doreen; Sabrina, Fiona, Tina, Lina*, etc.

German has three genders: masculine, feminine and neuter. Although it is difficult to say which gender a word is, certain suffixes are used for the purpose. As to feminine gender, there are certain suffixes that are invariably feminine, including:

- i) *Universität* 'university', ii) *Freiheit* 'freedom',
- iii) *Schnelligkeit* 'speed', iv) *Freundschaft* 'friendship',
- v) *Übersetzung* 'exercise', vi) *Musik* 'music', and
- vii) *Industrie* 'industry'.

Others are usually feminine such as:

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- viii) *-in* as in *Freund* 'male friend' v. *Freundin* 'female friend';
-en may also be used in verbs, though not exclusively, as
in *Sie singen* 'you (m. & f.) sing';
- ix) *-e* as in *die* 'the (f.)', *Pistole* 'pistol',
- x) *-ei* as in *Partei* 'party', etc. (Bauer 2012).

In short, feminine nouns may end in *e*-type vowels, *-en*, or *-t* while masculine and neuter nouns are more open although the former may end in *-er* and the latter in *-o*.

French nouns are either masculine or feminine (Lawless 2012). Like German, although it is difficult to tell which gender a noun may be, certain generalizations do occur such as directions being masculine (e.g., *l'est*, *l'ouest*, *le nord*, and *le sud*), most sciences being feminine, etc. Nonetheless, most French feminine nouns end in *-e*, for example, *avocat* v. *avocate* 'lawyer', *invité* v. *invitée* 'guest'. Irregular feminine gender ends in *-en* for the masculine and *-enne* for the feminine as in *gardien* v. *gardienne* 'guard'. The definite article is gender-marked- i.e., *le* (m), *la* (f.), *les* (pl.) (see Jassem 2012d).

In Latin, nouns may be masculine, feminine and neuter, which interact with number and case in different ways. In the nominative, masculine singular nouns end in *-us* (e.g., *filius* 'son', *stimulus*), feminine nouns in *-a* (e.g., *femina* 'female', *formula*) and neutral nouns in *-um* (e.g., *pomum* 'apple', *datum* 'date', *curriculum*). These nouns form their plurals in distinct ways as well, as has been shown in 2.1 above.

2.2.2 Gender Suffixes in Arabic

Arabic has two genders: masculine and feminine. Although there are no specific suffixes to mark either gender consistently, some are gender-specific. First, feminine gender is usually signaled by using the following suffixes:

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- i) *-at* is the commonest and most productive, e.g., *kaatibat* 'female writer', *rafeeqat* 'female friend', *Fareedat* 'proper name', *Ameenat* 'proper name' (cf. *Amanda*, *Mandy*). Deleting *-at* renders the same noun masculine;
- ii) *-at* and *-a* (together with vowel shift) may vary in certain proper nouns such as *Saleemat* or *Salma* 'safe female', *Safiat* or *Safaa* 'pure female', *Kareemat* or *Karma* 'generous female'. Also, *-a* is used in such gender-based word pairs as *aswad/sawda* 'black (m./f.)', *abyaD/baiDa* 'white (m./f.)'.

In speech, /-at/ may be said in such a way that /t/ is regularly deleted or turned into /h/ at pause while /a/ becomes /e or i/, e.g., *Safia(t)* → *Safia(h)* → *Safie(h)* → *Safii*, depending on accent.

- iii) *-na*, called feminine /-n/ in Arabic grammar, may be used in certain Arabic verb forms to indicate feminine gender, e.g., *yaktubna* 'they (f. pl.) write', *katabna* 'they (f. pl.) wrote', *uktubna* '(you (f. pl.)) write!'. For masculine gender, the form *-oon* is used such as *yaktuboon* 'they (m. pl.) write', *katab-oo* 'they (m. pl.) wrote'.

As to masculine gender, two suffixes are used which are:

- iv) *-aan* as in *far2aan* 'happy man', *kaslaan* 'lazy person', *3ashqaan* 'loving man', to which *-at* can be added to render them feminine, e.g., *kaslaan(at)* 'lazy female'.
- v) *-at* in (a) proper names as in *shawkat*, *2ikmat*, *3izzat*, *rif3at*, *Safwat*, *mid2at*, *barakaat*, (b) intensive or emphatic nouns such as *3allamat* 'great scholar' (cf. *3aalim* 'scholar, scientist'), *fahhamat* 'great thinker' (cf. *faahim* and *fahmaan* 'understanding'), and (c) certain masculine plurals as in *riijaalat* 'strong men' (cf. *rijaalaat* '(loyal) men' with

long /aa/). In speech, /t/ is realized in full in (a) while in (b) and (c) the above rule applies.

3. The Results

The data shows that all plural and 'feminine' gender markers and forms in English, German, French and Latin have true Arabic cognates. As to the plural, the following results emerged:

- i) The *s*-plural marker in English, German, French, Latin, Greek, and the Arabic *t*-plural suffix are true cognates where /t/ developed into /s/ (through /h/ perhaps). Greek *-ta* and Arabic *-at* are identical cognates (see 2.1-2 above).
- ii) The *n*-based plural suffixes in English, German, and Arabic are identical cognates (see 2.1-2 above).

The plural marker *-er* in German can be considered a sound change affecting *-en* in which /n/ turned into /r/. That is, both are variants of the same plural marker. What further substantiates this view is the English suffix *-an* as in *European*, *African* which is also derived from the same source as in Arabic *kaslaan* 'lazy one'.

- iii) The vowel-based plurals such as the use of *-a*, *-e* and *-i* in Latin, (English, German, French), and (irregular plurals in) Arabic are true, identical cognates (see 2.1-2 above).

As to gender, all the morphemes, markers or suffixes have true Arabic cognates.

- i) The *t*-based feminine suffixes like *-ette* in English and French and *-tät*, *-heit* in German and the Arabic feminine suffix *-at* are identical cognates (see 2.3.1-2 above). Recall that the Arabic suffix may be pronounced with /t/ and /h/ at pause, which means that German *-heit* combines both in one pronunciation, though in reverse.

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The English derivational suffixes *-ity* as in *activity*, *university* and *-ite* as in *plebiscite*, *erudite* as well as their German and French counterparts derive from the same Arabic suffix to which they are identical cognates. A similar story happens in verbs (see Jassem 2012c).

- ii) The *s*-based feminine morpheme *-ess* as in English *princess* might be considered a sound change affecting *-ette*, where /t/ developed into /s/ (via /h/ perhaps). Thus its relationship to Arabic *-at* is clear. A similar situation happens in verbs (Jassem 2012c). Alternatively, it could have evolved, though less likely, from the suffixed second person feminine pronoun *-ki* which may be pronounced as /ch, sh, ts, or s/ in certain Yemeni, Saudi, Syrian and Iraqi Arabic varieties, amongst others (Jassem 2012c, 2012d).

The Latin suffix *-us* developed from the same Arabic suffix *-at* where /t/ (or /h/ when pronounced at pause) changed to /s/. It may signal (i) feminine gender in the main as in *tharwat* 'wealth', *shjarat* 'tree' and (ii) masculine singular and plural as in *3allamat/fahhamat* 'great scholar', *Safwat* 'proper name (m.)', *rijjaalat* 'strong men'.

- iii) The vowel-based feminine suffixes like Latin and English *-a*, French *-e*, German *-e*, *-ei*, and *-ie*, and Arabic *-a(t)* and *-ee* are identical cognates (see 2.3.1-2 above). Recall that in speech /-at/ loses /t/ or turns it into /h/ at pause while /a/ becomes /e/ or /i/: i.e., *-at* (e.g., *lailat* 'night') → *-a(h)* (e.g., *laila(h)*) → *-e(h)/-i* (e.g., *laile(h)/laili*).
- iv) The *n*-based feminine gender markers like English *-(i/e)n(e/a)* as in *Josephine*, *Irene*, *Tina*, German *-in*, French *-ne*, and the Arabic morpheme *-an/-ana(t)* (or 'feminine' *-na* in verbs) are identical cognates in which /t/

is always deleted or turns into /h/ at pause while /a/ changes to /e or i/ as has just been stated (see 2.3.1-2 above): i.e., *-anat* → *-ana(h)* → *ane(h)/-ani*. For example, *kaslaanat* 'lazy female' → *kaslaanah* → *kaslaan(e/i)* or *kaslen(e/i)*, depending on accent. This leads one to confirm that *-an* and *-(i/e)n(e/a)* correspond to Arabic *-an/-anat*: i.e., the former is originally masculine, the latter feminine.

The Latin suffix *-um* could have evolved from either (i) the singular masculine (also indefinite singular) Arabic suffix *-an* as in *kaslan* 'lazy (m)', *kitaab(a/u/i)n* 'a book', where /n/ turned into /m/, or (ii) the 'southern Saudi Arabic' definite article *am* as in *am-shams* 'the-sun' and *am-qamar* 'the-moon', though with a shift in position (see Jassem 2012d).

4. Discussion

The foregoing investigation of plurality and gender markers in English, German, French, Latin, Greek, and Arabic has shown the adequacy of the lexical root theory for the analysis of their genetic relationships where all were found to be closely related. The percentage of shared markers was 100% which means that they are dialects of the same language according to Cowley's (1997: 172-173) classification. Consequently, the main lexical root theory principle that states that Arabic, English, German, French, Latin, and so on are not only genetically related but also are dialects of the same language stands the test and holds true. For example, all the different plural and feminine markers were easily traced back to true Arabic cognates. The minor differences between such forms are due to normal causes of phonetic and morphological change.

Thus, these findings support Jassem's (2012a) description of numeral words in Arabic, English, German, French, Latin,

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Greek, and Sanskrit which were found to be rather dialects of the same language. They also back up his investigation of common religious terms (Jassem 2012b), pronouns (Jassem 2012c), determiners (Jassem 2012d), and verb *to be* forms (Jassem 2012e) in such languages in which the same patterns were replicated. In all, the percentage of shared vocabulary or forms between Arabic and English, for instance, was 100%, which, according to Cowley's classification, means that they belong to the same language- i.e., dialects.

As to the four applied procedures of analysis, all worked neatly. First, the lexicological procedure showed that the lexical (consonantal) root was an adequate, analytic tool in relating number and gender markers to each other. For example, English *-(e)s*, *-ette*, German *-(e)n*, and French *-e* have been successfully traced back to their Arabic root cognates and related derivatives by focusing on or isolating the root 'consonants' and overlooking the vowels. This is because consonants are more essential for meaning than vowels are in general (cf. Jassem 2012a-e). The etymology or historical origin and meaning of morphemes were found very useful also. For example, English *s*-plural came from *-as*, one of three such suffixes in Old English, which was later generalized to all. Its Arabic cognate is *-at* where /t/ became /s/.

The phonetic analysis was very indispensable in relating the above markers to each other owing to the enormous changes that affected Arabic consonants in particular in English and European languages as well as old and modern mainstream Arabic varieties themselves (e.g., Jassem 1993, 1994a, 1994b). The main sound changes that affected Arabic consonants here can be summed up as follows:

- (a) /t/ in Arabic *-aat* changed to (i) /s/ in English, German, French, and Latin and (ii) /h/ (or (iii) Ø) in spoken Arabic at pause (see 2.1.2 above);
- (b) /n/ in Arabic *-aan* passed into /r/ as in English and German *-er* (see 2.1-3 above);
- (c) Vowel shift like fronting, backing, raising, lowering, centering, lengthening, shortening, diphthongization and smoothing occurred in all languages (see 2.2-2.4 above); for example, consider the journey of the Arabic feminine suffix *ana(at)* (also pronounced /ei, e:t, -o:t/ in certain Syrian Arabic accents) into English *-(e/i)n(e/a)*, where the low central long vowel /aa/ became a short low /a/ as in *Tina* or mid front /e/ (later dropped) as in *Irene* (see 3. iv) above). In general, vocalic changes were simpler than the consonantal ones (Jassem 2012a-e).

Morphologically and grammatically, all the inflectional morphemes (affixes) of this study had Arabic cognates (cf. Jassem 2012a-e).

Finally, certain semantic or functional patterns were noted. Morphological stability was evident in all plural and gender forms like *s*-based forms in English, French, German, which still retain the same or similar meanings or functions as their Arabic cognates *-a(a)t* (2.4 above). Morphological shift was noted in Arabic *-aan* '-er', whose meaning or function shifted from masculine noun marker to nominal marker in English and plural marker in German. Morphological split took place in Arabic *-aat* in signaling both feminine and plural markers; it did the same in English as in *princess*, *Rosette*, and *s*-plural as in *books* where /t/ became /s/. Lexical convergence occurred in *-ine/-ene/-an* which might derive from (i) Arabic *-ana(t)* 'feminine suffix' in which /t/ was dropped or (ii) feminine verbal *-an*.

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Morphological multiplicity was attested in all *n*-forms which may function as (i) a plural marker, (ii) feminine marker, and (iii) verbal marker. Morphological change happened in the overgeneralization of *s*-plural in English to all genders and cases. Finally, morphological variability was evident in the presence of several plural and gender variants, which are utilized in different ways in all the languages above. For example, the feminine suffixes *-a*, *-ette*, *-esse*, *-ene*, etc. in English vary formally due to their different Arabic cognates from which they came (see 2.1-2.4 and 3. above). Similar patterns were reported in Jassem (2012a-e).

As regards the relational procedure or the relationship between form and meaning, all the cognates of the above plurality and femininity markers are similar in both form and meaning: i.e., true cognates. For example, vowel-based plurals in all, *t*-based feminine gender in Arabic and English, *t*-plural in Arabic and Greek, *n*-based forms in Arabic, German, and French are true cognates, which are all related in form and meaning, with Arabic being their main origin (see 3. above); some underwent morphological shift, however. Some are formally different but semantically similar such as English *-ette* and *-esse* both of which derive from Arabic *-at* (see 2.4 and 3. i) above). Formally similar but semantically different markers were not attested here although other words do occur such as *it* v. *-ette*, both of which have Arabic cognates (see Jassem 2012c). Thus it can be seen that the formal similarities and/or differences between English words, for example, are due to their Arabic cognates and/or the sound changes befalling them.

In light of the above, therefore, all the foregoing number and gender markers in Arabic, English, German, French, Latin, and Greek are true cognates in the sense of having similar forms and meanings. Arabic can be safely said to be their origin all. Jassem (2012a-d) offered some equally valid reasons for that to which the curious reader can be referred. For example, Arabic has multiplicity and variety in the sense that it has the above mentioned plural and gender markers and many more whereas each of the other languages may have two or three for each type. Put more simply, Arabic plural and gender markers accommodate and include all the methods used in English, German, French, Greek, and Latin put together. Furthermore, Arabic is structurally more free and open where affixes can be prefixed, infixes and suffixed to words, just like prefabricated structures that can be adjusted according to demand. Take the plurals of *walad* 'boy'- viz., *awlaad*, *wild*, *wildaan*, *wildat*, *wulaidaat*, where the root *wld* only remains constant while all else may change. In contrast, *boy(s)* in English or *Kind(er)* in German, for example, can only suffix the plural markers; they are closed and fixed. Therefore, due to their variety, multiplicity and openness, Arabic suffixes are the original cognates of all such forms in English, German, French, and so on.

5. Conclusion and Recommendations

The different plural and gender markers in English, German, French, Latin, Greek, and Arabic were found to be genetically related to one another, forming true, identical cognates (see 3. for a listing). The main conclusions of this paper can be summed up as follows.

- i) The *t*-based Arabic gender and plural morpheme is an identical cognate to *s*- and *t*-based morphemes in English, German,

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French, and Latin. As a rule, one can state that inflectional (and derivational) Arabic /t/ changes to /s/ in all the above languages unless they look the same formally (cf. Jassem 2012c).

- ii) The *n*-based Arabic morpheme is an identical cognate to *n*- and *r*-based morphemes in English, German, and French. As a rule, it can be stated that inflectional Arabic /n/ may change to /r/ in all such languages unless they have the same form.
- iii) The vowels seem less amenable to rules, which is why they are of less significance in this research. However, Arabic /a/ changes to /e or i/ in feminine nouns and plural ones in English, German, French, and Latin unless the suffixes are the same in form.

In summary, the lexical root theory has been applicable and adequate for the analysis of the genetic relationship between gender and number markers in Arabic, English, German, French, Greek, and Latin where Arabic was found to be their origin, indeed. To further corroborate this finding, Jassem's (2012a-e) calls for further research into all language levels like pronunciation, grammar, and vocabulary and the application of such findings to language teaching, lexicology and lexicography, translation, cultural (including anthropological and historical) awareness and understanding are very strongly backed up. It is a research area which is extremely interesting, vast, fertile, and, above all, useful. Its results will hopefully help unite a deeply disunited world where learning a language and, consequently, adapting to a culture may become easier and easier in the end.

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Acknowledgements

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Thanks are warmly extended to everybody who contributed to this research in any way, especially my colleagues and students in Syria, U.K., Malaysia, and KSA. My wife, Mandy Mufleh Ibrahim, can't be adequately thanked for her overwhelming inspiration, understanding, enthusiasm, tolerance, and support.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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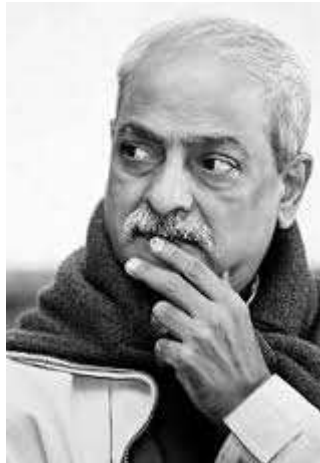
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Mahesh Elkunchwar's *Flower of Blood – Turmoil of an Aging Mother and Woman*

A. Sunkanna, M.A. M.Phil., Ph.D.



Courtesy:

[http://www.indianetzone.com/30/mahesh elkunchwar indian theatre personality.htm](http://www.indianetzone.com/30/mahesh_elkunchwar_indian_theatre_personality.htm)

Mahesh Elkunchwar

Mahesh Elkunchwar's name is now synonymous with the great tradition of playwriting in Marathi. His name is often invoked in the same breath as that of

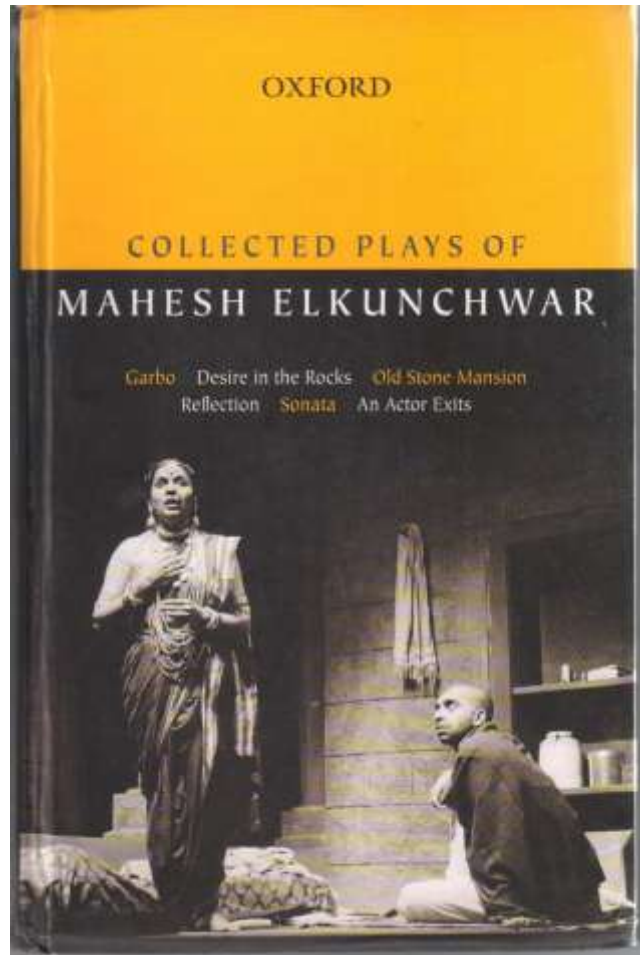
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playwrights like Vijay Tendulkar and Satish Alekar. His plays in *The Wada Trilogy* had a very successful run and have come to be regarded as the canonical texts of Marathi literature.



Elkunchwar has lived and worked in Nagpur, away from the centre of Marathi Theatre in Pune and Mumbai. Maybe it is this perspective of an “outsider” that enables his plays to work not just as good theatre but powerful social commentary as well.

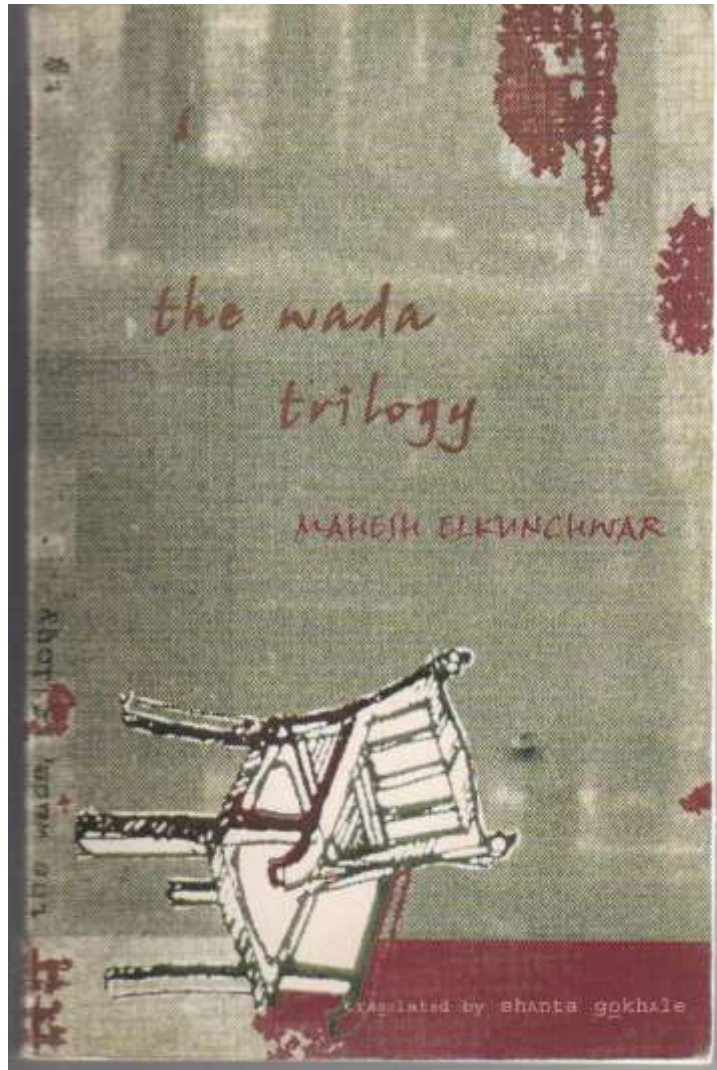
The Wada Trilogy

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Even though families like the Deshpandes are on their last leg, *The Wada Trilogy* is a set of important plays, because it deals with the sense of tradition that is so deeply rooted in the Indian psyche. His plays question the cohesiveness of a joint family by telling the story from the point of view of the “outsiders” or characters forced to leave the family at various points. With this trilogy, Mahesh Elkunchwar achieves a feat unique to playwriting in this country: developing a cycle which moves between many registers to unfold the evolving history of a family in present-day India mirroring the social and cultural shifts and changes that mark the twentieth century.

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Memory of Their Own Past and Financial Penury

From *Old Stone Mansion* to *The Pond* and to *Apocalypse*, we follow the fortunes and struggles of the Deshpandes of Dharangaon, once highly respected and well-off landed gentry, now caught between the memory of their own genteel past and the financial penury of the present. As members of several generations come to terms with their past and future in drastically different ways, we see an image of India negotiating its way through modernity.

Evaluating the Women Characters

One can evaluate women characters in the plays from two perspectives, Traditional and feminist. This essay endeavours to look at woman characters from feminist perspective.

Versatility of Mahesh Elkunchwar

Mahesh Elkunchwar deals with the theme of feminist perspective in one of his plays *Flower of Blood*. The earlier plays – *Party*, *Garbo*, *The Breath of Scandal* position him as an *absurd* dramatist. But his versatility is not limited to the absurd theatre. *Flower of Blood* reveals his varied taste and interest in keeping a watchful eye on the latest developments in the psychic

“I am more interested, in an individual’s problems, his inner life, and his anguish. The psyche of an unhappy disturbed person interests me more than social problems. Social problems do not interest me really, because they have solutions. The human mind is unfathomable. It is the kind of material that’s never exhausted.” (VII)

***Flower of Blood* – An Experimental Play**

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Flower of Blood can be called an experiment through a male playwright, he portrays the inner conflicts of a woman with passion and compassion. Samik Bandyopadhyaya observes on *Flower of Blood* and *Reflection* thus:

Both plays deal with paying guests and their Homelessness- and sexlessness. The stronger women who 'host' them and make demands on them, and ultimately drive them to an emotional crisis grow into a metaphor for the city life itself with its almost sexual magnetism confronting the outsider looking for a private place in the city. The women

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in their exploitive ruthlessness use sex as a weapon in their assault on the all too vulnerable privacy of the men. The games the women play are, a burlesque sex than variants on the game itself. However persistently, Elkunchwar Discounts the social reference, it is the social matrix that Looms large over the melodrama of the shy little men who never quite grow up in Elkunchwar's plays. (VII)

Padma - Scared of Growing Old

In the play, Padma was in her early fifties and is scared of growing old. She feels insecure with Leelu's arrival. Her rivalry disables her to communicate with her. And even her husband Bhau seems to have become far removed far. She plunges into depression after the death of her only son. She has respect for her son, even though he passed away physically. He is living in the temple of her heart, and she would see her son in the personification of Raja, the paying guest at her house.

Indian culture considers motherhood to be sacred. And society has placed certain rules and regulations for woman in general. After becoming a wife her sexual feelings have to be repressed. A girl while growing up, learns about sex from her friends but she realizes that only adult married people can indulge in it in privacy. She never sees her parents spend any time together during the day. While growing up, she also hears about epic tales which reveal the stories of women who are praised, because they suppressed their burning desires. But nowadays, the girl is being tempted to a certain kind of life by movies and magazines. According to tradition, a girl is supposed to experience her first romantic impulses only after she meets her husband. If she experiences this emotion outside marriage, it is sinful.

Opening of the Play

It is evening when the play opens, and cordiality is absent between Padma and her husband Bhau. He tries to start a conversation, but his efforts fail as Padma refuses to be drawn into any discussion. Her discontent with life is manifested in the very first scene itself. Padma doesn't like her daughter's attitude towards Raja, the paying guest, since

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she wants him to be a substitute husband. Padma always feels herself in a vicious circle. In order to escape from this, she finds Raja as her way out. For Bhau, Raja is merely a paying guest, and he feels, Raja is being treated rather too decently. But, for Padma, he is one of the family members, and she refuses to collect rent from him. It reminds us of Pinter's Meg who treats Stanely as one of the family members because of her childlessness.

Mental Agony

Padma is under treatment when the play opens. It, perhaps, is a mental agony, triggered by the death of her only son. As she is suffering from mental agony, she takes medicines regularly. It makes her feel weak. So, she stops taking medicines to become strong, and sometimes throws the pills outside the window. Actually Padma is not interested in talking to her husband and daughter. When Bhau gets irritated she asks,

Do I insist that you talk to me? Do you know why I want
Raja in this house? He's the only one who cares to talk to me of
His own accord, with sincerity. That's why, or else between
The two of you'd have driven me mad with your indifference.
How should I pass my days? Tell me how, How? (5)

Hypocritical Patriotism in Agony

It is then Padma reveals the cause of her irritation towards her daughter. She says that taking too many medicines is responsible for it. She also reveals that it is Shashi's twenty-third birthday. She is proud of her son who went to war. It echoes the universal cry of mothers. She wants him to come back in any state. Her patriotism, as she herself admits is all lie. This is the absurdity of the situation. But, now she is so obsessed with her loss that she wallows in grief. She is shocked to find Leelu and Bhau talking of silk sarees on this day. In fact Bhau could go to the club, and Leelu could sit at home and eat, shocks her. Padma character also finds a parallel in Martha's *Who's Afraid of Virginia*

Woolf. Like Martha, Padma can't accept the fact that she has no son. Both of them reveal an urge to escape from reality.

Grasping the Illusion

For Padma, Raja is the illusion which she tries to grasp. Sometimes, she looks upon him as her son and sometimes her sexual urge comes to the fore, she might have wanted him to a large extent as her sexual object in a non-physical sense. She is unable to reconcile both, the maternal as well as sexual instincts, so she indulges in "Absurdio Reduction." The term reveals that though she argues illogically, she thinks that she is logical. Her conversation with Bhau reveals,

Why are you looking at me like that? As if you'd seen a ghost. I know exactly what's going on in your mind. Look at her all decked out in silks after the fuss made! (pause)
But I've decided now to do as you say. I am not going to lose myself in grief. I'll pretend he's still alive. That's Why I have worn this. You are not angry, are you?" (31)

Words and Actions Do not Correspond

Padma thinks that with the arrival of Raja, there would be some new interest. She even suspects the relationship between Leelu and Raja.



There is no correspondence between Padma's words and her actions. She feels jealous of her daughter, and says always it is like her brother. It reminds us the heroine Mrs. Stokes *In A Night Out* . She doesn't like her son talking to any woman. She always wants him to be with her. Padma dresses up in a Benares saree to impress Raja. Though she has to wallow in grief, having lost her son, she is unable to do so. Her own inability makes her very angry when she hears Bhau and Leelu discussing marriage and sarees.

Character in an Absurd Theatre – Comparison with the Professor in *The Lesson*

Like all the characters in the absurd theatre, Padma doesn't conform to the role model of a mother. She can be compared to the professor in Ionesco's *The Lesson*. A professor's duty is to teach, but he, as the giver of knowledge, tries to bring all under his dominance. In order to show this power, the pupil is raped and murdered. Thus the role

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model of a teacher is destroyed. In the same way Padma as a mother is stripped of her role. She is shown by Elkunchwar as a woman who is unable to suppress her sexual urge, in order to find fulfillment through a maternal role.

A Hint of Regret

Padma, sometimes in her inner moods, realizes that the death of their son affects Bhau also. But, like all men, he has bottled up his feelings. There are times when Padma feels as an outsider in the family. There is a hint of regret even as she watches Bhau and Leelu having a very lively discussion. She is so much pre-occupied with her own grief that she fails to reach out any relationship. Padma is also conscious of her age - she always wants a constant reassurance from someone that she is not old really but pretty. Raja knows very well how to make her happy, and instinctively lies when she asks about her age. Even a little remark about her grey hair makes her irritable, and she launches on a little speech about her looks in a way to reassure herself. Padma says,

That has nothing to do with the age. It started going grey soon after Shashi's birth. Giving birth is like being born again. That is when my hair started falling as well. You should have seen me before that, You won't believe it if I told you...I was quite a beauty in my youth, you know... In those days my hands used to be sheer silk like rose petals."

(15)

Assuming Raja as a Substitute Husband

Padma accepts Raja in the place of Shashi. Even Leelu says a word regarding the tea that is offered to her; Padma offers it to Raja who has just come to house.

Raja on the other hand, shows very good affection towards Padma. He shows a bit of consideration and asks her to take pills- spontaneously Padma clings to this affection, and says no one would have said a thing like that in the house. Padma would like to adopt Raja not as a son, but a substitute husband in her deep thoughts. But, she comes back to reality from this illusion when Raja says, "But she is different, after all she's my

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mother.” She is reluctant to see Raja’s mother in herself, because she is scared that even this emotional impulse would be snatched away from her.

A Hidden Sexuality

But deep within the show of maternal affection, there is a hidden sexuality. Padma wants to reveal it in the power of sexuality through Raja. But her marital relationship with Bhau might have destroyed her sexually. Though later on, she tries to revive these old feelings and join together with Bhau in love, it is impossible. But Bhau reminds her of her dislike for sex in these lines,

Sometimes you’d fall asleep in Leelu’s room. Other times you’d take such a long time getting ready for bed. You may think I didn’t notice, but I did when you went for your baths in the middle of the night.” (13)

Manifestation of Sexuality

This sexuality which Padma suppresses within herself comes out in other forms. Leelu gets those letters wherein Padma had poured her feelings. Even before these letters are seen, we observe Padma’s vain attempt to entice Raja. Raja feels the heat of sexuality, and wants to escape from it.

Another Emotional Character - Leelu

At the end of the play the fact is seen that she is alone in this world and she has to depend on her husband. The other woman character in the play is Leelu, a young girl who is in the crisis of growing up. Hers is an adolescent situation wherein she has problems understanding her own mother. She tells her father that she is unable to understand how to move with her mother. Even if she keeps quiet, her mother flies into rage. Another feeling within Leelu is that her mother is more taken up with her brother. And as a consequence, she resents Raja, as she feels he has occupied her brother’s place. She underrates Raja by comparing him with Shashi:

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I'm only telling you because Aai keeps saying a hundred times over, He's like Shashi to me, he's like Shashi to me; well, you're not. See? ... Nobody can take Shashi—dada's place. You can't. There is no way you can.(viciously) He never was a sissy like you. He was six feet tall. Kept hitting his head against the top of the door way. And what a sports man. He won university colours. When he laughed the walls used to tremble. And hundreds of friends he had. And your? The minute classes are over, you follow your nose straight back home. (23)

Her mother's excessive love for Raja makes Leelu jealous of him, though she doesn't want to admit it to him.

Awakening of Young Hearts

The playwright, Mahesh Elkunchwar brings the beautiful scene of the awakening of young hearts in the play. In contrast with the dusk which Padma tries in her vain attempt to evoke his desire, this time the room fills gradually with the golden light of the evening. After The bud of love slowly awakens as the conversation indicates,

“Leelu : Raja,
Raja : Yes?
Leelu : What were you going to say?
Raja : Nothing.
Leelu : Raja, are we doing something wrong?
Raja : Why?
Leelu : I think we are talking a lot of rubbish.
About love and things like that.” (28)

It is later on, after seeing Padma entering Raja's room, and after reading the letters, Leelu comes to a wrong conclusion.

Raja, the Paying Guest

Raja, the paying guest is as weak-minded as HE of Reflection. HE is the object which gives satisfaction to the lady of the house. But like HE, Raja is also scared of physicality. Raja comes from a village, and even though he is bright, he feels insecure in the company of his classmates. It is to Leelu that he opens up his heart and reveals his hesitation in company. Bhau, the other male character is depicted as a self-effacing person. Even though, Padma creates a lot of tensions in the family, it is Bhau who defends her. And in the end it is he, who is seen caressing the broken Padma.

A Significant Theme

This play is based on a significant theme. Elkunchwar, in this play, reveals that not only is *Absurdity* his forte, but even the feminist aspect of life touches his heart strings very deeply.

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Expatriate Sensibility in Bharati Mukherjee's Novels: *The Tiger's Daughter and Wife*

J. Kavitha, M.A., PGDELT, M.Phil.



Courtesy: http://en.wikipedia.org/wiki/Bharati_Mukherjee

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Bharati Mukherjee's Life and Novels

The novel, as a literary form, has the scope to depict human condition in all its varied aspects. Bharati Mukherjee's fiction very effectively depicts the current social and cultural scenario of the American society as experienced by the immigrants. Her novels are praised for their representation of the plight of Indian expatriates in North America.

The early years of Bharati Mukherjee's sheltered life were spent as the dearly loved daughter of an upper class family of the metropolitan city of Calcutta. She had the advantage of convent schooling, followed by higher education at a prestigious institution in the U.S.A. She got her M.F.A. and Ph.D. from the University of Iowa and worked for some years as Assistant Professor of English at McGill University, Montreal, before moving to New York along with Clark Blaise, her Canadian husband. Her fourteen years stay in Canada was some of the hardest of her life, as she encountered racial prejudice – a different kind of caste system. In an interview, she says:

In Canada, I experienced an awful lot of racial discrimination – there were a lot of violent incidents... Canada was a very hard place to be a dark-skinned Asian in. After five years we moved to New York and I have never regretted that decision. (qtd. in Pandit 35)

The culture-shock experienced by Bharati Mukherjee was bound to change her as a woman and as a writer. In her opinion, Canada is a country that is hostile to its immigrants and also opposes the concept of cultural assimilation. The initial problems of an expatriate Indian wife and writer in Canada are assuaged by the recognition of her literary talent in the U.S.A.

Problems of Expatriates

Bharati Mukherjee's *The Tiger's Daughter* (1973) and *Wife* (1976) deal with two different problems of expatriates. They concentrate on the cultural conflict of the East

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and the West. Each has a heroine of Indian origin, who suffers culture-shock by going to the United States. There is a similarity of approach to the main theme in both novels, but the author adds a touch of novelty in the second by reversing the position of the protagonist from that of the first. Basically, both present an imaginative rendering of Bharati Mukherjee's personal experience in going West and the after-effects of the culture-shock felt by her personally. Through her diverse characters, Mukherjee reflects the different perspectives of immigrants in America with reference to cultures, life and adjustment.



Tara in *The Tiger's Daughter*

Tara in *The Tiger's Daughter* is eager to make her return- journey back to India which reveals her eagerness to return home. But a series of adventures that Tara encounters makes her realise gradually that she is different from other Indians. Her memory of India is distinct from the present unfamiliar India. Calcutta begins to “exert its darkness over her” (*TTD 30*) and in her journey, she is flooded by old memories.

However, Tara's foreignness of the spirit sets her apart from her past history when she witnesses the medical treatment in the house of Aunt Jharna; when she sees the beggars and refugees in Joyonto's villa; and when she is in the prayer room with her mother, Tara cannot remember the next step of the ritual. It is not a “simple loss”, as her forgetting is a “cracking of axis and centre” (*TTD 51*). Prayer plays an important role in her Indian family and the family assumes it is blessed by sanity and religious rituals.

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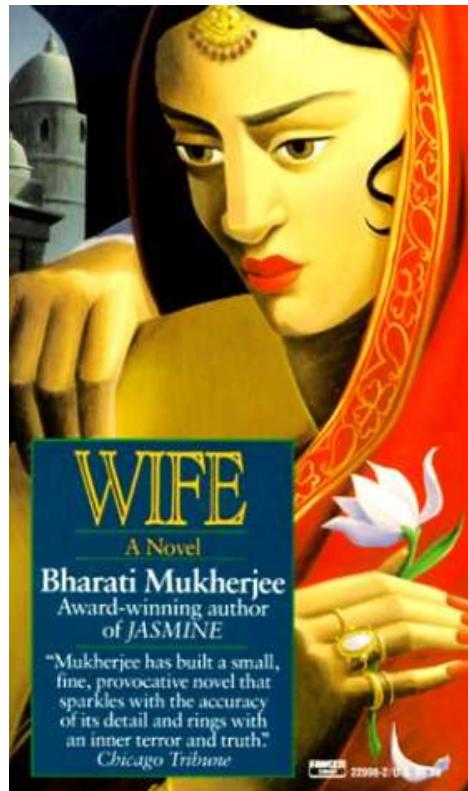
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On the surface, Tara is in India but there is a discontinuity between herself and India. Through a visit to India, Tara realises that the real India is different from her recollected imagination. Her determination to go back to America implies her cutting off her ties to India, and her desire to become a true part of the American life.

Dimple in *Wife*



Dimple is the protagonist of the novel *Wife*. Marriage teaches her “the virtues of sacrifice, responsibility and patience” (*Wife* 27). At first, she is renamed without her approval. Although Dimple wants to resist, her family rearing teaches her to be pleased and docile. Being a good wife is her responsibility, which is to obey Amit’s rules. In the Basu family, Dimple is a vassal who needs to serve her husband and her married family.

When Amit and Dimple emigrate to America, Dimple wants to be free from the so called “Indianness”. Ina who is an Americanised woman becomes Dimple’s model.

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For Dimple, learning to enjoy the American freedom is a challenge to both herself and Amit who represents Indian authority.

During her stay in the Indian ghetto, Dimple takes a step out to try for herself the freedom of the American life. Milt, a White American, teaches her, but she is a wonder to him. Milt tells her, “Everything about you is shocking and exciting and a little sad” (*Wife* 201). Her “borrowed disguises” represent that she is like “a shadow without feeling” (*Wife* 200). There is a home-like Indian ghetto, but Dimple wants to embrace America where she feels at home. Her dilemma is shifting between what is India and Indian tradition. Dimple’s struggle reveals her conflict in seeking a new identity in a new location along with the memories of the past.

Yearning to Escape from Constricting Atmosphere

Tara and Dimple yearn to escape from the constricting atmosphere in India and embrace the freedom offered by life in the U.S.A. Tara’s decision to marry an American and Dimple’s decision to live at a distance from the mini-India created by the insular group of Indian families in Queens, New York are symbolic acts of autonomous thinking and indicate a rejection of the past by the two women.

Mukherjee appears to be making a clear distinction between the oppressive socio-cultural traditions of India and the individual freedom characteristic of American society.

Complicated Freedom

By rejecting the former and embracing the latter, these two women are able to develop an independent selfhood. But this freedom is complicated by the addition of isolation and guilt. Tara is unable to communicate her feelings during her Indian vacation either to her American husband or her Indian friends, while Dimple experiences psychological problems as she faces the conflicting demands of Indian tradition and American liberation.

Expatriate Protagonists

In *The Tiger's Daughter* and *Wife*, the protagonists are expatriates, geographically, physically, mentally and in spirit. They share the expatriate characteristic of being ill at ease both in the native culture and in the alien one. They represent the dilemma faced by expatriates. Sivaram Krishna remarks that in Tara and Dimple, the “retention of their identity as Indian is in constant tension with the need for its renunciation if they have to acquire a new identity as immigrants”. (33)

Tara returning to India after seven years in the U.S.A. experiences the alienation of an expatriate who finds a gulf between herself and her native people and traditions. Dimple also experiences an intense loneliness. There is a progressive and total estrangement from the environment, from herself and from existence itself. Despite Western education, upper-class living and a Western husband, Tara fails to assimilate the culture she is exposed to, because her sheltered background has not provided her the required maturity. Hence, she remains rootless both at home and abroad. In fact, there is no home for her.

Dimple Basu with all her dreams of a liberated wife in America fails as a cultural transplant due to various reasons. The gulf between expectation and reality both in the limited domestic space and in the larger cultural space, lack of emotional support and loneliness coupled with a neurotic sensibility obstruct her attempts at assimilation. Trapped by the worlds they have left behind, Tara becomes a ‘nowhere woman’ and

Dimple transgresses into the extremity of alienation ending up as a murderess. Without the strength to fight their own battles, Dimple and Tara fail. Incapable of interrogation and integration they become unrealistic and misfits at home and on the exciting new land.

Expatriation as a Metaphor

In both these novels, not only is expatriation a major theme, but it becomes a metaphor for deeper levels of alienation like existential alienation and self-estrangement. This is revealed in some significant images used in the two novels.

In *The Tiger's Daughter*, Hotel Catelli-Continental described as the “navel of the universe” becomes an important symbol of a rootless existence, a symbol of Tara’s “expatriate sensibility”.

In *Wife*, the cage is an important symbol. It stands for a comfortable but restricted existence, for isolation and a denial of freedom. It is significant that she kills her husband after watching a television programme in which a bird cage figured prominently.

Bharati's Transformations

Mukherjee vindicates her position as an American in the Asian immigrant history with her various transformations – an Indian girl, a Canadian wife and a naturalised American. There are struggles Mukherjee addresses in the cultural differences of her characters. In order to diminish the cultural conflicts, Mukherjee releases her characters into a free land without the Indian confinements. Therefore, her characters construct their new selves through a series of experiences. As an expatriate, Tara neither belongs to her native land India nor her adopted country America, while Dimple, as a neurotic woman, stands isolated.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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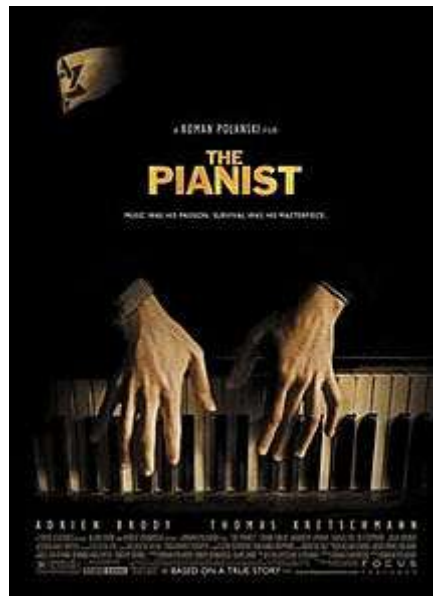
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The Treatment of Historical Element in *The Pianist* and *The Chess Players*

Muhammad Kamal Khan, Ph.D. Scholar (Newcastle, UK)



Courtesy: [http://en.wikipedia.org/wiki/The Pianist \(2002 film\)](http://en.wikipedia.org/wiki/The_Pianist_(2002_film))

Abstract

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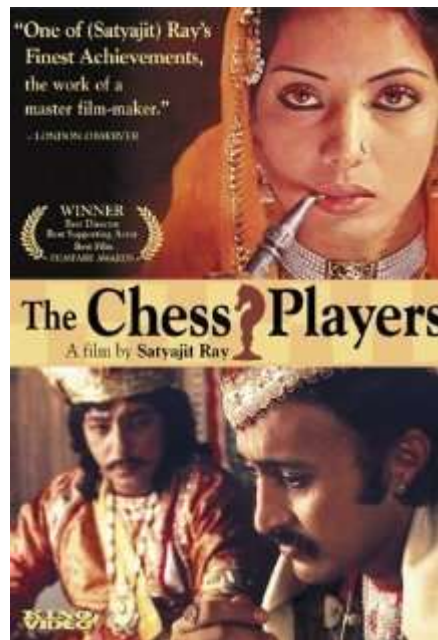
The Treatment of Historical Element in *The Pianist* and *The Chess Players*

The present article analyzes the treatment of historical element in two movies, **The Pianist** and **The Chess Players**. It looks at the various ways through which historical authenticity has been assigned to these films. The study evaluates these films as historical evidences, analyzing them with the help of setting, costumes, objects, the use of colors etc., and examining how these fictionalized historical films have the ideological function; and also checking how they seem to be serving up on the screen the respective national histories of the collective past. A subsequent discussion addresses the philosophical point of view regarding the depiction of history. Finally, it explores how such films appear to achieve authenticity, and what are the films' strengths and weaknesses as historical records.

Introduction

The objective of this article is to analyze the treatment of historical element in the movie The Pianist (hereafter Pianist) dir. Roman Polanski (France 2002) and The Chess Players (hereafter Chess) dir. Satyajit Ray (India 1977). The main focus of the study is on the Oscar-winning movie- Pianist while the second movie, Chess has been used for the comparison with the former. We shall be looking mainly at the following questions;

1. How these movies are made to carry authenticity regarding the historical events presented through them?
2. How fiction and history have been mixed up in order to represent the record of everyday life and great events side by side.



The choice of these movies for the analysis of historical element was made because Language in India www.languageinindia.com

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Pianist and Chess both are strongly related to the histories of their respective regions and, therefore, both are of great importance. Pianist, apart from other awards and nominations, has won three Oscars¹ and is regarded among the best historical films of World War- II. Similarly Chess is also an award-winning movie² based on an important event from the Nineteenth century³ directed by a well known Indian film director Satyajit Ray. Moreover there is a sort of similarity regarding the treatment of historical element in both the movies, Pianist and Chess, as both deal with great events on the one hand and socio-cultural aspects of everyday life on the other. World War II is the great event which is represented in the Pianist the documentary, while the fall of Avadh, a state in Northern India, to East India Company is the center of interest in Chess.

The treatment of historical element in Pianist and Chess

There is a juxtaposition of documentary and fiction in both of the films. Pianist is dealing with World War II as the great event, which is an important historical event of the past. All the important events of World War II regarding the story of pianist Szpilman have been represented through it. Based on the autobiographical book by Wladyslaw Szpilman, Pianist tells the story of Szpilman's struggle to survive the Nazi occupation of Poland during World War II. Szpilman, a talented Jewish pianist and composer, witnessed first-hand horrors of the Warsaw Ghetto. The Nazis used this notorious, walled slum to imprison Polish Jews until their "resettlement" to concentration camps. While most of his Jewish relatives and friends perished in the holocaust, Szpilman managed to survive through sheer force of will and a number of lucky strokes. The film tells his heartbreaking survival story with unflinching honesty. The outbreak of the war, Great Britain's declaration of war on German-Nazi occupation of Poland, Warsaw Ghetto uprising, the holocaust, Russian attacks and the ultimate capture of German-controlled area and then the captivation of the German forces, every detail of history is represented through it. Pianist deals with the events of World War II as history on the one hand and with the story of Szpilman as fiction on the other. The historical part of Pianist is related to an image of the way daily life unfolded for the masses, how they were peacefully working at the time of the outbreak of the war, what they were doing for fun, how families fell apart, or the fabric of daily life was trampled upon. These social and cultural aspects of daily life have been shown through the story of Szpilman.

While comparing this treatment of history to the one in Chess, it is very obvious that the great event in it is the fall of Avadh to East India Company. Nawab Wajid Ali Shah's indifferent ruling of Avadh, General Outram's visits, the march of British troops into Lucknow and the ultimate passing of Lucknow into the hands of the company are the events of history shown in it. This fall of Avadh is itself a great event for the people of

¹ The film won three Oscars; for Best Director, Best Actor and Best Adapted Screen Play (Cannes Film Festival: 2002).

² Best Feature Film in Hindi (New Delhi: 1977)and Best Color Photography (New Delhi: 1977).

³ The fall of Avadh to East India Company.

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India. This has been shown on the one hand as history, while the social cultural aspects are shown on the other as the part of story as fiction. For example, the preoccupation of Mir and Mirza with the game of chess, emotional feelings of Khursheed against the chess game of her husband, Nafisa's affair with her cousin, Mir and Mirza's escape from the fight with British forces all show the social and cultural history of the Nineteenth century India in the shape of this fictional story.

Documentary Style of Filming

To achieve a considerable amount of authenticity Pianist opens with a documentary style showing dates; and these dates are claimed to be accurate according to the history of World War II. It is shown in the very first scene on the screen “Warsaw 1939” and these beginning scenes of the film were shot in the style of a documentary at the old army barracks. Then as the story progresses, step by step dates are shown in the sequence before the scenes of historically important events, like the declaration of the orders of the Governor of Warsaw regarding the ban on the Jews living outside the Ghetto, having insignia of the star of David for identification for Jews on their shoulders and the limit of maximum amount of money for the Jews are shown with their corresponding dates. Similarly the dates of other important events like the outbreak of World War II, German invasion of Poland, Britain’s declaration of war on Germany, Warsaw Ghetto uprising etc., are shown in this manner at the start of the scenes of these events. Similarly these dates move in a sequence in the style of a documentary film and specifically important dates like Oct 31, 1940, March 15, 1942, August 16, 1942, April 19, 1943, May 16, 1943, and August 1, 1944 are shown one by one. Based on the autobiography of Wladyslaw Szpilman these dates are said to be the original dates of these historical events.

In the case of Chess, it starts up with the same documentary style of filming. Some papers are shown which are claimed to be an authentic historical document and proofs of related history. This is a known characteristic of historical movies through which authenticity is achieved through such production practices. According to Hayward, authenticity is the key term where historical films are concerned, at least in terms of the production practices. From setting, costumes, objects, the use of colors etc., every detail must appear authentic. Historical film focuses on a real event in the past which is often highly fictionalized (Susan Hayward: 2004: 185). These criteria have been met very carefully and beautifully in both of our subject movies. Let us discuss` these points in both movies taken for our discussion one by one.

The Setting for *Pianist*

The setting for the Pianist is the war-burnt Warsaw, the ruined military barracks and camps of Russian army which have been beautifully used by Polanski in order to show the real battlefield. The city of Warsaw is set like the scenario of World War II in reality. From the military march of German army into Warsaw to the camps of Jew refugees at the railway stations and the depiction of the Ghetto, and the holocaust, everything

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represents World War II. Setting of Pianist is exactly according to the Warsaw society of the 1940s. People are wearing long coats and having same fashionable and typical hats on their heads. The prisoners-of-war camp which is shown at the end is claimed to be set in the real location of the camp. The Warsaw Ghetto and the surrounding city were recreated on the set of Pianist in the way they would have looked during the war. For this purpose old Soviet army barracks were used to create the ruined city. The director successfully built the complete battlefield on these original buildings, re-creating World War II-era Poland with signs and posters from the period. Additional filming also took place around Warsaw. The Umschlagplatz scene where Szpilman, his family and hundreds of other Jews wait to be taken to the concentration camps was filmed at a local military academy. All of it was done for the historical authenticity of the film.

The Setting for *Chess*

In the case of Chess, the setting of the court of King Wajid Ali Shah had been set by Ray in order to achieve maximum authenticity. This is the setting of Nineteenth century Avadh. Their dress, their style, their attitudes towards pigeon-games, mujra scenes at khotas, chess, cock and sheep-fights and other socio-political aspects are depicted in order to make it closer to the real one.

Setting Comparison

Coming back to the point made by Susan Hayward, regarding the production practices of treatment of historical themes in films, Pianist is the outcome of the masterful filming qualities of Polanski. The setting of the Warsaw Ghetto and the surrounding city were recreated as close as possible to what these would have been during World War II. The scenes of the ruined city of Warsaw surprisingly represent the images of real locations. The house where Szpilman meets Captain Hosenfeld was recreated carefully to represent the war-hit buildings of World War II. The scenes that featured the Germans destroying the hospital with flame throwers were filmed in an old army hospital. The rundown district of Praga was chosen for filming because of its abundance of original buildings. These original buildings played an important role in re-creating World War II-era Poland with signs and posters from the period, thus making the film revisit history through these images and colors.

Chess is also made very authentic by shooting it in settings very similar to the original places. The court of Wajid Ali Shah, the drawing room of the old lawyer, and the dancing place of the singer girls, all these play their roles in re-creating the Nineteenth century India.

Costumes – Role of Authenticity

Costumes of both Szpilman in Pianist and Wajid Ali Shah in Chess are exactly suited to the portrayal of their said characters. The military uniform of German Gestapo and Polish

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army are beautifully designed to imitate the original ones. While in Chess the kingly appearance and robes of Wajid Ali Shah are shown to be the real ones. His crown, his court and everything matches the original history. Even chess-playing of Mirza and Mir and their language style belong to the India of that time.

‘Authenticity’ serves a different purpose in historical films, having an ideological function; it is serving up the country’s national history before the eyes of the indigenous people teaching from history, giving accordance to the ‘great moments’ of the collective past⁴. Therefore historically accurate movies that are also captivating have an immense burden to meet. But thanks to *the cinema of possibility*⁵ (Peter Haining: 1999), it is possible to visit, go back to the historical moments of the past through these historical films.

Fitting the Ideological Function

If we examine Pianist and Chess on these criteria of historical movies, these will show that both fit this criterion. Both movies seem to serve the ideological function. Pianist is serving the role of national history to Jews in particular while it is also serving as role-model - passion against the cruelties of war and terrorizing other nations in general. The history of the holocaust is, of course is of great importance in the eyes of Jews and it is teaching them the moments of their collective past. While it is also teaching the other nations that war is harmful to all; and that all Germans were not evil and there were men like Captain Wilm Hosenfeld who saved Szpilman and had a soft heart like any good man even among the shadows of canons and bombardments.

History is revisited through Pianist revealing to all of us the destructive force of war and terror. Same is true in the case of Chess, as India’s national history is revisited through it, teaching from the collective past of the Muslim rulers of India. It shows us like a mirror how unable were the leaders of the Nineteenth century India, who were incapable of being in charge of government. And therefore East India Company conquered them without even a slight retaliation. Thus it also teaches us about our collective past, and satirizes that part of history in the shape of a story.

To Make Movies Effective: Historical Accuracy and Sense of Hope – A Comparison

According to Joe, in order to make historical movies more effective, the director has to look for two very crucial elements in the movie. These elements are historical accuracy in the personal story, and a sense of hope. He adds that historical accuracy does not mean trying to encompass everything that happened in a particular time period. Rather, it requires a story that highlights key elements of the period involved while containing nothing that could ever have happened in the time (Joe: 2008).

⁴ Ibid page-2

⁵ Peter Haining used the term for Science Fiction but it fits History-cum-Fiction films also.

Historical accuracy is not the only requirement for a fantastic historical work. The key to illustrating history through a personal story is to have it contain a strong sense of hope, even in the most devastating circumstances. The reason for this is that, for a story to be the most powerful it can be, it must be understood with the mind as well as the heart. It must have an intellectual question as well as an emotional feeling.

Pianist is a personal story which fulfills this condition very beautifully just as it could have happened in the time of war. For example, war-time cruelties, a Jewish family life, forced labor enforced by the Nazi army, Nazi-Jew relations, war-prisoners' lives, hunger, and in all these dilapidated circumstances, a human heart engaged in love for music, all are the possibilities of the time. Pianist fully satisfies this criterion; not only was it on a big budget but it also had an experienced brilliant director Polanski who truly involved his masterful talents in depicting all this, for creating a sense of hope in the personal story of Szpilman. This is a personal story about a tragic situation from history which gives the viewer a hope; and it makes the story more about a bigger picture than the immediate tragedy of Szpilman only. The story is true and it has been embellished for the screen by the director. This movie is the perfect example of a historically significant personal story that has the key element of hope to make it a truly fantastic film. Our most critically acclaimed film about World War II i.e. Pianist undoubtedly has these two elements interwoven throughout.

While a personal story with historical accuracy and hope is not the decisive formula for a wonderful film about history, it is a characteristic that the most powerful and compelling films concerning war and terror have in common. And history can be the most captivating story of all, because it is about us. Based upon the memoirs of Wladyslaw Szpilman, this is a harrowing story of one man's time of suffering in the Warsaw Ghetto during the Nazi occupation.

Pianist is a powerful and true story of suffering, strength and survival in this regard.

Chess desperately wants to be important in Indian culture. Even though that success was not attained, it is still a very powerful historical epic. Again, the story is true, but embellished for the screen; this is not a problem, because in its embellishment it has not really distorted the hard realities of Indian society of the time. And Chess, even more than Pianist, has a very clear level of academic entertainment. The fought battle in Chess is fought on a purely ideological level. We are given a white man's court to decide the fate of the Indians - it's a clear picture of the interaction between Indians and Britishers. Should this be the proper way to rule the people who do not understand or respect the system? How strange is it that a contract between rulers and traders could be honored in this manner without having the king protest the very essence of the white man's burden to rule? And was East India Company truly an enlightened body and a well wisher of the

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people of India, or merely a deluded idea on the part of the king?

For it to be one of the most potent of films, Pianist is based on a truly emotional story. The scenes at the time of the putting down of the Ghetto uprising during the German occupation are some of the most brutal ever made about war-cruelties, and hurt audiences emotionally. So while Polanski's main focus in the film is World War II, it also gives a harrowing vision of Szpilman's survival and his personal struggle in oppression. It stimulates the brain and the heart, and presents an effective historical picture. This movie is the perfect example of a historically significant personal story that has the key element of hope to make it a truly fantastic film.

Historical Accuracy in *Chess*

World War II is a great historical moment which is of course common history for all nations of the world. Similar historical accuracy and sense of hope are also found in Chess. The year 1856 – Lucknow – seated on the throne of Avadh is Nawab Wajid Ali Shah, an indifferent ruler but a fine poet and musician. Mirza Sajjad Ali and Mir Roshan Ali are occupied in playing “Chess”. Mirza's neglected wife Khurshid makes an effort to wean her husband from his obsession but in vain. Mir's wife Nafisa, on the other hand encourages her husband to play so that she can carry on her affair with her cousin. East India Company plays a bigger game of ‘chess’ which is to dispose the Nawab on the pretext of his misrule and bring Avadh under British rule. Mir and Mirza flee from Lucknow on the news of the approaching company's troop. They fear that they have to fight for the Nawab, and therefore, run to a secluded village and play chess there. Wajid having no other way out, surrenders and wins a moral victory. The story of Mirza and Mir could be historically plausible. Mir and Mirza end up fighting bitterly with each other over the game. The troops march into Lucknow; Avadh passes into the hands of the company. Dusk falls - the true friends are reconciled and resume their game of bloodless combat. Fearing blood shedding of his people in a hopelessly unequal battle, the king opts to hand over the kingdom to the British without a fight.

Movies as Records of the Past

The film genre has great potential as a record of past. In 1898, Polish cameraman Boleslas Matuszewski declared motion pictures “a new source for history” that provided “authenticity, exactitude, and precision.” Almost twenty years later, D. W. Griffith, perhaps the most famous American film director of the silent era, argued that motion pictures would revolutionize the way history was taught, even superseding written records. Both of them were very right about these points at that time.

Today by virtue of the capabilities of historical films, some sixty years in the case of World War II and one hundred fifty years in the case of the fall of Avadh to East India Company, we can actually see and experience what happened in the past. You are present

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there at the making of history. World War II is being fought and Wajid Ali Shah handing over his kingdom to General Outram. All the work of writing, revising, collating and reproducing have been carefully attended to by the teams of experts under their directors Polanski and Ray.

Image and Light

Camera and light also play an important role in both of these films in the treatment of the historical element, because the photographic image has a direct causal relation to the subject it represents. The light reflected from the objects or people photographed, causes the image to be captured on light sensitive film. A photographic image not only resembles its subject but also indicates its existence. Of course, all historical evidence should be subject to skepticism. Historical documents, eyewitness accounts, and archeological objects all claim a direct connection to the events or situations that are represented by Polanski and Ray in these films. *Pianist* has been portrayed by Adrien Brody while Wajid Ali Shah by Sanjay Kumar and both are clearly made up to resemble the original characters.

Portraying the Daily Life

Both Polanski and Ray, like other historical movie makers, have moved a bit further away from the histories of World War II and the fall of Avadh to the level that tries to provide an image of the way daily life unfolded for the masses of those lands, how they worked, what they did for fun, how families were formed or fell apart, or how the fabric of daily life was formed or transformed. Both these films show all these aspects of everyday life alongside their respective great events. They have used their films also to display the lives of “ordinary” people. These movies are perhaps more like the records of daily life of the time alongside the documents that record great events.

Pianist provides the best evidence of what it was like to walk down the streets of Warsaw for a Jew during the war, how was the life of a common man, what a German army-man would behave with a Jew in Warsaw at that time. Similarly *Chess* provides the same social and cultural history of that time: showing Lucknow, how the people in town did their work or spent the day when British troops entered the city.

All of these subjects are staged and dramatized, of course, and these films are changed in many ways. But as a record of time and motion, these films effectively preserve gestures, gaits, rhythms, attitudes, and human interactions in a variety of situations.

Providing Indelible Images

This is not to deny that these films, especially *Pianist*, provide indelible images of the great events. Our horrified consciousness of the Holocaust relies partly on the filmed images from the liberation of the camps, and our knowledge of the devastation of the

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Warsaw city from Pianist. Moreover, those disasters or traumas of World War II that went unrecorded by motion pictures are now very clear in our minds because of the vivid images of the film Pianist. Similarly when we focus on social and cultural history, especially the always available leisure in the lives of the rich class like Mirza and Mir,

Chess not only provides evidence and records but takes on a key role. And all of a sudden we come to know the reasons for the failure of a big Muslim empire of India. The past is a foreign place, and a film's portrayal of the past depends upon thousands of choices about the physical, behavioral, and cultural details of the period and places being presented. Being authentic or truthful about the past involves much more than getting the costumes and the architectural details right.

Relationship between Fiction and Historical Evidence

In addition to the historical story and documentary blend of films discussed above, we must now answer an important question. Can the fictional parts of such films be used as historical evidence? As evidence of what? Fictional stories within such films serve as historical evidence in the same way that other representational art forms do, by making events vivid, portraying social attitudes, and even revealing the unconscious assumptions of past societies. Like here in these films every detail of history has been represented as evidence.

Chess does, painfully, and even unintentionally, indicate the sorts of hysterical anxieties and aggressive fantasies of Wajid Ali Shah. Attitudes about war, hunger, helplessness, and ethnicity, as well as heroism, work, play, and “the good life” are all portrayed in these history-(plus fiction)-cum-documentary films. As a form of mass visual entertainment, these films reflect social attitudes in a specific and vivid manner. Like in the game of Chess, the story of the chess-players is shown in the form of a satire - the fictional story of Mir and Mirzah, which is the dominant form of popular fictional entertainment. These movies, therefore, aimed at the wider target audiences than that of most novels and plays. Does this mean that movies reflect social attitudes more accurately than any other medium, since they reach the greatest number of people? (Maybe and maybe not the best medium to understand true history and society and its attitudes of those times, which is done best by historical books have no fictional material in them). These are the characteristics of these films regarding the treatment of history.

The above is all apropos to Polanski's feat in Pianist wherein he creates an account of Polish Jewish experience in World War II that manages to be illuminating, historically faithful, and definitive. There is documentary footage of the Warsaw Ghetto and part of Polanski's achievement is to not attempt to recreate for us the astonishing and horrific images of death and decay that were caught by documentaries. Instead, we are offered an initially intimate portrait of Szpilman and through his eyes we begin to slowly understand the magnitude of the violence occurring around him. Pianist works by maintaining a coolly detached view of the events in the Ghetto. We are placed in the position of

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observers of horror, and because so much of the Nazi terror depended on maintaining a climate of fear, we come to understand completely what allowed the horrors of the holocaust to occur. The majority of Pianist is filmed within closed rooms, claustrophobic spaces in which Szpilman and his family need to hide. Even when outdoors in the Ghetto, we are aware of the walls and the regulations which dictate movement for the Warsaw Jews. The film begins just before the invasion of Poland by Germany and ends with the liberation of the country by the Soviet army. At first Szpilman's experiences are more humiliating than they are coercive or violent: the introduction of Nazi Race Laws, the requirement to show the Star of David on his clothing etc. Then the Ghetto walls are built and, then, the trains arrive to take the Jews to the death camps in the east. All this is done to treat history in the form of realistic entertainment.

Juxtaposing History with Fiction

One important reason for juxtaposing history with fiction in Pianist and Chess could be because films are complex industrial and social products and how they are made, distributed, exhibited, and received by audiences and critics must be investigated to fully evaluate their roles as historical evidence.

Another great benefit of the blend of history with fiction is that the attitudes portrayed in a specific film may represent a series of compromises carefully designed to be non-offensive. One strategy for creating and pleasing a mass audience includes designing such films in way that audiences could interpret them in different ways. This is very clear in the carefully regulated portrayal of sexual behavior in such movies. An adult audience member may decide that Nafisa and her cousin Aqil have illicit relations when Mir and Mirza leave for their chess game in a deserted place. But a child or a socially conservative viewer might assume nothing happened. Such ambiguous scenes provide rich material for studying social history, but they require complex interpretation and investigation.

An Important Question

We cannot neglect an important question when we study a film as historical evidence. This is to ask who made the film and for what purpose. The director is certainly responsible for the production involved. Polanski made Pianist and as he was himself one of the victims of the war, the possibility could be revisiting history in addition to the primary purpose of appealing and entertaining the audience. Similar possibilities could also be there in the case of Chess as it also addresses the national history of India.

Limitations

Moreover, the camera has been placed by a human agent and the true depiction of history in an art form is always questionable. Many limitations are involved in this level of depiction. The limitation of film as a language and then the limitation of film as a

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representational art form are the main short-comings. To tackle these problems, a director portrays and recreates the great characters of history through the actors. If we take the problem at the philosophical level, it is not possible to show everything as it is, and so it is represented through a story showing facts of the moment in it with the help of actors; we see Szpilman in Pianist and Wajid Ali Shah in Chess represented through actors. So the representation of them is according to the view point of the directors involved. And since the depiction of the real characters and real locations is not possible, the directors try to portray the image of characters and objects with the help of costumes, objects, props, colors etc. Szpilman and Wajid Ali Shah are shown with proper period costumes and within appropriate mise-en-scene.

Another technical limitation is that director has to put the camera at one place, so only one point of view is shown. It catches one degree at one time and the rest of the 359 degrees are missing. This is of course, a big limitation and since there is no complete solution to it, different angles and shots have been caught by the camera. Film directors are conscious of these limitations. What the directors of Pianist and Chess have done to handle this limitation is that they have dealt with their movies subjectively.

Philosophical Reality

One more noticeable point is the philosophical treatment of the depiction of reality through movies. So the three-dimensional reality comes down to two-dimensions when camera is put there and we are watching it on screen. In this process, the depiction of reality is achieved through the use of colors and lights. In the case of Pianist and Chess colors and lights have been used very carefully to the required degree in the films.

Conclusion

Of course, all historical evidences are subject to skepticism. No picture of past events could be indisputable. This might be because films could not be objective in the sense of providing evidence. After all a movie is the creation of its producer. Thus it is not possible for the director to remain totally objective in treating the historical evidence in a movie. Therefore, Polanski and Ray both have treated their respective films subjectively. Historical documents, eyewitness accounts, and archeological objects all claim a direct connection to events or situations that historians evaluate and interpret. These films, however, offer a unique ability to reflect and resemble historical figures and events.

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Appendix Synopsis of the Subject Movies

The Pianist (2002)

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| | | |
|----------------|--|--|
| Directed by | Roman Polanski | |
| Produced by | Roman Polanski Robert Benmussa Alain Sarde | |
| Written by | Ronald Harwood (Screenplay) Władysław Szpilman (Book) | |
| Starring | Adrien Brody Thomas Kretschmann | |
| Music by | Wojciech Kilar Frederic Chopin | |
| Cinematography | Pawel Edelman | |
| Editing by | Hervé de Luze | |

Wladyslaw Szpilman, a famous Polish Jewish pianist working for Warsaw radio, sees his whole world collapse with the outbreak of World War II and the invasion of Poland in September 1939. After the radio station is rocked by explosions, Szpilman goes home and learns that Great Britain and France have declared war on Germany. He and his family rejoice, believing the war will end quickly. When Nazis occupy Warsaw after the regular army passes on, living conditions for the Jewish population gradually deteriorate as their rights are slowly eroded: first they are allowed only a limited amount of money per family, then they must wear armbands imprinted with the Star of David to identify themselves, and eventually, late in 1940, they are all forced into the squalid Warsaw Ghetto. There, they face hunger, persecution and humiliation from the Nazis-occupants and the ever present fear of death or torture. The Nazis became increasingly sadistic and the family experiences many horrors inflicted on their neighbours. While living in hiding, he witnesses many horrors committed by the Nazis, such as widespread killing, beating, and burning. Szpilman also witnesses the Warsaw Ghetto Uprising and its aftermath as the Nazi party forcibly enters the ghetto and kills nearly all the remaining insurgents.

A year goes by and life in Warsaw further deteriorates. On more than one occasion, Szpilman nearly dies due to jaundice and malnutrition. While trying to open a can of cucumbers, he realizes to his horror that he is being watched from behind, it was a Captain of the regular German army, Wilm Hosenfeld. Hosenfeld asks the initially perplexed Szpilman to play something for him on the grand piano. Hosenfeld is touched by his performance, and lets him continue hiding in the attic of the building. He even brings the almost starved Szpilman food regularly, thus saving his life eventually. He gives Szpilman his coat and leaves.

When a nearby concentration camp is liberated, Captain Hosenfeld and other Germans are captured. Hosenfeld begs a passing Jewish prisoner, a musician, to contact Szpilman to free him. Szpilman, who has gone back to playing live on Warsaw radio, arrives at the

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site too late; all the prisoners have been removed along with any trace of the stockade. In the movie's final scene, Szpilman triumphantly performs on piano to a large audience in Warsaw. Title cards shown just before the end credits reveal that Szpilman continued to live in Warsaw and died in 2000, but that Hosenfeld died in 1952 in a Soviet prisoner-of-war camp.

The Chess Players (1977)

Directed by Styajit Ray

Produced by Devki Chitra Productions (Suresh Jindal)

Written by Satyajit Ray, Based on the short story: 'Shatranj Ke Khilari' by Munshi Premchand

Cast Sanjeev Kumar, Shabana Azmi, Saeed Jaffrey, Farida Jalal, Amjad Khan, Victor Bannerjee, Sir Richard Attenborough, Tom Alter, Veena, David Abraham, Farook Shaikh, Leela Mishra, Barry John, Samarth Narain, Budho Advani

Music by Satyajit Ray

Cinematography Soumendu Roy

Editing by Dulal Dutta

The year 1856 – Lucknow – seated on the throne of Avadh is Nawab Wajid Ali Shah, an indifferent ruler but a fine poet and musician. Mirza Sajjad Ali and Mir Roshan Ali treated playing “Chess” as their predominant occupation. Mirza’s neglected wife Khurshid makes many efforts to wean her husband from his obsession but in vain. Mir’s wife Nafisa, on the other hand encourages her husband to play so that she can carry on her affair with her cousin. East India Company plays a bigger game of ‘chess’ which is to dispose the Nawab on the pretext of his misrule and bring Avadh under British rule. Mir and Mirza flee from Lucknow on the news of the approaching company’s troop. They fear that they have to fight for the Nawab and therefore run to a secluded village, and play chess there. Wajid having no other way surrenders and wins a moral victory.

Mir and Mirza end up fighting bitterly with each other over the game. The troops march into Lucknow - Avadh passes into the hands of the company. Dusk falls- the true friends are reconciled and resume their game of bloodless combat. Fearing blood shedding of his people in a hopelessly unequal battle, the king opts to hand over the kingdom to the British without a fight.

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Filmography

- The Pianist, dir. Roman Polanski (France: 2002)
- The Chess Players, dir. Satyajit Ray (India: 1977)

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Status of Migrant Workers with Special Reference to Thanjavur District, Tamilnadu

G. Mahendran, M.A., M.Phil.

V. Ramajayam, Ph.D.

Abstract

Agriculture is the main source of occupation in India and a major portion of rural population depends on agriculture. It may be seen that cultivators, small and marginal farmers, agricultural labor, and landless labor all have limited purchasing power due to seasonal jobs they hold. Frequent occurrence of natural calamities and working in unorganized sector further reduce their purchasing power. The three types of migration, namely, seasonal, internal and international migration are noticed in Thanjavur district of Tamilnadu State, India. The helpless unemployed workers leave their village homes and join the already over-populated areas, viz., urban towns and cities.

Introduction

The process of migration has been discussed by many, who have emphasized social and cultural, distance and economic factors as causes of migration. Migration of labour started in India during the British colonial rule. It was aimed at meeting the requirements of Language in India www.languageinindia.com

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capitalist development both in India and abroad. The labour was moved from the hinterland to the sites of mining, plantation and manufacturing. Labor was recruited from the rural areas and regulated in a manner that women and children remained in the villages while males migrated to the modern sector (Gill, 1998).

Generally, there are two basic factors of migration: i) Distance and ii) Duration. From the distance point of view, migration can be classified under four categories:

- i) Rural to Rural
- ii) Rural to Urban
- iii) Urban to Rural
- iv) Urban to Urban.

In addition, migration can be divided into following categories:

- i) Intra-district,
- ii) Inter-district
- iii) Intra-state
- iv) Inter-state
- v) National and International.

From the duration point of view migration can be studied under three categories:

- i) Casual-temporary
- ii) Periodic- seasonal
- iii) Permanent.

Concepts

Migrant Agricultural Worker

A migrant agricultural worker is “an individual who is employed in agricultural employment of a seasonal or other temporary nature, and who is required to be absent

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overnight from his permanent place of residence.” The United States enacted the Migrant and Seasonal Agricultural Workers Protection Act in 1983.

Migrant Workers

The term migrant worker refers to a person who is engaged or has been engaged in activities which pay remuneration.

Seasonal Migration

The process of moving for a period of time in response to labor or climate conditions (e.g., farm workers following crop harvests or working in cities off-season; "snowbirds" moving to the southern and southwestern United States during winter).

Human Migration

Migration (human) is the movement of people from one place in the world to another for the purpose of taking up permanent or semi-permanent residence, usually across a political boundary. An example of "semi-permanent residence" would be the seasonal movements of migrant farm laborers. People can either choose to move ("voluntary migration") or be forced to move ("involuntary migration").

Research Questions

1. Who are the migrant workers?
2. Why do they migrate from their native places?
3. Where do they migrate?
4. What is the status of migrant labor in the study area?

Statement of the Problem

Agriculture is the main source of occupation in India. And a major portion of rural population depends on agriculture. It may be seen that cultivators, small, marginal farmers, agricultural labor, landless labor, etc., have greatly limited purchasing power due to seasonal jobs they hold and also because they work in unorganized sector. In addition, frequent occurrence of natural calamities also limits their purchasing power. There are different sets of factors responsible for migrant laborers. Broadly, it can be economic factors, like job or

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better jobs and lending money and so on. Social factors, like poverty, indebtedness, monsoon failure and business failure. Personal factors, like pursuing of higher studies or for getting access to better educational, medical and health facilities and sometimes natural calamities in their destination. Other factors include problems such as density of population, exploitation, loneliness, hopelessness and feeling of insecurity. These helpless unemployed persons leave their village homes and join the already over populated areas, viz., urban towns and cities.

Objective

1. To study the status of seasonal, internal and international migrant workers.

Hypothesis

The null hypothesis H_0 is given as below.

HO: There is no significant difference between the average income of the three types migration.

Methodology

The Researchers came to know about the large scale migration from Thanjavur district in four administrative blocks to other parts of the state and the country, etc. The four administrative blocks included in the study are Orthanadu, Thanjavur, Ammapettai and Kumbakonam. In each block 80 samples were considered; thus a total 320 samples were collected in the study area. The after migration by earnings of focus group discussion the respondent was confirmed the majority of agricultural labor select four blocks purposively for this study. The every block four villages select the majority of agricultural labor collected censuses report 2001. The Researchers adopted the systematic random sampling technique to select the respondents for collecting the primary data. By adopting random start technique, the Researchers have selected the head of the households as respondents for the purpose of field investigations. Researchers have used the structured interview schedule as tool of data collection which was supplemented by observation technique for primary data collection.

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These are the two types of data collected for their research which are primary data, and secondary data. Researchers had collected primary data by means of interview schedule. Researchers collected the secondary data through various sources like books, journals, magazines, articles, reports, encyclopedia, websites, etc.

The scope of present study is confined to migrant laborers who leave from their village origin place to various destination places for employment opportunities. This study concentrated on actual group situation, and living and working conditions faced by migrant labourers. Findings and suggestions may be used for the development and welfare of migrant laborers.

The findings of this study can be generalized only to those areas with similar socio-economic and cultural background. This present study helps to understand and deal with the development of migrants workers from the human development perspective.

Data Analysis and Interpretation

Four villages, namely, Pudur, Cholapuram, Kulamauglam and Alivovval were covered from the Orthanadu block. In Thanjavur block, four villages, namely, Marungulam, Soorakkottai, Thirukanurpattai and Andkullangarai were covered. In the Ammapettai block, four villages, namely, Arundapuram, Saliyamangalam, Agaramangudi and Raramuthirakkottai were included. In Kumbakonam block, four villages, namely, Thiruvallanjuuli, Thuippurambiyam, Patteeswaram and Neerathanallur were included. In each block 80 samples were collected, with 20 from each village. Three types of migration, namely, seasonal migration, internal migration and international migration were considered in this study for Thanjavur district.

It is proposed to examine whether there is a significant difference between the average income of the migrants under the three types of migration, namely, seasonal, internal and international. For this purpose, the null hypothesis formulated is H_0 .

For this purpose the analysis of variance one way classification (ANOVA) was carried out and the results obtained are given in the following Table-1 for the blocks under study.

Table-1

| Types of migration | Block | | | | | | | |
|--------------------|-----------|---------|-----------|---------|------------|---------|------------|---------|
| | Orthanadu | | Thanjavur | | Ammapattai | | Kumbakonam | |
| | Mean | S.D | Mean | S.D | Mean | S.D | Mean | S.D |
| Seasonal | 52025.0 | 8950.4 | 21183.3 | 8258.4 | 31700.0 | 12442.4 | 21892.9 | 8138.9 |
| Internal | 32487.5 | 15116.9 | 29022.2 | 16333.2 | 30462.5 | 22123.4 | 26122.2 | 17574.1 |
| International | 48705.8 | 21340.5 | 56693.8 | 10580.3 | 47788.2 | 16874.3 | 396110.5 | 16068.3 |
| total | 44689.6 | 19646.2 | 41787.1 | 19768.0 | 39937.5 | 18966.7 | 30814.3 | 16201.4 |

In the case of Orthanadu block a similar analysis of the data has been carried out and the computed results are given in the following table-2.

Table-2

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|-----------------|----|---------------|-------|------|
| Between Groups | 1680581234.787 | 2 | 840290617.394 | 2.394 | .111 |
| Within Groups | 9126665661.765 | 26 | 351025602.376 | | |
| Total | 10807246896.552 | 28 | | | |

From this table it is observed that the F statistics value computed is $F=2.394$ and the corresponding P value, namely, the level of significance is $P=0.111$ which is greater than 0.05. Since the P value greater than 0.05, the null hypothesis H_0 is accepted. Hence, there is no significant difference between the mean level of income for the respondents under the three types of seasonal, internal and international migration.

In the case of Thanjavur block, a similar analysis of the data was carried out and the computed results are given in the following table-3.

Table-3

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|-----------------|----|----------------|--------|------|
| Between Groups | 7568901574.821 | 2 | 3784450787.410 | 25.507 | .000 |
| Within Groups | 4154353263.889 | 28 | 148369759.425 | | |
| Total | 11723254838.710 | 30 | | | |

From this table it is observed that the computed value of F statistic is $F=25.507$ into corresponding $P=0$. Since the P value is less than 0.05, the null hypothesis is rejected. Hence there exists significant difference between the average incomes under the three types of migration. The least average income is earned by those who are under the seasonal migration group. The highest average income is observed for those who are under international migration.

In the case of Ammapettai block, the following results have been obtained on the basis of the analysis of the data pertaining to this block for table-4

Table-4

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|---------------------|----|--------------------|-------|------|
| Between Groups | 2240978 602.941 | 2 | 112048930 1.471 | 3.647 | .039 |
| Within Groups | 8910836 397.059 | 29 | 307270220. 588 | | |
| Total | 1115181 5000.000 | 31 | | | |

In the case of this block also, F statistics was obtained on the basis analysis variance carried out in $F=3.647$ into a corresponding $P=0.039$. Since the P value is less than 0.05 it implies that the F statistics is insignificant. Hence the null hypothesis H_0 implying equality of means of the three types of migration is rejected. The average income difference significantly different between the three type of migration. It may further be observed that it is the highest in the case of international migration. The least average income is in the in the case of internal migration.

The results of the analysis for the data collected from Kumbakonam block are given under the table-5.

Table-5

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|---------------------|----|--------------------|-------|------|
| Between Groups | 2782528 692.565 | 2 | 139126434 6.282 | 6.800 | .003 |
| Within Groups | 7979322 736.007 | 39 | 204598018. 872 | | |
| Total | 1076185 1428.571 | 41 | | | |

In this case of also there is a significant difference between the mean income of the

three types of migration since the F statistics which is equal to $F=6.800$ has a corresponding P value 0.003. Hence the means differ significantly. In this block also it is observed that the international migration gives the greatest average income and the least is in the case of seasonal migration.

The following overall conclusion can be drawn on the basis of the results pertaining to the four blocks taken up for analysis.

Conclusion

Majority of the people earning higher income came from the group that went for international migration in the Thanjavur district. International migration appears as the main pull factor for regular employment and higher wages.

Form the analysis of data collected in this study the following conclusions are drawn.

1. In the case of Orthanadu block, the type of migration has no impact on the level of increase in the income of the migrants.
2. There is a significant impact on the level of income under the three types of migration with regard to the other three blocks, namely, Thanjavur, Ammapattai and Kumbakonam taken up for the study.
3. In all the blocks the highest average income is achieved only by the international migration.

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January 8, 2011, Vol. XI. No.2. p.67.

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LANGUAGE IN INDIA

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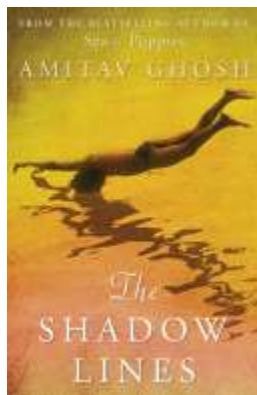
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Imagery in Amitav Ghosh's *The Shadow Lines*

Mrs. R. Malathi, M.A., M.Phil., Ph.D. Candidate



Abstract

Amitav Ghosh occupies a rather curious place in the landscape of contemporary English language authors from the Indian subcontinent. A noted novelist, an essayist and a nonfiction writer, Amitav Ghosh's standing in the realms of literature is truly unparalleled. His stories move

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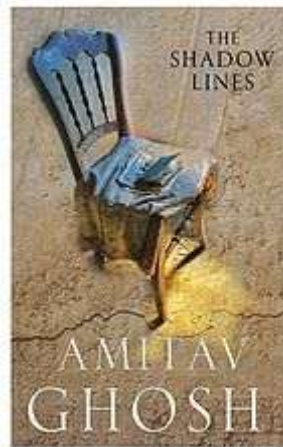
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restlessly across countries, continents and even oceans. His narratives always reflect the wisdom of an Oxford scholar. His views and opinions are meticulously researched and learned. In every book, an epic scale of scholarship is directly discernible. His second novel 'The Shadow Lines' resists classification. Everyone in this novel, in fact, hovers over the shadow lines between imagination and reality. Imagery helps to create a specific atmosphere/mood/tone, in accordance to the authors' choice. Imagery is a huge source from which readers can infer the authors' intentions and opinions. Oftentimes, imagery characterizes the work itself. Those characters are realistic portrayals from life itself. In this paper we will examine how the live imageries give expression to the theme of illusion and reality through different characters.

The Shadow Lines



Amitav Ghosh's novel, *The Shadow Lines*, focuses on the trauma of individual lives caught in a changing world where new nations are formed and old identities have to be arbitrarily replaced by new notions of national identity, causing cultural and physical displacements from old contexts into new ones. In the contemporary era, the problem gets aggravated as further displacements take place with travel and immigration, bringing about their own kinds of alienation and heartbreak.

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Riot and Killing in Dhaka

The protagonist of the novel, Tridib and his English girl friend visited Dhaka. Tridib is killed by a mob during a Muslim riot there. It is this traumatic experience which severely affects the lives of almost all the major characters in the novel. Ghosh employs certain key images to highlight his major concerns in the context of this core experience of the novel. Maps, mirrors, spectacles, stairs and photographs, etc. recur in the novel emphasizing notions of nation, identity, and illusion, and for highlighting such ideas as the search for reality and the role of memory in confronting the present.

Maps, Mirrors and Boundaries

In her essay, “Maps and Mirrors,” Meenakshi Mukherjee states: ‘If maps are an attempt to chart the earth’s surface precisely, mirrors deal with illusory space.’ She further states that there is a resultant ‘shifting reaches of meaning’ in the idea of ‘the simultaneity of precision and illusion.’¹ Another way of interpreting the drawing of maps is to see them as an artificial and arbitrary postcolonial exercise to impose divisions between people – through travel and memory of previous times; and looking into mirrors can be understood as an attempt by individuals to confront their real identities.

Maps and boundaries are mentioned in the novel frequently. The Bartholomew Atlas belonging to the child Tridib in London finds its way to Delhi, itself crossing the boundaries it describes. Further, this is how the narrator challenges the notion of nationalism set up by maps:

[...] There had really been a time, not so long ago, when people, sensible people, of good intention, had thought that all maps were the same, that there was a special enchantment in lives [...] they were not to be blamed for believing that there was something admirable in moving violence to the borders [...] they had drawn their borders, believing in that pattern, in the enchantment of lives [...] when they discovered that they had created not a separate, but a yet-undiscovered irony – the irony that killed Tridib: the simple fact that there had never been a moment in the four-thousand-year old history of that map, when

the places we know as Dhaka and Calcutta were more closely bound to each other than after they had drawn their lines (233).

Religious Protest

In 1964 the stealing of the relic of Prophet Mohammad's hair in Srinagar led to riots in the distant Khulna in East Pakistan. In order to investigate this phenomenon, the narrator draws a circle on a map of Asia, with Khulna at the centre and Srinagar on the circumference. He finds it to be 'an amazing circle' (231), touching among other places, areas in Sri Lanka, Thailand and China. The narrator discovers, for instance, that Chiang Mai in Thailand is much closer to Calcutta than Delhi is: that Chengdu in China is closer to Calcutta than Srinagar is. And yet, nothing happened in the foreign areas adjacent to Indian cities, because of the negative developments in the latter. But, maps are not made keeping sentiments and geographical proximities in mind!

Mirror Theme

Tridib highlights the significance of the mirror theme in the novel. Thus, he tells the narrator that if one strives and is also lucky, one can travel 'to a place where there was no border between oneself and one's image in the mirror' (29). Thinking of herself as a baby in a gas mask during the War, May tries to see her old contrasting self: 'May was looking into the mirror, laughing silently' (166). Later, May tries to hide her true response to Tridib's death from the narrator: 'She turned away so that I couldn't see her eyes, even in the mirror' (204). Going back in time to newspaper descriptions of the events of 1964, the narrator tells us: 'I began my strangest journey; a voyage into a land outside space, an expanse without distance, a land of *looking-glass* events' (224).

Photographs and Memory

Photographs, in which the past survives as a visual, living presence, keeping alive memory, recur in the novel. Tridib's world, certainly, comes alive for the narrator through the former's collection of photographs. A key example is an old photograph wherein Tresawsen,

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Dan, Mike and Francesca walk down happily, and a week later, they are killed in a bomb attack or die subsequently. Though photographs can and do record some rare moments for posterity, they may not convey the emotions and inner lives of people:

Nobody knows, nobody can ever know, not even in memory, because there are moments in time that are not knowable: nobody can ever know what it was like to be young and intelligent in the summer of 1939 in London or Berlin (68).

Staircases Leading on to Memory

Staircases in the novel, like maps, mirrors and photographs, also signify division or contradiction. In this case, not only literally between the architectural levels; they can also be viewed metaphorically – that is, as the indicators of different levels of reality. Take for instance, when Ila draws a map of a house and its stairs, which is a flat representation, the literal mind of the narrator cannot accept it: ‘there can’t be a staircase because it’s flat, and staircases go up, they aren’t flat’ (70). When the narrator visits the Prices, May opens a door ‘tucked behind the staircase’ (116) and a hidden world of books is discovered; in the room behind, the narrator’s sexuality is awakened at the sight of a half-naked Ila. In the latter case, the staircase divides the public and the private spatially. In Dhaka, in the old house, ‘the stairs are slippery with dirt’ (172), reminding us that time has brought decay for many. Children run up and down these stairs but the upstairs is, primarily, for the very old.

In a letter, Tridib describes a scene in a bombed cinema hall, wherein a boy climbs the stairs to an undamaged gallery-signifying the still undamaged aspects of lives, and the world after the war. Here, a man and a woman enter and make love on the aisle, not knowing that a boy is observing them. The staircase divides the world of the gallery i.e. the observer from the world of the performers signifying active and passive principles in the unfolding of human lives.

Spectacles and Cigarettes

The images of spectacles and cigarettes in the novel are linked with some thoughtful pursuit. Probably, Ghosh is influenced by Conrad here. In Conrad's novel, *Lord Jim*, Marlow is visualized sitting in the dark, telling his story to a group of listeners and occasionally lighting a cigarette to dispel the darkness. In Ghosh's novel, however, the lighting of a cigarette and the emitting cigarette smoke are linked to moments of deep concentration. For instance, the narrator fondly recalls Tridib lighting a cigarette and then getting deeply absorbed in his reading: 'I had found him, as always, lying on a mat in his room at the top of the house, reading, with cigarette smouldering in the ashtray beside him' (10). Again, the narrator asks Ila if she remembers Tridib sitting in his room, 'Cigarette smoke spiraling out of his fingers' and Tridib telling them about 'the behavioral differences between the Elapidae and Viperidae families of snakes, or the design of the temples at Konarak, or the origins of the catamaran' (19). However, in the scene pertaining to the stolen view of the sexual act in the cinema hall, a woman just attracts the attention of a man by lighting a cigarette. Tridib's gleaming spectacles are frequently mentioned in the novel and are a part of his introspective, probing personality, as are cigarettes and cigarette smoke.

Digestion was a Mess

An unusual feature of Tridib's personality is his Gastric: 'the truth was that his digestion was a mess [...] every once in awhile a rumble in his bowels would catch him unawares on the streets and he would have to run to the nearest clean lavatory. This condition was known to us as Tridib's Gastric'. Gastric can be obliquely related to Tridib's startling, innovative ideas.

Ila's Doll

Similarly, there is an image, which is related to Ila, exclusively; Magda is Ila's doll and her 'make-believe' baby. She is Ila's other and her alter-ego. She has blonde hair and blue eyes, suggesting Ila's desire to be an English girl. Surprisingly, though Magda is English in appearance, she is treated as a subaltern Asian and she is beaten by Denise, her classmate. Eventually, she is rescued by Nick Price. But, after recounting the incident to the narrator, Ila

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bursts into tears. Subsequently, the narrator learns from May Price the cause of Ila's anguish: 'that wasn't quite what happened [...] Nick didn't stop to help Ila. He ran all the way back [...] Nick didn't want to be seen with Ila. Ila didn't have any friends in school you see'. (76)

Magda acts as a metaphor for Ila's various experiences. Through the aforesaid story, Ila tries to project her own crisis of identity as a despised Asian, on to Madga. It will be correct to say that Ila rewrites her own story when she makes Madga undergo experiences similar to hers, but with a different ending.

That she is being neglected by others and feels alienated becomes further evident when she draws an imaginary room in an imaginary house for her doll in the sand. The imaginary lines, of course, remind us of the imaginary lines of maps, but, essentially, they are drawn by Ila to create a world for herself – a world where she is secure. However, it is a make-believe world – and with a doll as a relative, it simply highlights her isolation, her alienation from others in the actual world.

Mistaken Identity: Giant Lizard Taken for a Crocodile

Another episode worth mentioning in the context of imagery is the one narrated by Ila, which describes their home in Colombo. A *thala-goya*, a type of large lizard, is mistaken by servants for a crocodile. Ila's mother, a westernised lady, nicknamed Queen Victoria, is not frightened by it and adopts it and keeps it in her back garden. The lizard evokes different reactions from the characters, revealing their cultural biases: the servant, Ram Dayal, says, 'why did I come to Lanka [...] I knew Ravana would come to get me' (24). 'Queen Victoria,' on the other hand, says: ' & the heck of a huge great lizard [...] wandering about in my garden like a governor at a gymkhana' (25). However, she summons up her courage to prove her class: 'being as she was, the daughter of a man who had left his village in Barisal in rags and gone on to earn a knighthood in the Old Indian Civil Service, she retained her composure' (25). Later the lizard is kept in the garden – and is treated as a pet, indicating the cross-cultural leaning of the family.

The Serpent

This pet saves Ila's life. In this particular episode, a snake slithers near Ila, ready to strike her. The lizard notices the snake and reacts with a sudden movement. The snake is momentarily distracted. Ila manages to upset her chair and move out of danger; the snake strikes the fallen chair. The lizard then chases the snake away. The snake here represents a destructive principle, the lizard – a salvation principle. To elaborate, if we take the lizard as a cross-cultural symbol, it is implied that Ila's travels and cross-cultural encounters have a liberating, salvation aspect; the snake on the other hand, can be here taken to represent a cloying, destructive and narrow spirit of tradition.

There are three images that occur successively in the novel and have individual as well as composite implications. These are the cotton man, the Victoria memorial and the wounded dog encountered by May, Tridib and the narrator.

Injured Dog

During her sojourn in Calcutta, May happens to go round the city in the company of the narrator and encounters a 'cotton man,' twanging on his harp. May takes him to be a musician. He represents to her an old, indigenous aspect of Indian culture, untouched by western colonization. Subsequently, May visits the Victoria memorial. She reacts sharply to the statue of Queen Victoria and turns her eyes away from the statue and the building. She says: 'Let's go, please, I can't bear it [...] it shouldn't be here [...]. It's an act of violence. It's obscene' (176). Here, May reacts against the colonial experience of India – the statue of Queen Victoria presents a different, rather an ugly facet of Indian history, as against the one represented by the cotton man; the statue, obviously, is to be taken as a symbol of oppression and subjugation.

Later May agrees to see it the way Tridib sees it: 'This will do for our ruin' (170). By linking herself and Tridib to the Memorial, which she has initially described as a symbol of violence, May is ironically suggesting the violent end of Tridib, when indeed their relationship will exist only in memory – as a 'ruin'.

Soon after this, May forces him to stop the car so that she could put an end to the agony of a seriously injured dog by slitting its jugular vein with a penknife. May and Tridib participate in a violent, though well-meaning act, which foreshadows the death of Tridib in an act of bloody violence. Towards the end of the novel, the rickshaw carrying the old man is visualized as becoming a vast monster: It symbolizes the mob violence growing out of proportion, and overtaking the rickshaw puller and its rider, and any alien person who comes in its vicinity.

Visual Imagery for Dramatic Effects and Character Illumination

The Shadow Lines is a novel where the visual imagery is used not for producing any dramatic effects, but as metaphoric symbols for projecting the essential concern of the novelist: which is, to give expression to the theme of illusion and reality. The images function almost like the characters in the novel – bearing their own contradictions and complexities; they carry out the novelist’s purpose effectively.

Conclusion

Amid my inquisitive search about Amitav Ghosh’s writings, *The Shadow Lines* caught my attention emphasizing that boundary lines of nations are only shadow lines. Imagery makes scenes come alive; but fiction is created by interweaving narration and scenes that evoke specific imagery. The narration ties together the scenes with information that interprets the events; or, it can function as transitions between scenes. Therefore, the efforts here are made to outline the imagery he used in this novel. However, its few hallmark are cited deviating detailed and elaborative matters.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

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An Eco-critical Reading of Selected Indian Female Poets

Shubhanku Kochar, M.Phil., Ph.D. Research Scholar



Photo by M. S. Thirumalai

Human Dominance

Since time immemorial, human beings have expressed themselves through various media including painting, music and writing. These human expressions have been subjected

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to a close critical scrutiny by the scholars, and the scrutiny is generally called *eco-criticism*. Literature, as generally believed, is an expression of the human experiences through language, but this is a limited view. Literature as a human artefact, with the help of language, not only expresses the human experiences but the non-human experiences as well. The tragedy of the situation is that these non-human experiences are either forcefully stifled or ignored by the writers and the readers alike. The sole reason behind this is the dominance of the human subject over the nonhuman.

Ecological Approach Missing

In these times too, the works of art are read from various perspectives which take man as the centre of the universe. The approaches or the discourses such as patriarchal, feminist, postcolonial, Marxist, psychoanalytical and new historicist are the standard touchstones to analyse or evaluate a work of art in the classrooms and elsewhere. Since literature is expressed through language, numerous linguistic and stylistic theories, new criticism, formalism, semantics and structuralism all have been evolved to appreciate the works of art. What is missing so far is the ecological approach as applied to the study of literature.

Eco-Criticism – An Outline of Its Focus

Literature includes human beings and the means that connect them. But, why should one curtail oneself within this limited view. The characters in literature live on the earth, breathe in air and receive benefits from nature. Alongside of human beings, there are mountains, rivers, clouds, sun, stars and animals who contribute to the growth of human beings directly or indirectly. If the non-human world around us is so potent a force, then why do we neglect it in the course of literary evaluation! Eco-criticism is an effort to read literature with these non-human agencies in mind. Contemporary scenario is a time of trial and turbulence in all spheres of life. Environmental crisis has become the major threat to man with capital “M”.

Man’s rapaciousness has disturbed the harmony in ecology. And it is high time one perseveres to save the environment that has been so mercilessly polluted and destroyed by the human being.

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Revival of the Magnificence of Nature

Eco-criticism basically intends to revive the magnificence of nature. An eco-critic reads literature and environment side by side with his one eye set upon the work of art and the other scanning the ecological processes around him with his one hand holding the book and the other holding a branch of a tree. In short, eco-criticism is an effort on the part of literary critics to add their contribution to the collective efforts of the participants in other disciplines such as: theology, politics, anthropology and psychology, to preserve nature around them that had been kind and magnanimous throughout the ages.

An eco-critical approach tries to restore the consciousness back to the people that made it possible for human beings to live their lives in cordial terms with their environment.

Interpreting What Eco-criticism is

Different scholars understand the term in different ways. According to Scott Slovic:

Eco-criticism is the study of explicitly environmental texts (including literature, film, music, visual art, and popular media) from any critical perspective or the application of various environmental lenses (ranging from scientific ecology to the language and terminology of environmental justice scholarship) to any kind of “text,” even material that presents no obvious statement about the more-than-human world or the relationship between the human and the nonhuman. (23)

However, Randy Malamud explains it as:

Ecocriticism spotlights a set of ethics, a set of criteria, which interrogate: how does a given text, or a given ideology, or a given movement, advance or hinder the cause of ecological sanity and equity? How does a close reading of a text or ideology expose the realities of our behavior? our prejudices? our transgressions? Like any critical lens, ecocriticism asks its practitioners to

foreground a given set of concerns and to appraise the text at hand in light of those concerns. (63)

Cheryll Glotfelty describes it as follows: “Ecocriticism takes as its subject the interconnections between nature and culture, specifically the cultural artefacts of language and literature. As a critical stance, it has one foot in literature and the other on land; as a theoretical discourse, it negotiates between the human and the nonhuman” (xix).

Destruction of Nature

In the East and the West, man for his selfish pleasures and gains has been destroying nature. The Indian society has also has its share in the destruction of nature; they had to cut down forests to build houses and all kinds of buildings and factories for the sake of human beings. Even before the advent of science and technology, the world had begun to misuse nature, and they forgot to remember they were the stewards of Nature and all its bounty. Indians like all others, exploit nature for their own pleasures and material life.

Contrast between the Western and Eastern Attitudes

The entire process of destruction is skilfully recorded by Anjum Katyal in her small poem, “Slow Dissolve”. She brings out a contrast between the Western attitude of destruction towards nature and the natives’. The destruction is everywhere. The discrepancy lies in the fact that there the machinery is used, whereas here, hands are used. She writes:

In another country, I,
like others, stop to gape
as the slaving maw
of a metalfanged monster
lunges and devours
a home, which crumbles
to its ravening greed.

Here, thin men in bare skin
knock, unconvinced, an old
house down. It surrenders

slowly

to their touch. (Ramakrishanan and Makhija 156)

The words used in this poem are very significant. The words such as: devours, ravening greed, metalfanged monster, crumble, reveal the intensity of the human being towards destroying nature. (they were demolishing a house not nature!!) As Slovic maintains: “The language we use determines how we think about the world, and how we think – our beliefs and values- determines how we act” (23).

Cruelties of the Human Beings

Similarly, the cruelties of the human beings are also revealed by Jane Bhandari in her poem “The New Hotel”. She reveals that how man for the fulfilment of his financial projects destroys the greenery surrounding him. She presents a picture of a hotel in which nature is cut short in silver jars. The natural agency here is merely reduced to the object of embellishment; and as the greed of human being is unending, no wonder one day these jars, as she herself says, will reveal the “galaxy” itself. She writes:

An alien craft, the new hotel
Rises, silver and glass among the trees,
Reflected greens melting image into object,
Vanishing into the bemusement
Of reflected trees among the trees. (Ramakrishanan and Makhija 48)

In the second part of the poem she becomes more straightforward in her attack on the modern civilization when she writes:

Leaves hang within the depths of glass,
Untouchable, contained,
Arranged within silver bowls.
These glittering rounds
Are space-ships ready to soar,
Leaving smoke and fire,
Astonished by-standers,
And the earthbound trees. (Ramakrishanan and Makhija 48)

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Within the few lines, she also makes an indirect hint towards the damage caused by the space ships. No doubt, this is an achievement of science and man must be proud of it which no doubt, he really is. But, in his sheer exuberance to rise above, he is neglecting the phenomena encircling him. The space ships exude 'smoke and fire' which not only pollute the air but are also poisonous for the birds and other nonhuman elements in many ways. The last line of the poem is sarcastic assault on man's undying exploring attitude which is good, but only if it does not destroy any other being. The way man is progressing and simultaneously neglecting the nonhuman life forms, one day these shining glasses will reveal something more than the trees. As she writes: "One day the glass will reflect / The branching arms of galaxies" (Ramakrishanan and Makhija 48).

Nature Weeps

When man behaves so unkindly towards nature, nature weeps; ironically, man refuses to listen to her weeping. There are sensitive people who are able to listen to this voice, and with the help of their art they bring it to the forefront, so the masses could see it.. Nature is feeling overburdened by the heavy weight of man's greed. She has no one to go to and complain. Marilyn Naronha in her poem, "Burning Question" give words to her wailings. She personifies nature as a woman who speaks in a poignant voice:

I'm a woman of straw,
easily set on fire.
My man is made of clay,
moulded by holy hands.
He has substance. (Ramakrishanan and Makhija 184)

Man in Christian religion does not become God, even though he was made in the image of God; nor can he share in God's Transcendence of nature. So, he is still of the earth and will return to earth, while his spirit will go to God. He can use nature and enjoy it wisely.

God has given man enough space to materialize his dreams, but still he is bent upon craving for more and more and it is this hunger for more that hurts and disturbs nature. The

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remaining part of the poem is nothing but the agony of nature which the poetess sensibly records. She writes:

Straw is lighter, cheaper,
fodder for animals,
a little stiff and itchy
if it dares;
then quickly flattened ,
crushed beneath his weight.

Silently smouldering,
I'm searching the ashes
for the secret of that last straw
that broke the camel's back. (Ramakrishanan and Makhija 184)

Extinction and Destruction of Animals

Everything has its own importance in the larger scheme of things whether that be an ant or an elephant. No doubt, for commercial purposes the woods are extirpated and along with this runs the parallel destruction of the animals. For example, musk deers are killed for the product that they carry in their naval which can be used to create incense. The elephants are slaughtered for their tusk. The snakes, the tigers and the cows are stripped off their skin for the products like begs, shoes, belts etc. Now the destruction of the animals for these commercial reasons has certainly put a question mark on ecological balance. In the scheme of things, every animal contributes in the larger food chain and the extinction of one of the participants is surely bound to disturb the whole. Moreover if man continues to hunt animals for his own purposes, the day is not too far when these animals will disappear completely and that will certainly affect the ecological balance.

Revathy Gopal in her poem, "Picnic at the Zoo," draws the readers' attention towards this fact. She writes:

Most of the cages are empty, now;
once there were civet-cats, panther and jaguar,
even a family of white tigers from the Sunderbans

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that made a splash of light in the infernal dark;
a black bear and a binturong
I remember particularly,
because of its droll name.
They died or were moved
to kinder climes, perhaps.
But when the kangaroos (strange import!)
died, one by one,
the local paper said they
probably pined away. (Ramakrishanan and Makhija 121)

It is a harsh fact that man has to accept that he is not the master of the world. The entire world can go without him. Nature is not dependent on him. In fact, it is he who is dependent on nature. Nature was there before he came into being. And as Christopher Manes observes:

If fungus, one of the “lowliest” of forms on a humanistic scale of values, were to go extinct tomorrow, the effect on the rest of the biosphere would be catastrophic, since the health of forests depends on *Mycorrhizal* fungus, and the disappearance of forests would upset the hydrology, atmosphere, and temperature of the entire globe. In contrast, if *Homo sapiens* disappeared, the event would go virtually unnoticed by the vast majority of Earth’s life forms. (24)

Mending Our Ways

Man has to mend his ways. Otherwise nature will seek vengeance and its act of retribution will be hard to confront. It has been depicted by Revathy Gopal in the second half of the poem where Queen Victoria, the ruler of the half of the world, is shown fallen in the dust, all alone helpless, fatherless, husbandless, with a disobedient son (and a lost grandson). It is an interesting fact that Revathy Gopal has selected the image of Queen Victoria during whose reign imperialism was in its heyday; and during the last twenty odd years of her reign the British empire consolidated itself not only in Asia but in Africa too where the destruction

of nature along with the indigenous people for gratifying the urge to earn more and more was at its peak.

The poetess draws an ironic picture of Queen Victoria, as if she was the main force behind the saga of the destruction during those days not only of the human life, but the ecological life as well which she in a major part was. She writes:

Somewhere between the orangutan
and the peanut vendor,
she lies stricken in the dust,
Victoria, Queen Empress,
head averted in clotted rage
as pigeons strut
and cheeky boys clamber
on the capacious lap
from which once flowed,
the long tedium of empire,
the unending reproach
of widowhood, somewhere
a haemophilic grandson;
and the men who walked away,
father, husband,
a recalcitrant son. (Ramakrishanan and Makhija 121)

Exploitation and Destruction Even After Assuming the Idea of the Divinity of Nature

Shanta Acharya in her poem, "The Wishing Tree," seems to be presenting the traditional Hindu way of life in which the Hindus assume divinity in nature. She shows how the Hindus for the fulfilment of certain wishes revere nature and its various manifestations such as trees and rocks. She writes:

Children conspiring around the ancient
tree trunk encircle it with their wishes
clamouring to cover branches with tinsel-
calligraphically scripted dreams,

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poems of love, coins at the bottom of a well,
prayer flags at monasteries
along foothills of Himalayas. (Ramakrishanan and Makhija 4)

Acharaya graphically portrays the Hindus' devotion in the second half of the poem where she uses almost all the images from the world of nature that the Hindus bow their heads to. She records:

Having tied strings on trees, walls, stones,
wished on the new moon, fallen eyelashes,
tossed coins in rivers, fountains, wells,
sometimes over my head and shoulder
in more places that I care to remember.

Circled several times the sacred scarab,
climbed mountains, hugged pillars, statues;
kissed icons, shrouds, Shiva Linga,
images of gods, goddesses, saints;
made donations;
fasted on different days of the week, prayed
to the sun, moon and other divine powers,
lighted candles in churches, cathedrals,
folded my palms in prayer in temples,
knelt reverently in mosques and pagodas-
I have learnt that wishes are milestones
on our journey back home. (Ramakrishanan and Makhija 5)

We're Made Sceptics

Deepa Agarwal through her poem, "Thoughts on a Ritual," reveals the same attitude with a difference. As has been mentioned earlier, the arrival of science and technology has made man sceptic. In the poem, there is a woman who is binding a thread around a leaf, but instead of extreme devotion, her mind is fluttering like butterfly as she muses over the injustice and cruelties meted out against women. In place of faith and piety her mind is

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riddled with the issue of women in patriarchy. There the concern of women supersedes the reverence that once was reserved for nature. As she puts it:

Tracing yellow lines
on broad banyan leaves
winding the fragile thread
round and round...
My thoughts
vagrant butterflies
take flight.

Savitri
constant wife
faithful lover
woman of power,
you conquered death
yet...
your womb was too narrow.
It could only hold
a hundred sons
not a single daughter. (Ramakrishanan and Makhija 17)

To Conclude

To conclude, it can safely be asserted that in a country like India even with the attitude of worship of nature, nature has greatly suffered over the time as has been depicted by these women poets quoted above. Today, the world is facing the threat of extinction if the factors contributing to the apocalyptic ending are not bridled. An eco-critic surely can do his or her bit by reading literature from the standpoint of nature and the rest of the non-human life. Their task is clear and well defined. There is no need of extra modification. What he or she has to do is to shift their focus and extend their canvas to incorporate not just the human society but the entire non-human universe as well.

Glotfelty defines in her characteristic manner: “Literary theory, in general, examines the relations between writers, texts, and the world. In most literary theory “the world” is synonymous with society- the social sphere. Ecocriticism expands the notion of “the world” to include the entire ecosphere” (xix).

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12 : 12 December 2012

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

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ISSN 1930-2940

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Nexus between Learning Styles and Language Learning Strategies – A Literature Review

**Sridevi A. M.A., M. Phil., Ph.D. Candidate, Paranthaman D. M.A., M.Phil.,
and Gunasekaran S. M.A., M.Phil., Ph.D.**

Abstract

The purpose of the paper is to fix the nexus between the learning styles and language learning strategies. The study highlights various research activities undertaken by the experts in this field in order to overcome the difficulties of the less proficient learners and shows how language learning is promoted in general. An attempt is made to find out the commonly preferred types of learning styles and strategies and to identify the extent to which the knowledge of these two factors can enrich language learning and teaching. In the process, it documents various categories of styles and strategies. This study is taken up with a view to invent answers to questions like: Can the knowledge of personal learning styles help a learner learn a language
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more effectively? or What keeps the learner motivated or sustains the motivation to learn? or How does he or she gain proficiency and such similar questions.

Introduction

The impact of learning styles and strategies in (English) language learning and teaching is tremendous. There have been good many records of achievement in almost all parts of the world due to the successful implementation of the findings of researches in this field. The present study of the nexus between the learning styles and learning strategies may hold answers to various questions like: Can the knowledge, of (personal) learning styles of the SELF, help a learner learn a language more effectively? What keeps the learner motivated or sustains the motivation to learn? How does he or she gain proficiency? and similar questions. To this effect, an attempt is made to find out the commonly preferred types of learning styles and strategies and to identify the extent to which the knowledge of these two factors can enrich language learning and teaching. In the process, the paper documents various categories of styles and strategies used by language learners as guided by the researchers and experts in language teaching.

Learning Styles and Language Learning Strategies

To date, no single definition of the term learning style has been identified. Honey and Mumford (1992, p. 1), for example, defined learning styles as “a description of the attitudes and behaviours which determine an individual’s preferred way of learning.” James and Gardner (1995, p. 20) defined learning styles more precisely by saying that learning style is the “complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store, and recall what they are attempting to learn”. Felder (1996, p. 18) defined learning styles as “characteristic strengths and preferences in the ways they (learners) take in and process information”.

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Definition and Scope of Learning Strategies

Learning strategies are defined as “specific actions, behaviors, steps, or techniques -- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning” (Scarcella & Oxford, 1992, p. 63). When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning.

Depending on the ideas and aspects of the meaning of learning styles, other terms such as learning strategy and cognitive style are often used in a similar context or even interchangeable to the term learning style.

Learning strategies can be seen as short term methods that students apply in a particular situation. These strategies can change with the time, teacher, subject, and situation. When learning strategies are frequently used by students, learning styles can be derived from these strategies (Pask, 1976b). Based on Pask’s work, Entwistle, Hanley, and Hounsell (1979, p. 368) define a learning strategy as “the way a student chooses to tackle a specific learning task in the light of its perceived demands” and learning style “as a broader characterisation of a student’s preferred way of tackling learning tasks generally”. Furthermore, they argued that distinct learning styles underlie learning strategies.

According to Jonassen and Grabowski (1993), learning styles can be seen as applied cognitive styles in the domain of learning. Learning styles are usually based on self-reported learning preferences. For measuring them, instruments are used to ask learners about their preferences. But cognitive styles are ahead of learning styles by just one level. Cognitive styles are identified by task-relevant measures, which test the actual ability or skill.

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Commonly Used Learning Style Models

The selection of the following 10 commonly used learning style models is based on Coffield's review (Coffield et al., 2004a), including the theoretical importance in the field, and their widespread use.

1. Personality Types as defined by Myers-Briggs

Myers-Briggs Type Indicator (MBTI) is a personality test and is not focused specifically on learning. Nevertheless, the personality of a learner influences his / her way of learning and therefore, MBTI includes important aspects of learning. Basically all the other learning style models are based on considerations of MBTI. Based on Jung's theory of psychological types, the MBTI distinguishes a person's type according to four dichotomies: extroversion/introversion, sensing/intuition, thinking/feeling, and judging/perceiving. All possible combinations can occur, which result in a total number of 16 types.

2. Pask's Serialist/Holist/Versatilist Model

During the development of the conversation theory, Pask studied patterns of conversations between individuals to identify various styles of learning and thinking. Different patterns for designing, planning, and organising of thought as well as for selecting and representing information were investigated, resulting in the identification of three types of learners: serialist, holist, and versatile.

3. Entwistle's Deep, Surface and Strategic Learning Approach

The research conducted by Entwistle et.al. deals with the involvement of students' intentions, goals and motivation in their learning approach. Entwistle argued that the students' orientations to, and conceptions of, learning and the nature of knowledge both lead to and are affected by the students' typical approaches to learning. The model, is based on the research by Pask, Marton, and Biggs, distinguishes between three approaches for learning and studying: deep, surface and strategic.

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4. Grasha-Riechmann Learning Style Model

The Grasha-Riechmann learning style model focuses on the students' social interaction with their teachers and fellow students in the classroom environment. Grasha and Riechmann identified three bipolar dimensions in order to understand the students' behaviour with respect to their social interaction: the participant/avoidant, collaborative/competitive, and dependent/independent dimension.

5. Dunn and Dunn Learning Style Model

The Dunn and Dunn learning style model was originally proposed in 1974 and then refined and extended over the years. The efforts in this area led to the development of the Learning Styles Inventory that is used to identify individual learning styles. The Learning Styles Inventory identifies five major categories of stimuli sources and twenty-one learning style elements. It is built on the theory that each individual has a unique set of biological and developmental characteristics. These unique characteristics impact substantially on how a person learns new information and skills. It draws upon two basic theories - cognitive style and brain lateralization.

6. Gregorc's Mind Styles Model

Gregorc's mind style model is based on two dimensions dealing with the preferences for perception and ordering. Regarding perception, people can prefer an abstract or concrete way of perception, or some combination of both. Abstract perception refers to the ability to process information through reason and intuition, often invisible to our physical senses. In contrast, concrete perception emphasises the physical senses and refers to the ability to process information through these senses. The ordering dimension deals with the way a learner is arranging, prioritising, and using information in either a sequential or random order, or in a combination of both. The perceptual and ordering preferences can be combined into four basic mediation channels which lead to four types of learners.

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7. Kolb's Learning Style Model

The learning style theory by Kolb is based on the Experiential Learning Theory, which models the learning process and incorporates the important role of experience in this process. Following this theory, learning is conceived as a four-stage cycle. Concrete experience is the basis for observations and reflections. These observations are used to form abstract concepts and generalisations, which again act as basis for testing implementations of concepts in new situations. Testing implementations results in concrete experience, which closes the learning cycle. According to this theory, learners need four abilities for effective learning:

- a) Concrete Experience abilities,
- b) Reflective Observation abilities,
- c) Abstract Conceptualization abilities, and
- d) Active Experimentation abilities.

On closer examination, there are bipolar opposite dimensions: concrete/abstract and active/reflective. Kolb described that “as a result of our hereditary equipment, our particular past life experience, and the demands of our present environment, most of us develop learning styles that emphasize some learning abilities over others”. Based on this assumption, Kolb identified four statistically prevalent types of learning styles.

8. Honey and Mumford's Learning Style Model

The learning style model by Honey and Mumford is based on Kolb's Experiential Learning Theory and is developed further on the four types of Kolb's learning style model. The active/reflective and concrete/abstract dimensions are strongly involved in the defined types as well. Furthermore, Honey and Mumford stated that “the similarities between Kolb's model and ours are greater than the differences” (Honey and Mumford, 1992).

9. Herrmann “Whole Brain” Model

The Herrmann “Whole Brain” model is based on the split-brain research carried out by Roger Sperry, separating the brain in the left and right cerebral hemispheres. In addition, the Herrmann Language in India www.languageinindia.com

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“Whole Brain” model considers, following MacLean, the hypothesised functions of the brain’s limbic system. Accordingly, individuals are modelled with respect to how they process information using either a cerebral mode, by thinking about the problem, or a limbic mode, which is a more active approach based on experimentation.

10. Felder-Silverman Learning Style Model

In Felder-Silverman learning style model (FSLSM), learners are characterised by values on four dimensions. These dimensions are based on major dimensions in the field of learning styles and can be viewed independently from each other. They show how learners prefer to process (active/reflective), perceive (sensing/intuitive), receive (verbal/visual), and understand (sequential/global) information. While these dimensions are not new in the field of learning styles, the way in which they describe a learning style of a student can be seen as new. Furthermore, Felder and Silverman consider the resulting preferences as tendencies, meaning that even a learner with a strong preference for a particular learning style can act sometimes differently.

Five Families of Learning Style Models

From the above summary it is clear that a high number of learning style models exists in literature. But according to Coffield, et al. (2004b) they can be classified into 5 families based on some principal ideas behind the models, attempting to reflect the views of the main theorists of learning styles.

The first family is built on the idea that learning styles and preferences are largely based on the four modalities: visual, auditory, kinaesthetic, and tactile.

The second family deals with the idea that learning styles reflect deep-seated features of the cognitive structure, including patterns of abilities.

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A third category refers to learning styles as one component of a relatively stable personality type.

In the fourth family, learning styles are seen as flexibly stable learning preferences.

The last category moves on from learning styles to learning approaches, strategies, orientations and conceptions of learning.

Choice of Language Learning Strategies

Moreover, learning styles of language learners play a crucial role in the choice of language learning strategies. If a harmony exists between the learning styles and learning strategies of an individual learner, the learner will perform well, feel confident, and experience low anxiety (Oxford, 2003). Studies in the area have shown that an individual's learning style preferences influence the type of learning strategies that they use. For instance, extroverts have demonstrated strong preference for social strategies, while introverts use metacognitive strategies more frequently. Learners who favour group study are shown to use social and interactive strategies, such as working with peers or requesting clarification.

Differences between Language Learning Strategies (LLS) and Learning Styles (LS)

In order to solve the problem of understanding what Language Learning Strategies are and how they are different from Learning Styles, Reid (1998) draws a distinction between these two by focusing on the way they are distinct from each other. She refers to learning styles as “internally based characteristics, often not perceived or consciously used by learners, for the intake and comprehension of new information” (p. ix), whereas learning strategies are defined as “external skills often used consciously by students to improve their learning” (p. ix).

The inference from the above two definitions is that since learning styles are ‘internally based characteristics,’ they explain a learner's preference to a learning situation. In addition, it can be said that they are relatively stable and not likely to change over time. This view is also supported Language in India www.languageinindia.com

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by Oxford (1990) who states that some learner characteristics such as “learning styles and personality traits are difficult to change” (p. 12). Yet, some studies such as Ellis’ revealed that learners abandoned their own learning styles and they adjusted themselves according to the teaching style they were exposed to.

The learning strategies, on the other hand, are said to be ‘external skills’, which indicate they are more problem oriented and consciously used by the learners. And so they are more liable to change over time and depending on the task and materials used in the learning environment. Oxford (1990) claims that “learning strategies are easier to teach and modify” (p. 12) through strategy training.

Research on Language Learning Strategies

Research on language learning strategies got started in 1970s. For the most part, the progress in cognitive psychology had a great effect on the research studies on language learning strategies. In most of the research studies done on language learning strategies, identifying what good learners do to learn a second or foreign language has been the main issue. Rubin classifies learning strategies according to processes which contribute either directly or indirectly to language learning. It is believed by Wenden that reading and discussing the strategies of good language learners is a constructive preliminary activity which can help students to get aware of the concept of learner’s strategies. Learning strategies that language learners employ in the process of learning a new language have been identified and described by the researchers.

Many of the initial studies on language learning strategies were aimed at defining the “Good” language learner. It was realized that certain learners seemed to be successful regardless of methods or teaching techniques. Certain people appeared to be endowed with abilities to succeed; others lacked those abilities. Observations and research studies led researchers to describe “good” language learners in terms of personal characteristics, styles, and strategies.

They believe that good language learners have characteristics of their own as detailed below.

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Good Language Learners

1. Find their own way, taking responsibility for their own learning,
2. Organize information about language,
3. Are creative, and try to feel the language by experimenting its grammar and words,
4. Create opportunities for practice in using the language inside and outside the classroom,
5. Learn to live with uncertainty by not getting confused and by continuing to talk or listen without understanding every word,
6. Use memory strategies to bring back what has been learned,
7. Make errors work for them and not against them,
8. Use linguistic knowledge, including knowledge of the first language, in learning a second language,
9. Use contextual cues to help them in comprehension,
10. Learn to make intelligent guesses,
11. Learn chunks of language as wholes and formalized routines to help them perform “beyond their competence”,
12. Learn to use certain tricks to keep conversations going,
13. Learn certain production strategies to fill in gaps in their own competence,
14. Learn different styles of speech and writing and learn to vary their language regarding the formality of the situation.

Relevance and Usefulness of the Concept of Good Language Learners

While the results of the studies on defining the good language learner are not based on empirical findings, they create characteristics of good language learners as students who are actively involved in language learning and are able to solve problems regarding their own learning. These studies provide a basis for our understanding of what good language learners do to acquire the target language. Once the strategies of successful language learners are identified, these strategies can be taught to less successful learners. It has been consistently reported that all

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language learners report or have been observed using some type of strategies in learning a foreign or second language. However, they insist that successful language learners have reported to use wider range of learning strategies.

In studies of good language learners, researchers mentioned lots of various behaviours that they referred to globally as strategies; some managed to describe strategies more specifically. Learning strategies have been described (Wenden and Rubin, 1987) as “any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information” (p.19). It was argued (Richards, Platt and Platt, 1992) that “learning strategies are intentional behaviour and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information” (p.209). Learning strategies were also illustrated (O’Malley and Chamot, 1990) as “special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information” (p. 1).

Hence, learning strategies were seen as special ways of processing information that improve comprehension, learning, or retention of the information. Furthermore, it was stated (Cohen, 1990) that “learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language” (p. 4).

A Summary of the Classifications of Various Language Learning Strategies

O’Malley (1985)

O’Malley *et al.* (1985) divided language learning strategies into three main categories:

- A. Metacognitive Strategies,
- B. Cognitive Strategies, and
- C. Socio affective Strategies.

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A. Metacognitive Strategies

O'Malley *et al.* (1985) state that metacognitive is an expression to indicate an executive function, strategies which involve planning for learning, thinking about the learning process as it is taking place, observing of one's production or comprehension, correcting your own mistakes, and evaluating learning after an activity is completed. Based on O'Malley's classification, advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation are included among the major metacognitive strategies.

B. Cognitive Strategies

It has been stated (Brown, 2007) that "Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself" (p.134). Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, and inference are among the most important cognitive strategies.

C. Socio-affective Strategies

Socio affective strategies have close relationship with social-mediating activity and interacting with others. The main socio affective strategies include cooperation and question for clarification (Brown, 2007).

Rubin (1987)

Rubin, who allocated a great deal of effort in the field of language learning strategies, made a distinction between strategies contributing directly to learning and those contributing indirectly to learning. Direct strategies include metacognitive and cognitive strategies and indirect strategies include communicative and social strategies. According to Rubin, there are three types of strategies used by learners that contribute either directly or indirectly to language learning.

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They are: A. Learning Strategies, B. Communication Strategies, and C. Social Strategies.

A. Learning Strategies

Learning strategies which are divided into two main types (Cognitive Learning Strategies and Metacognitive Learning Strategies) contribute directly to the development of the language system created by the language learner. Cognitive strategies refer to the steps or measures which are taken in learning or problem-solving that involves direct analysis, transformation, or synthesis of learning materials. Six major cognitive learning strategies contributing directly to language learning are identified as: Clarification/Verification, Guessing/Inductive Inferencing, Deductive Reasoning, Practice, Memorization, and Monitoring. Metacognitive strategies are used to supervise, control or self-direct language learning. They involve different procedures as planning, prioritizing, setting goals, and self-management.

B. Communication Strategies

Communication strategies are not directly related to language learning since their emphasis is on the process of communication through conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are exploited by speakers when they are faced with some troubles regarding their communication and conversation or when confronted with misunderstanding by a co-speaker. A usual communication strategy is to make use of one's linguistic or communicative knowledge to remain in the conversation.

C. Social Strategies

Social strategies are activities in which learners are exposed to the opportunities that can be a great help to practice their knowledge. Even though these strategies offer exposure to the target language, they contribute to learning indirectly since they do not lead directly to the obtaining, storing, retrieving, and using of language.

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Oxford (1990)

By referring to the literature, it can be stated that the most inclusive taxonomy of language learning strategies is provided by Oxford's (1990). Oxford divided language learning strategies into two main categories, **direct** and **indirect** strategies which are also subdivided into six classes.

Direct strategies, which involve the new language directly, are divided into Memory, cognitive and compensation strategies. As Oxford's (1990) says, “all direct strategies require mental processing of the language” (p.37).

Memory strategies entail the mental processes for storing new information in the memory and for retrieving them when needed. These strategies consist of four sets that include:

- A. Creating mental linkages,
- B. Applying images and sounds,
- C. Reviewing well, and
- D. Employing action.

Cognitive strategies entail conscious ways of handling the target language and fall into four sets which include:

- A. Practicing,
- B. Receiving and sending messages,
- C. Analyzing and reasoning, and
- D. Creating structure for input and output.

Compensation strategies enable learners to use the language either in speaking or writing despite knowledge gaps. According to Oxford's (1990), compensation strategies are employed by learners when facing a temporary breakdown in speaking or writing. These strategies are divided into two sets:

- A. Guessing intelligently and
- B. Overcoming limitations in speaking and writing.

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Indirect strategies include metacognitive, affective and social strategies. Indirect strategies provide indirect support for language learning by employing different strategies such as focusing, arranging, evaluating, seeking opportunities, and lowering anxiety.

Metacognitive strategies enable learners to control their own cognition. They are strategies which entail over-viewing and linking with material already known, paying attention, delaying speech production, organizing, setting goals and objectives, planning for a language task, looking for practice opportunities, self-monitoring and self-evaluating.

Affective strategies assist students to manage their emotions, motivation, and attitudes associated with learning. They can be achieved through lowering anxiety, encouraging oneself, and taking emotional temperature.

Social strategies facilitate language learning through interactions with others. Language is a form of social behavior and learning it involves other people, and it is extremely important that learners employ appropriate social strategies in this process. These strategies are divided into three sets, namely asking questions, cooperating, and empathizing with others.

Sixty two strategies in all have been illustrated which include every strategy that is referred to in previous studies conducted in language learning strategies. In fact, this effort has provided a basis for an instrument, The Strategy Inventory for Language Learning (SILL), designed to obtain information concerning strategy use of language learners in learning a second language. Oxford's classification system is preferred by the majority of the researchers as it proved to be more successful and reliable.

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Stern (1992)

Language learning strategies have been classified into five groups by Stern's (1992). They are as follows:

1. Management and Planning Strategies
2. Cognitive Strategies
3. Communicative - Experiential Strategies
4. Interpersonal Strategies
5. Affective Strategies

1. Management and Planning Strategies

These strategies are actually connected with the learner's purpose to control his own learning. A learner has the capability to take responsibility for the improvement of his own planning when the language instructor supports him only as an adviser or a resource person.

2. Cognitive Strategies

These strategies refer to procedures and activities which learners apply to improve their ability to learn or remember the materials, and solve the problems, especially those actions which learners use with specific classroom tasks. According to Stern (1992) the cognitive strategies include, Clarification / Verification, Guessing / Inductive Inferencing, Deductive Reasoning, Practice, Memorization, Monitoring.

3. Communicative - Experiential Strategies

Communication strategies, such as gesturing, paraphrasing, or asking for repetition and explanation are methods employed by learners to keep the conversation going. In other words, communication strategies involve the use of verbal or nonverbal instruments for the useful transfer of knowledge. The purpose is to avoid interrupting the course of communication.

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4. Interpersonal Strategies

According to Stern (1992), interpersonal strategies monitor the learners' development and evaluate their performance. Learners need to have communication with native speakers and cooperate with them. Learners need to get familiar with the culture of the target language.

5. Affective Strategies

Evidently, in the process of language learning, good language learners use various kinds of affective strategies. Sometimes, it can be frustrating to learn another language. It can arouse feeling of unfamiliarity and confusion. In some other cases, learners might not have a positive perspective towards native speakers. On the other hand, good language learners are relatively aware of these emotions, and they try to build positive feelings towards the foreign language and its speakers as well as the learning activities. To a great deal, training can be of assistance to the students to face these controversial feelings and to overcome them by drawing attention to the possible frustrations or mentioning them as they come up (Stern, 1992).

Practise the Following

From the above discussion on the learning styles and language learning strategies the following points are noteworthy and it is also clear that the desirable result can be achieved if they are practiced regularly in English language teaching or learning.

It can be argued from Felder's theoretical point of view that incorporating the learning styles of students makes learning easier for them and increases their learning efficiency. On the other hand, learners who are not supported by the learning environment may experience problems in the learning process. Felder advises against the unintentional, permanent mismatch of teaching styles and learning styles, where teachers are unaware of their own learning styles and may, as a result, teach only according to this style, thus favouring certain students and disadvantages others (Felder, 1993). Here, it should be noted that through the years the learning styles approach to

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instruction has gained in popularity and is being used widely in schools abroad especially in the US.

The use of language learning strategies leads to better proficiency or achievement in mastering the target language. In a study (O'Malley et al., 1985), it has been found that successful language learners have reported to use more and wider range of learning strategies more frequently than less-successful students. So it can be stated that there is a strong positive correlation between learning strategy use and language proficiency.

In this regard, language instructors should take their students learning strategies into considerations and try to recognize and identify students' learning strategies in order to support less successful student to achieve success and master the target language. Teachers can identify these strategies through observations, language diaries, questionnaires, interviews and so on. By doing so, teachers will be able to assist language learners to recognize and appreciate the power of language learning strategies in the process of second or foreign language learning.

Conclusion

Meanwhile, it is not reasonable to expect all learners to use the same good language learning strategies because the factors like age, gender, personality, motivation, self-concept, life-experience, learning style, excitement, anxiety, etc. affect the way in which language learners learn the target language. So, only through the suitable teaching styles that match the learners' learning styles and through a thorough learning strategy instruction teachers can help the students achieve language proficiency. The students or learners should remember that these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning and so they should learn to use more frequently a wide range of learning strategies that suit their learning styles to improve their language skills.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

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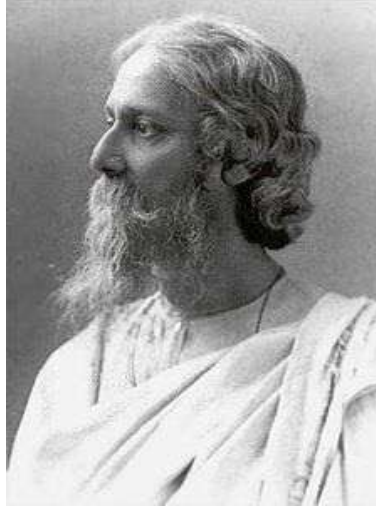
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The Awakening: Significance of Rabindranath Tagore's "Strir Patra" in the Present World

K. Tejaswani, Ph.D.



Rabindranath Tagore 1861-1941

Courtesy: http://en.wikipedia.org/wiki/Rabindranath_Tagore

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Abstract

This paper considers the significance of the role of the family in a woman's life as depicted in the short story "Strir Patra" by Rabindranath Tagore. Probably one of the first short stories to deal with feminism in colonial India, this short story confronts the age-old perceptions of the role of women in a family. The plight of the Bengali women in the 19th century was brought out in Tagore's short stories like "Strir Patra", "Nasta Neer", "Ghare Bhaire", etc.

Mrinal, a housewife belonging to a middle class family, writes a letter to her husband from a pilgrimage. Through the contents, we understand the trying times she endured in her attempt to give shelter to a young girl. Mrinal's family makes every effort to stop her from helping the young girl, Bindu. Eventually, they get Bindu married to an insane man without considering the young girl's predicament. When the girl tries to get out of that marriage and runs away twice from home, she realizes that she is nothing but a burden to Mrinal, given the societal and their family circumstances. She sets herself on fire and dies. Her death becomes a clarion call for Mrinal to wake up to her true self. The most remarkable part is that this short story also simultaneously endeavors to bring to light the role of a family in a woman's life.

This paper would also look into whether the women in the present world have really become awakened to their true selves. The paper deals with the relevance in the present world of those issues raised by Tagore in the early 20th century.

Key words: Role of a woman, Tagore, role of a family, female sexual repression, Bengali women.

The Story

Probably one of the first short stories to deal with feminism in colonial India, this short story confronts the age-old perceptions of the role of women in a family. The plight of the

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Bengali women in the early 20th century was brought out in Rabindranath Tagore's short stories like "Strir Patra", "Nasta Neer", "Ghare Bhaire", etc. "Strir Patra" was published in 1914, which literally means "A Wife's Letter." Mrinal, the housewife in a middle class family writes a letter to her husband during a pilgrimage. Through the contents, we understand the trying times she endured in her attempt to give shelter to a young girl. Mrinal's family makes every effort to stop her from helping the young girl, Bindu. Eventually, they get Bindu married to an insane man without considering the young girl's predicament. When the girl tries to get out of that marriage and runs away twice from home, she realizes that she is nothing but a burden to Mrinal, given the societal and their family circumstances. She sets herself on fire and dies. Her death becomes a clarion call for Mrinal to wake up to her true self.

The Goal of This Paper

The present paper studies the complex ways in which the paths of progression in the role of women belonging to the developing countries are connected, as reflected in select novellas. The paper aims to draw attention to the much-neglected role of the family in a woman's life.

Some Related Stories

'Strir Patra' reminds us of two other stories with different locations and of the same time period. It is essential here to discuss these stories as they were written in the same period at different locations in the world. They are Kate Chopin's "The Awakening" (1899) and Tagore's "Nastanirh" (1901) which are unusually similar to each other. The publication of these stories strengthens the fact that despite stiff opposition from major sections of readers and critics, progressive writers and publishers employed literature as a powerful tool to reflect society, culture, traditions and emotions of their period.

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Kate Chopin



Kate Chopin 1850-1904

Courtesy: http://en.wikipedia.org/wiki/Kate_Chopin

Kate Chopin, the author of almost a hundred short stories and two novels, was pushed into literary oblivion, because she highlighted the inner feelings of women which were felt to be too scandalous by men and also women according to the societal standards of her time. Her writings were actually appreciated in the 1970's with the resurgence of feminism. Despite all her riches, Edna Pontellier, the protagonist of Kate Chopin's "The Awakening" is still a "poor" woman, a woman who deserves our sympathy. A rich man's wife and the mother of two children, Edna to her great consternation finds herself in love with a younger person. As she tries to understand and come to terms with her inner feelings, she drowns in the whirlpool of emotions. Unable to justify herself or her family, Edna drifts away from her family and the person she loves. The awakening of her self-realization leaves her so emotionally deprived that she ends up killing herself. In the present times, progressive readers and critics would contend

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that killing herself, or leaving the family, or marrying the young person she has suddenly fallen in love with is not a solution for the problem Edna Pontellier faces.

The Novella *Nastanirh* by Tagore

The feeling of utter helplessness in a woman who is at the crossroads of emotional upheaval is again reflected in Tagore's "Nastanirh." Critics consider 'Nastanirh' as a novella based on the relationship between Tagore and his elder brother Jyothindranath's wife, Kadambari Devi who tragically committed suicide soon after Tagore's marriage. This novella received adverse criticism from the Bengali critics and readers as it confronted the sacred relationship between the elder brother's wife and the younger brother. In many Indian communities, the elder brother's wife is looked upon as the mother. Moreover, this novella also deals with the repressed sexuality of a married woman, which is a taboo subject in many countries even now. Tagore's bold and frank portrayal of the characters in 'Nastanirh' proves the fact that though we, as a society, are in denial regarding these sensitive issues, it is a fact that female sexual repression in marital context exists in our society in spite of prudists' attempts at brushing these issues under the carpet.

Wife's Role

Both in the East and the West, a wife's role in her home is perceived as an epitome of chastity, patience, and selflessness; and as a person she forever has to look after her husband's and family's needs without any complaints. A wife should quietly accept her situation without complaints when she is neglected by her husband. This is evidenced in Tagore's 'Nastanirh' where Tagore narrates the non-existing relationship between the couple, Bhupathi and Charulatha.

Many a night he spent at his press, by which time his child-wife Charulata had slowly blossomed into youth. The editor of a newspaper did not get this vital

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news. The moment at which a young couple discover themselves in matchless splendour in the first flush of their love, that golden moment came and faded into the past without discovering each other. [13]

Travails of a Woman

In 'Strir Patra' Tagore describes the travails of a woman who is endowed with intelligence at her mother's place and in-law's place as follows:

My mother was always very troubled by my intelligence; for a woman it's an affliction. If she whose life is guided by boundaries seeks a life guided by intelligence, she'll run into so many walls that she'll shatter her forehead and her future. But what could I do? The intellect that the other wives in the house lacked, the Lord in a careless moment had bestowed upon me; now whom could I return the excess to? Every day you all rebuked me: precocious, impertinent girl! A bitter remark is the consolation of the inept; I forgive all your remarks. [Gupta 2]

Mrinal understands the fact that though she is intelligent and capable enough of writing poetry, she should consider that gift as bothersome, because this gift would finally lead her to an awareness of her existence. In a family system a woman's knowledge of herself is a cataclysmic point which should be avoided at any cost.

Women in Society

These are certain aspects of a woman a society is not yet ready to accept as they are, since these are clearly deviating from the image the society has regarding a woman and a wife. Mrinal's elder brother-in-law's wife, Didi, lectures her younger sister, Bindu, before Bindu's marriage, regarding the place of a woman in her husband's home. Didi probably knew that Bindu's prospective bridegroom was an insane person. Yet, she accepted the marriage because

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they were not financially independent; and as her parents had expired, there was no one else to either take care of Bindu or ask questions if anything untoward happened in Bindu's life. Didi hid her sorrow and allowed her sister, Bindu to be sacrificed at the altar of marriage to an insane person. Instead she tried to put sense, as she understood it, and based on their circumstances, into Bindu's head as:

For some time now, I had seen Didi wipe her eyes in quiet moments; now, too, her tears ran. But the heart could not be everything; there were rules to live by. She said, "You must realize, Bindu dear, a husband is a woman's shelter, her protector, her salvation, her everything. If suffering is written on your forehead, no one can avert it." [Gupta 2]

Women, in those days attributed their marital happiness to punya, the holy deeds they performed in this and their previous birth. Literature, irrespective of location, reflects the fact that according to many individuals, fate ultimately functions according to previously ordained intentions of God in one's life and especially in a woman's life. So society teaches a woman that it is always better to accept whatever is in store for her and prove her worth as a sacrificing and worshipping wife to the family, and society.

In *Srimath Bhagavatham*, the role of a woman is mentioned as follows:

Karyeshu dasi; Karaneshu mantri;
Rupecha lakshmi; kshamaya dharitri;
Bhojyeshu mata; sayaneshu vesya;
Shat dharmayukta kuladharmata patni.

which means

A good wife should have the following six qualities:

ability to be an efficient and loyal worker

ability to advise like an able minister

fortunate to look like the Goddess Lakshmi herself

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blessed with the patience of mother Earth
ability to cook and serve like a caring mother
ability to satisfy her partner with her skill in marital relations

Failure to Define the Role of Family in Woman's Life

But unfortunately, feminists, modern day courts, progressive men all have failed to define the role of a family in a woman's life. Similarly, the husband's role in a wife's life is left unmentioned. Whenever a marriage breaks up, a woman's insubordination is held responsible for the breakup. Woman is a second-class citizen throughout the world and more so in India. The voices or cries for help are heard but there are few hands to wipe the tears or to reach out and help her.

Tagore's Bold and Futuristic Approach

It is gratifying that progressive Indian authors like Tagore in the colonial period have taken up the woman's cause, in the time period, when in the West also feminists like Margaret Sanger, Alice S. Rossi, Betty Friedan and Simone de Beauvoir, and writers like Kate Chopin, Theodore Dreiser, and Edna Ferber were fervently fighting for women's cause.

After reading Tagore's "Strir Patra" the reader would contend that it is the author's attempt at redemption, to guide Charulatha in "Nastanirh" whose role is modelled after his sister-in-law, Kadambari Devi. Probably it is Tagore's anguish which comes out in narrating a "progressive" end to "Strir Patra" when Mrinal decides to leave her home declaring *Amio bachbo. Ei bachlum* ("And I shall live. Here, I live") instead of killing herself like Bindu. This is a welcome development in stories which depict issues concerning women in a forthright manner.

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Controversy surrounding Kate Chopin's "The Awakening"

Kate Chopin's "The Awakening" has created a great furore in Chopin's hometown, St. Louis. The reputation of Chopin was damaged to the extent that her club membership was withdrawn with immediate effect. Chopin was universally criticized for not taking a stand against Edna's actions and for the controversial ending of the novella. Chopin had dealt with a very sensitive issue which was not addressed before in literature by a woman author. But the novella was denounced by many critics and readers without considering the fact that literature imitates real life.

Tagore's Story was Accepted and Appreciated

Amazingly "Strir Patra" was received well in a country steeped in tradition and religious diktat, perhaps because of the changing trends in education and changing times. In addition, Tagore has already become a great celebrity whose stories and words had established great effect in Indian mind. The fact that Mrinal was leaving her family for the sake of a just cause was appreciated by the readers.

Double Standards

This paper tries to draw your attention to the fact that whereas Chopin's "The Awakening" has created a furore similar to Tagore's "Nastanirh" and "Gharebhaire" in their respective countries, "Strir Patra" was accepted by society, thereby proving the double standards of the society we are living in. A woman who leaves her home for a reason which is virtuous according to the standards of our society, is accepted, whereas, a woman who gives in to her inner feelings, or who does not suppress her sexuality is never accepted by society as a woman with feelings since she threatens the very pillars of the foundation of the society we live in. It is nothing but calamity for the woman who fails to deliver society's dictates.

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The Present Need

In the present day's context, there is a crying need for a support group to fall back on when a woman is in need of it. Leaving home, having affairs which lead to the breakup of the family, or suicide is not a solution for this problem. As times change, we too must change and accept that the present-day women are far more knowledgeable than their predecessors, and try to accommodate the new woman in the family. A woman or/and a wife needs her family, her husband to support her, to love her and to guide her in troubled times. It is high time that the role of a family in a woman's life comes into the picture. As is expected of a woman that she should be a pillar of strength behind the family, the family also should reciprocate when times and circumstances demand the support of a family in a woman's life.

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Introduction of English Phonemes in Curriculum of 6th Grade in Federal Government Schools

Muhammad Usman, M.Phil., M.A., B.Ed.

Zafar Ullah, M.Phil.

ABSTRACT

The syllabus of English in Public Institutes is set in line with the Policy issued by the Ministry of Education in 2006. A very important factor, i.e., Teaching of Phonetics is missing from the syllabus prescribed in public schools. This paper recommends that Phonetics should be included in the curriculum of English in Federal government schools for making students communicatively competent. This paper uses the principles of The Reform Movement as the basis and Henry Sweet as theorist. To prove the hypothesis, data has been collected with the help of two questionnaires. The data was then analyzed by using IBM © SPSS and MS Excel. The

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analyses support the hypothesis of this paper and identify the need of Phonetics in the syllabi of Grades I – XII, prescribed by Ministry of Education, and as first initiative inclusion of 44 Phonemes in syllabus of English for 6th grade students of Federal government institutes.

Key words/Terms

Phonemic Awareness, Phonetics, Phonemes, Phonemic Chart, Communicative competence, 6th Grade Curriculum

ACRONYMS

MoE Ministry of Education

UNESCO United Nations Educational, Scientific and Cultural Organization

IT Division Information Technology Division, Ministry of Information Technology, Government of Pakistan

Types of Educational Institutions in Pakistan

Pakistan is a developing country. The education system in vogue is not a unified and standard one, rather assorted and perplexed. There are two types of Educational Institutes: Public and Private, having different syllabi, medium of instructions and teaching methodologies. Certainly, most of the students are enrolled in Public or Government educational institutes. The variation in medium of instructions, practiced in these educational institutes, is an issue that affects the understanding of students.

Recommendations of the Ministry of Education, Pakistan

Ministry of Education, Islamabad, recommends and designs curricula for the Government Educational Institutes from Ist to XIIth grade, throughout Pakistan. As per the National

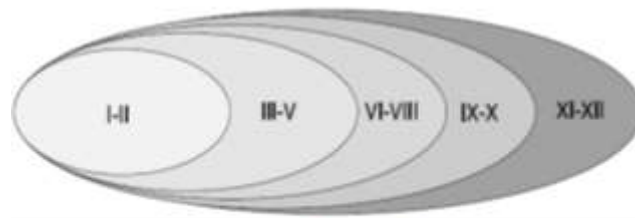
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Curriculum for English Language Grades I – XII, issued by the Ministry of Education (2006), the curriculum of English for these grades is set, while keeping in view the importance of English as a language of worldwide communication, which may lead the students towards better opportunities of getting higher education and career possibilities. English, hence, is required to be taught to masses, without discrimination of social class, for personal, professional and economic development. Keeping in view this aspect – as is claimed – English has been introduced from grade one and is compulsory till graduation.



(MoE, 2006; 4)

From Grade I – XII, five developmental levels have been identified in relevance with the age and intellectual level of students. These are divided with regard to different grades. Nevertheless, education from I – XII is fundamentally whole. And the curriculum designing for each grade is directly relevant to the other grades, and has an impression thereon. Of these levels, the middle school level, or Grade VI – VIII is of most importance. At this level, a lot of training is to be done, especially with the basics of language work to build a strong and suitable foundation with the language. Due consideration is given to comprehensive teaching instead of covering wide areas. This level marks a transitional point, where students move towards more practical education i.e. Secondary School and Higher Secondary School Level.

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Five Competencies

In designing of curricula for English through these grades, five (5) competencies and eight (8) standards have been marked (MoE, 2006; 7):

Competency 1: Reading & Thinking Skills

Competency 2: Writing Skills

Competency 3: Oral Communication Skills

Competency 4: Formal & Lexical Aspects of Language

Competency 5: Appropriate Ethical and Social Development

Summary of Competencies and Standards

| | | | |
|----|--|----|---|
| C1 | Reading and Thinking Skills | S1 | All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment |
| | | S2 | All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature. |
| C2 | Writing Skills | S1 | All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process. |
| C3 | Oral Communication Skills | S1 | All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings. |
| C4 | Formal and Lexical Aspects of Language | S1 | Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication. |
| | | S2 | Vocabulary: All students will enhance vocabulary for effective communication. |
| | | S3 | Grammar and structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written |
| C5 | Appropriate Ethical and Social Development | S1 | All students will develop ethical and social attributes and values relevant in a multicultural, civilized society. |

English is Taught as a Subject, Not as a Second Language

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English, in Government institutes throughout Pakistan, in practice is not taught as a Second Language, rather as a subject that is divided basically in two parts: Literature and Grammar. In case of English Language Teaching (ELT), most important aspect of a language, i.e.. *a system of communication* (Richards & Schmidt; 2010), is neglected and not given due consideration.

One of the primary objectives of learning a second language is to be **communicatively competent** in the target language. Practically, the prescribed curriculum does not fulfill towards wholly accomplishing of this objective. The present curriculum is examination-based and the students only take it as a *difficult subject*, which they only have to pass at the end of the year in their final examinations. The emphasis on literature and grammar does make them good at writing and reading, though not up to par, yet no emphasis is given to speaking and listening. Even though English is the most popular second/foreign language in the world, the curriculum does not give due consideration to pronunciation despite the fact that the four main communication skills (reading, writing, listening and speaking) have equal importance.

This lack in the curriculum results in producing learners, who are not at all competent to speak or better apprehend speech in the target language, i.e., English language. They are hence low motivated and less confident. Even after attaining higher levels of education, such as Masters, such students fail to accomplish communicative proficiency in speaking and listening in English language. The lack of a strong base in English language obstructs their performance in practical life, no matter to what walk of life they belong to.

Courses to Overcome Such Deficiencies

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To eradicate this deficiency, such students – despite having bagged higher educational degrees – join different language courses of different institutions, such as National University of Modern Languages. A survey would reveal that most of such students have had their education in Government institutions. After facing obstructions in their practical life and identifying the need for being communicatively competent in English language, these students have to invest their time and financial resources. If this problem is addressed at the initial stage of education, given due consideration and English language is treated as a Second Language, it will certainly improve their competence and will indeed make them academically more prolific.

Theoretical Framework

The importance of Phonetics in the teaching of a second language is greatly discussed. A number of linguists believe that this is a definite necessity for improving the speaking and listening skills. Henry Sweet (1877) regarded Phonetics as “the indispensable foundation to all study of language”. He also identifies (1900) two fallacies pertaining to pronunciation:

- I. *Fallacy of Imitation*: Pronunciation can be learnt by mere imitation.
- II. *Fallacy of Minute Distinctions*: Such distinctions can be disregarded.

He nullified (1900) the thought that pronunciation can be learnt by mere imitation by presenting a sane fact that the nearer the approach to maturity the greater the difficulty to acquire new language sounds. The second fallacy was countered while claiming that disregarding minute distinctions is like asking that bad pronunciation doesn't matter, which clearly isn't the case.

Henry Sweet advocated the famous Reform Movement that emerged in the backdrop of creation of International Phonetic Association in 1886. The association designed International Phonetic Alphabet (IPA) that was to record the sounds of a language. Richards & Rodgers (1986) identify the goals of the association as under:

1. The study of the spoken language
2. To develop good pronunciation, proper training in Phonetics
3. The use of conversation texts and dialogues to introduce conversational phrases and idioms
4. An inductive approach to the teaching of grammar
5. Teaching of meanings by founding associations using the target language and not the native language

This clearly indicates that for better speaking and listening skills, a learner has to have good pronunciation that can only be gained if Phonetics is taught to them.

Objectives

This research paper shall not merely discuss the problems of students faced and the importance of introducing Phonemes of English language but it will also try to look into feasible methods of teaching these to students and different related activities.

The process of introducing Phonetics is a gradual process. This should start from basic level of 6th grade. This paper recommends that 44 phonemes, i.e., 24 consonants and 20 vowels may be taught to students of 6th grade initially and in higher grades the more complex phonetic ideas would be introduced following a gradual process.

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This paper discusses as to whether the curriculum of English, prescribed by MoE for the 6th grade may be modified and amended to better steer the teaching of English as a second language.

LITERATURE REVIEW

As per the Natural Order of language acquisition in accordance with the Naturalistic Principles of language learning, a child acquires listening and speaking skills much earlier than reading and writing skills. The primary objective of learning a second language is to speak it with competence and proficiency, pronouncing the words properly and accurately. All the ESL learners dream to have native-like spoken accuracy and fluency in the target language. This aspect is directly linked to a better pronunciation. Undoubtedly, poor pronunciation results in incomprehensible understanding between the speaker and listener, resulting in loss of self-confidence (Morley 1998).

Pronunciation has a close relation between the cognitive and physiological processes, as while acquiring new sounds, learners reorganize the articulatory processes (Lund; 2003). Hence, better pronunciation develops ease in understanding each other and motivates the participants to listen, whereas bad pronunciation would only confuse listeners and cause misunderstandings. Despite the acquisition of advance grammatical structures and rich arsenal of vocabulary, without proper pronunciation these are of no use.

Pronunciation is related to prestige, relating to competence, intellect and social status (Gelvanovsky; 2002). It can provide basic information about the orator's social origin. A widely discussed example in literature is the work by George Bernard Shaw's Pygmalion (1916), where

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he opines that most important and vital component of gentility is the flawless speech, which can make an untidy flower girl to be seen as an equal of a duchess. It is also most noticeable distinction for non-native speakers. It also is related to the vital factors for social and economic success including intelligence, diligence, persuasiveness, etc. (Hudson, 1980; Dalton & Seidlhofer, 1994).

Kelly (1969) regarded pronunciation as the '*Cinderella of Language Teaching*' mainly because of its complex nature. Not all learners can get native-like pronunciation in a second language and that also if they learn a second language after attaining puberty (Lenneberg; 1967). The age of learners is of vital importance in learning pronunciation (Harley, 1986; Mackay, Flege & Imai; 2006). The general agreement in different researches is that the younger a learner is the better. Younger learners tend to learn a second language quickly and easily than the adult learners (Mayberry & Lock, 2003; Ellis, 2008; Larsen Freeman, 2008). Hence, the learners will be more competent in speaking, if they are taught phonemes at an early stage or in schools. Not necessarily speaking and listening, teaching of phonemes and phonemic awareness improves, undeniably, reading proficiency as well (Lesaux & Siegel; 2003). A strong correlation exists between a child's phonemic awareness and later reading achievement (Klett Gyovai, et al., 2009).

Phonemic Awareness

Research reveals that young students first hear individual phonemes and afterwards become able to identify the printed symbols (Klett Gyovai, Cartledge, Lourea, Yurick & Gibson;

2009). The students are first required to segmenting words into phonemes and blending these into words. This is what we refer to as Phonemic awareness.

International Reading Association (IRA) (1998) describes Phonemic awareness, especially Phonemic Segmentation (Klett Gyovai, et al. 2009), as the single most powerful forecaster for reading and spelling skills in the initial years at school. The ability of a learner to disintegrate a word into phonemes and integrate these into word is called Phonemic Segmentation.

Children would feel it difficult to distinguish and pronounce English phonemes may be because some of these are not present in their native language such as Urdu, or may be because some of these conflict with the phonemes of native language (Antunez, 2002; August, 2003).

Teaching Phonemes

Teaching of phonemes would require the students to know about the relation between letters and sounds. A certain consonant or vowel would depict one or more sounds. Since the 6th graders know how to write and use Urdu and to some extent English as well, it would be difficult for them to anticipate similar symbols producing different sounds. Since Urdu and English have different writing forms, (i.e., Arabic and Roman respectively) students would require detailed descriptions regarding the similarities and differences between Urdu and English (Peregoy & Boyle, 2000).

The effects of direct and systematic phonological awareness instruction for 7th grade students were examined by Swanson, Hodson & Schommer (2005). Most of the students had opted English as L₂. The study settled that the systematic instruction, emphasizing mainly on the Language in India www.languageinindia.com

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phonological awareness, supported the students to be efficient in reading as well as speaking i.e. reading expression (Swanson, Hodson & Schommer, 2005; 339). A study by Stuart (1999) found encouraging results of the systematic phonological program for the Bangladeshi children in England. Most relevant is the program discussed in *Success for All* (Slavin & Madden; 2001) that provides a model wherein schools are to be provided with the curriculum material emphasizing systematic phonics for 2nd – 6th grades students (Slavin & Cheung, 2003; 23).

In nutshell, students have to have knowledge of English letters (alphabet) and sounds (phonemes) as it is imperative for auditory discrimination of sounds. A learner needs to have working knowledge of sounds of L₂ for better speaking (Grabe; 2009).

DATA COLLECTION

It is a blend of quantitative and qualitative methods. It is quantitative as the validity of the hypotheses is principally dependent on the statistical data acquired through questionnaires. The analysis and commentary over the statistical data collected makes it qualitative. The data was analyzed using software designed with a perspective of research, e.g., IBM © SPSS and Microsoft Excel. The data was arranged in Frequency Tables for analysis.

The data collected is two dimensional. Two questionnaires were distributed, each having ten questions. One was made for and served to 28 teachers, who teach English to the 6th grade students in Federal Government institutes of Islamabad/Rawalpindi. The second questionnaire was made for and served to 100 students, who are enrolled in ‘Special Diploma in English Language Course at National University of Modern Languages (NUML)’.

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The first questionnaire included questions specific to the personal skills of the teacher e.g. as to whether the teacher has learnt Phonetics and has knowledge about the phonemes? It also encompasses questions that are related to the progress of such students in practical life, who are unaware of Phonetics and are not taught this at school level. The teachers were expected to answer and envisage that as to what extent English language leads the students towards better opportunities in professional fields.

The second questionnaire was supposed to provide the data imperative to understand as if lack of communicative competence in English has been a hindrance in their professional development and is this the primary reason for which they have enrolled in language courses? The questionnaire was served to those students who have some know-how about Phonetics.

DATA ANALYSIS

1. Questionnaire for Teachers

The data obtained from first questionnaire, distributed to the teachers, was fairly in agreement with the hypotheses of this paper.

Age of the Participants

| Age | 20-25 | 26-30 | 30-40 | 40-50 | 50 > | TOTAL |
|-----------|-------|-------|-------|-------|------|-------|
| Frequency | 8 | 8 | 4 | 4 | 4 | 28 |

Experience of the Participants

| Years | 1-4 | 5-8 | 9-10 | 10-20 | 20 > | TOTAL |
|-----------|-----|-----|------|-------|------|-------|
| Frequency | 6 | 12 | 3 | 5 | 2 | 28 |

Q1. You teach Phonemes of English Language to your students of 6th Grade

| Option | Frequency | Percent |
|--------------|-----------|--------------|
| Yes | 8 | 28.6 |
| No | 20 | 71.4 |
| Total | 28 | 100.0 |

Despite non-inclusion of the phonemes in the English syllabus of 6th grade, prescribed by the MoE, 29% teachers opted that they do teach phonemes to their students. This shows that teaching of Phonemes does have practicality and positive implications.

Q2. You have studied Phonetics as a subject.

| Option | Frequency | Percent |
|--------------|-----------|--------------|
| Yes | 20 | 71.4 |
| No | 8 | 28.6 |
| Total | 28 | 100.0 |

Most of the teachers (71%) have studied Phonetics as a subject themselves whereas the remaining of the participants (29%) have not. This is remarkable to show that teachers without being trained properly to teach Phonetics at public schools are able to perform this task well as they already have studied Phonetics as a subject.

Q3. Lack of proper communication skills in English language obstructs learners' advancement in professional and practical life.

| Option | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 22 | 78.6 |
| Agree | 4 | 14.3 |
| Not Sure | 2 | 7.1 |

| Option | Frequency | Percent |
|----------------|-----------|--------------|
| Strongly Agree | 22 | 78.6 |
| Agree | 4 | 14.3 |
| Not Sure | 2 | 7.1 |
| Total | 28 | 100.0 |

In principle, almost 93% of the participants believed that lack of communication skills in English language hinders the advancement of Students in practical and professional life, wherein, 79% of the participants ‘Strongly Agreed’ with this statement.

Q4. Teaching of phonemes improves the pronunciation and speaking skills.

| Option | Frequency | Percent |
|----------------|-----------|--------------|
| Strongly Agree | 19 | 67.8 |
| Agree | 9 | 32.2 |
| Total | 28 | 100.0 |

Q5. Comprehension of phonemes improves the listening skills.

| Option | Frequency | Percent |
|----------------|-----------|--------------|
| Strongly Agree | 20 | 71.4 |
| Agree | 4 | 14.3 |
| Not Sure | 4 | 14.3 |
| Total | 28 | 100.0 |

86% participants agreed with the statement and opined that teaching of phonemes improves the pronunciation and speaking skills. Whereas 71% strongly agreed that teaching of phonemes also improves the listening skills of students.

Q6. Mastery in phonemes develops self confidence in the learners.

| Option | Frequency | Percent |
|--------|-----------|---------|
|--------|-----------|---------|

| | | |
|-----------------------|-----------|--------------|
| Strongly Agree | 24 | 85.7 |
| Agree | 4 | 14.3 |
| Total | 28 | 100.0 |

All the worthy participants agreed that teaching of Phonemes and Phonetics would develop self-confidence in the learners, an Affective Principle described by H. D. Brown (1994; 62) necessary for teaching of second language.

Q7. Teaching of Phonetics develops motivation in the learners to learn English (L2).

| Option | Frequency | Percent |
|-----------------------|------------------|----------------|
| Strongly Agree | 20 | 71.4 |
| Agree | 4 | 14.3 |
| Not Sure | 4 | 14.3 |
| Total | 28 | 100.0 |

85% of the participants believed that teaching of Phonetics motivates the students to learn English as a second language. Motivation is again an important factor to be considered in language teaching. 15% were not sure about it.

Q8. Knowledge of Phonemes also improves the Reading Skills.

| Option | Frequency | Percent |
|-----------------------|------------------|----------------|
| Strongly Agree | 8 | 28.6 |
| Not Sure | 20 | 71.4 |
| Total | 7 | 100.0 |

Only 29% agreed that Phonetics has a positive influence on Reading skills whereas the rest 71% believed it so to some extent.

Q9. Audio-Lingual method (ALM) facilitates the teaching of Phonetics.

| Option | Frequency | Percent |
|----------------|-----------|--------------|
| Strongly Agree | 4 | 14.3 |
| Agree | 4 | 14.3 |
| Not Sure | 20 | 71.4 |
| Total | 28 | 100.0 |

One of the objectives of this paper was to prescribe a suitable method of teaching for the Pakistani teachers. For this ALM was considered. However as evident from the analysis this is not the best option considered by 71% participants. 29% agreed with the statement.

Q10. Teaching of Phonemes should be included in the syllabus of 6th grade.

| Option | Frequency | Percent |
|----------------|-----------|--------------|
| Strongly Agree | 16 | 57.1 |
| Agree | 4 | 14.3 |
| Not Sure | 8 | 28.6 |
| Total | 28 | 100.0 |

Conclusively, the worthy teachers, participants of this survey, were asked to comment as to whether the teaching of phonemes should be included in the syllabus of 6th grade? 71% of the participants agreed with this idea whereas 29% were not sure about it.

Questionnaire for Students

The data obtained from second questionnaire, distributed to the students, also was in agreement with the hypotheses of this paper.

Age of the Participants:

| Age | 20-25 | 26-30 | 30 > | TOTAL |
|-----------|-------|-------|------|------------|
| Frequency | 41 | 52 | 7 | 100 |

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Education of the Participants:

| Education | Master | Graduate | Undergraduate | TOTAL |
|-----------|--------|----------|---------------|-------|
| Frequency | 12 | 88 | 0 | 100 |

Q1. Lack of communicative competence in English obstructs progress in practical and professional life.

| Option | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 70 | 70.0 |
| Agree | 30 | 30.0 |
| Total | 100 | 100.0 |

Out of the 100% participants, who agreed with the idea that lack of communication skills in English language hinders advancement in professional and practical life, 70% strongly agreed with this statement.

Q2. Students enroll in language courses to improve their communicative competence.

| Option | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 60 | 60.0 |
| Agree | 10 | 10.0 |
| Not Sure | 30 | 30.0 |
| Total | 100 | 100.0 |

70% of the participants stated that they have joined the language course to improve their communication skills in English Language.

Q3. Phonetics is taught in this language course.

| Option | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 70 | 70.0 |
| Agree | 30 | 30.0 |

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| Option | Frequency | Percent |
|----------------|------------|--------------|
| Strongly Agree | 70 | 70.0 |
| Agree | 30 | 30.0 |
| Total | 100 | 100.0 |

Q4. Phonemes of English language are taught in this language course.

| Option | Frequency | Percent |
|----------------|------------|--------------|
| Strongly Agree | 63 | 63.0 |
| Agree | 9 | 9.0 |
| Not Sure | 28 | 28.0 |
| Total | 100 | 100.0 |

NUML offers teaching of Phonetics to the students of Special Diploma in English Language; hence 72% participants opined that they learn Phonetics/Phonemes of English language.

Q5. Phonetics improves the communicative competence.

| Option | Frequency | Percent |
|----------------|------------|--------------|
| Strongly Agree | 57 | 57.0 |
| Agree | 13 | 13.0 |
| Not Sure | 30 | 30.0 |
| Total | 100 | 100.0 |

70% participants agreed with the statement that Phonetics does improve the Communicative Competence. 30% of the participants were not sure about it. No participant categorically disagreed.

Q6. Phonetics improves pronunciation and speaking skills.

| Option | Frequency | Percent |
|----------------|-----------|--------------|
| Strongly Agree | 60 | 60.0 |
| Agree | 13 | 13.0 |
| Not Sure | 27 | 27.0 |
| Total | 10 | 100.0 |

Majority of the participants (70%) can be seen to have agreed that Phonetics improves pronunciation and speaking skills.

Q7. Phonemes and Phonetics also improve reading skills.

| Option | Frequency | Percent |
|----------------|------------|--------------|
| Strongly Agree | 47 | 47.0 |
| Agree | 12 | 12.0 |
| Not Sure | 13 | 13.0 |
| Disagree | 28 | 28.0 |
| Total | 100 | 100.0 |

69% agreed that knowledge of Phonetics improves the reading skills hence communication skills; Speaking, Reading and Pronunciation.

Q8. If you were taught Phonemes at school level, would you have taken admission in the language course?

| Option | Frequency | Percent |
|--------------|------------|--------------|
| Yes | 11 | 11.0 |
| Not Sure | 19 | 19.0 |
| No | 70 | 70.0 |
| Total | 100 | 100.0 |

It was the only direct question to the participants to have a clear idea as to whether they would need any additional Language course if they were taught Phonemes (Phonetics) at school level. 70% categorically disagreed and believed that in such case they would not need any language course.

Q9. Teaching of Phonetics at school level would be very useful.

| Option | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 32 | 32.0 |

| | | |
|--------------------------|------------|--------------|
| Agree | 25 | 25.0 |
| Not Sure | 23 | 23.0 |
| Disagree | 12 | 12.0 |
| Strongly Disagree | 8 | 8.0 |
| Total | 100 | 100.0 |

57% of the participants agreed with the statement that teaching of Phonetics at school level would be useful. 23% were not sure about it, whereas 20% disagreed.

Q10. Phonemes of English language should be introduced in 6th grade curriculum.

| Option | Frequency | Percent |
|-----------------------|------------------|----------------|
| Strongly Agree | 48 | 48.0 |
| Agree | 12 | 12.0 |
| Not Sure | 18 | 18.0 |
| Disagree | 22 | 22.0 |
| Total | 100 | 100.0 |

A total of 60% participants conclusively supported the idea of introducing phonemes to the 6th grade students of public schools. 20% were not sure about it and 20% disagreed with the hypothesis.

CONCLUSION

Analysis of the data gathered via the two (2) questionnaires from teachers and students supports the hypotheses of this paper. The sole purpose of questioning and obtaining the worthy opinion from the teachers was to ascertain as to whether it is necessary to teach Phonetics, in general to students of Public institutes, and phonemes, in particular to students of 6th grade in public institutes.

It is an amazing fact to consider that 29% of the teachers, who participated in the survey, claimed that despite non-inclusion of Phonemes in the curriculum of English for 6th grade prescribed by the MoE, they still teach their students phonemes, specifically vowels, and go an extra mile to make their students better aware and communicatively competent. On interviewing such teachers, who teach phonemes to their students, it was told that vowel sounds are imperative to make students aware about using the article (an). If the traditional 5 vowels; i.e. a, e, i, o & u, are taught without telling them about the 20 vowel sounds, students will remain unable to correctly use this article before words like *Honour, Heir, Honest, Hour* etc.

The majority of the teachers believe that lack of proper communication skills hinders the performance and development of students in practical and professional life. They also agreed that teaching of phonetics is mandatory to improve pronunciation of students. Pronunciation not only is the most imperative element of speaking skills but also confers to students the confidence that makes them fluent and accurate speaker. Teaching of Phonetics not only improves Speaking Skills but positively influences other communication skills like listening and reading as well.

The idea of including Phonetics in the syllabus of English for 6th Grade was supported by the majority of English for Grades I – XII. Similarly, 71% of teachers also opined that teaching of phonemes would be useful for the students, and it should be included in the curriculum of 6th grade English.

Recommendation and Implications

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In view of the aforementioned discussion and data analysis, it would be safe to say that the hypothesis of this paper is supportable by facts and figures. This initiative is important because it would become a model to:

a. Eradicate the Discrimination Between Public & Private Institutes:

It is an awful fact that steep difference and discrimination exist between the prescribed curricula for English in Public and Private schools. In private institutes, emphasis is given on English as a functional language, stressing upon English as a Second Language and with a focus on strengthening the Communicative Competence of the students. Introduction of Phonetics in public schools would be a step towards the eradication of this discrimination. Specifically, after the devolution of Federal Ministry of Education as a result of 18th Amendment in the Constitution of Pakistan, all provinces have to develop their own curriculum policy and so its about time that this aspect of English language teaching is given due consideration.

b. Modernizing the Teaching Methods:

In public institutes, due consideration is not given to employ modernized teaching methods. Same teaching method is applied in all courses, at all levels. Teachers, while teaching Phonetics, would have to follow different methods. This would enrich their capabilities and teaching skills.

c. Using of Audio-Visual Aids (AVAs):

As per the Development of Education, National Report of Pakistan (July, 2004), issued in by UNESCO in collaboration with the Ministry of Education, Government of

Pakistan has provided 5,000 IT labs to Public schools in association with the IT Division. It would be apt and useful for the students, if AVAs are used to teach Phonetics to the students. Teaching of phonemes requires proper enunciation of phonemes. The more comprehensive is the input, the more quick would be the learning process (Krashen; 1982). Teachers may use Flash© Files (.swf) to show students the proper pronunciation of each phoneme. Internet is full of material that is relevant and helpful in teaching of Phonetics.

d. English as a Second Language:

In the introduction of this paper, it was discussed that in public institutes, English is not considered, taught and learnt as a second language rather as a difficult subject merely. Anwar Masood, a satirical poet of Urdu says:

دوستو! انگلش ضروری ہے ہمارے واسطے
فیل ہونے کو بھی اک مضمون ہونا چاہیے

[English is essential for us, my friends. There should be a subject to fail in.]

If practical aspects of English language, such as Phonetics, are taught to students, we can certainly help our students to study it as a second language and not just an annoying subject. Nonetheless, proficiency in English language is crucial for development in their professional and practical lives.

e. Opportunities and Advancement of Students:

The students, conclusively, would be better able to thrive and flourish in their respective walks of life, if they would be communicatively competent in English

language. Teachers as well as students believe thoroughly that lack of this competence may impede their development. One of the primary reasons for more students enrolling in English language courses each semester is the ‘Career Ambition’. Both in Private and Public sectors, English language proficiency is considered a must for professional success and growth. To be communicatively competent in English language, hence, benefits to avail the opportunities of higher education in foreign institutes and positively affects learners’ psychology by developing self-confidence and motivation.

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APPENDICES

MODEL QUESTIONNAIRE # 1

Name _____ Experience _____

Age _____ Institute _____

1. You teach Phonemes of English language to your students of 6th grade

Yes To some extent No

2. You have studied Phonetics as a subject.

Yes To some extent No

3. Lack of proper communication skills in English language obstructs learners' advancement in professional and practical life.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

4. Teaching of Phonemes improves the pronunciation and speaking skills.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

5. Comprehension of Phonemes improves the Listening skills.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

6. Mastery in Phonemes develops self-confidence in learners.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

7. Teaching of Phonetics develops motivation in the learners to learn English.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

8. Knowledge of phonemes also improves the reading skills.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

9. Audio-Lingual method (ALM) facilitates teaching of Phonetics.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

10. Teaching of phonemes should be included in the curriculum of English for 6th grade students.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

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Introduction of English Phonemes in Curriculum of 6th Grade in Federal Government Schools

MODEL QUESTIONNAIRE # 2

Name _____ Age _____

Qualification _____ Occupation _____

Language course _____ Institute _____

1. **Lack of communicative competence in English obstructs progress in practical and professional life.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

2. **Students enroll in language courses to improve their communicative competence.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

3. **Phonetics is taught in this language course.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

4. **Phonemes of English language are taught in this language course.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

5. **Phonetics improves the communicative competence.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

6. **Phonetics improves pronunciation and speaking skills.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

7. **Phonemes and Phonetics also improve reading skills.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

8. **If you were taught Phonetics at school level, would you have taken admission in language course?**

Yes Not Sure No

9. **Teaching of Phonetics at school level would be very useful.**

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Strongly Agree Agree Not Sure Disagree Strongly Disagree

10. **Phonemes of English language should be introduced in 6th grade curriculum.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

=====

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Issues Confronting Postcolonial Societies in the Select Poems of Esther Nirina and Lila Ratsifandriamanana

G. Vidya, M.A. (French), M.A. (English)

ABSTRACT

After the independence of Madagascar from France in 1960, the new generation of Malagasy women writers wrote with a social commitment. They drew a dreary picture of their newly independent country: politics marked by corruption and abuse of power; socio-economic conditions marked by acute misery and injustice; and, the near impossibility of reconciling traditional values with the needs of emerging modern societies. These women writers, whose works were primarily in French, did not deny the importance of traditional values and Malagasy language and literature. Thus a new spirit of duality emerged among these women writers giving them their rightful place in the Malagasy society. This paper attempts to study some of the poems of Esther Nirina and Lila Ratsifandriamanana as reflections of issues confronting Postcolonial societies.

Keywords : Postcolonial, Malagasy, Poetry, Esther Nirina, Lila Ratsifandriamanana.

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The New Generation of Francophone Writers

In 1960, Madagascar declared its independence from France, the colonial power. The sixty-four years of colonization had produced a Malagasy elite, who knew well that prestige had always been spelled in French, but, at the same time, did not deny the importance of traditional values and culture. While French was encouraged as an administrative and scholastic language, Malagasy remained in the intimate sphere of the family and as a language of creation, especially among the Poets. Thus emerged a new spirit of duality, wherein Malagasy culture and language acquired their rightful place and identity.

The new generation of Francophone writers mastered the colonizer's language without renouncing their native moral, social, esthetic and spiritual values. They drew a dreary picture of the newly independent states: politics marked by corruption and abuse of power; socio-economic conditions marked by acute misery and injustice; and, the near impossibility of reconciling traditional values with the needs of emerging modern societies.



Esther Nirina

Courtesy: <http://www.lehman.cuny.edu/ile.en.ile/paroles/nirina.html>

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Women Writers and Their Favourite Themes

Women writers like Esther Nirina and Lila Ratsifandriamanana present the same drama wherein the individual is trapped between the demands of the modern city and the tradition of an earlier age. They chose poetry over other literary genres for this genre is ideal for stressing with brevity a specific problem or theme. The favourite themes of these writers were the quest for an authentic Malagasy soul, the vicissitudes of love, woman, nature, virtues of work etc.

This paper focuses on some of the poems of Esther Nirina and Lila Ratsifandriamanana as reflections of issues confronting postcolonial societies in the Indian Ocean region.

Esther Nirina

Esther Nirina was born in 1932. After a long stay in France, where she was a Librarian in Orleans, she returned in 1990, to live in Madagascar. She was already an important figure on the Malagasy Literary scene. She was a member of L' Academie Malgache. She presided over the Society of the Writers of the Indian Ocean (SEROI). She has published several volumes of poetry: *Silencieuse Respiration* (1975); *Simple Voyelle* (1980), for which she received the ADELFF Grand Prix Littérature de Madagascar; *Lente Spirale* (1990); *Multiple Solitude* (1997); and her most acclaimed collection of poetry *Rien que Lune* (1998).

A Philosophical Turn

In Esther Nirina's hands, poetry takes a philosophical turn. After many years of self-imposed exile, back in Madagascar, she integrates nostalgic memories of the ancestral land and Malagasy childhood with a quest for sensitivity and values:

Breath probes
As far as the bones of my spine
I make it into the flute
Of my conscience
But

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For some
This barely audible voice
Has no place
In their orchestra
You alone
Oh silence!
Arrange the voice that
Speaks my mother's tongue
Inside your register

(Multiple solitude, quoted in Voices from Madagascar 252)

The Style

Nirina's sober style, like the traditional "Hainteny" lends itself to a multiplicity of meanings.

Father, you who are present here
Lead me not into the temptation
of no longer believing that He came
also
for my people.

(Simple Voyelle, quoted in Voices from Madagascar 244)

In the poem, "He" refers to the leaders of the new nation. She does not hesitate to denounce the powerful ones nor does she forget to throw light on the degrading living conditions of the Malagasy people. Hope faded and the excitement of freedom quickly turned to ashes when the new government took charge. The unstable governance, the economic decline and the widespread abuse of human rights after Independence forced Nirina to take up a dejected tone in her poems.

When I see
Woman
Add up the wounds
Distending inside her

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Body filled with clotted blood

.....

I have nothing but a wisp of

Barely caught oxygen left

.....

When I see child

Struggle before

An obstructed exit

.....

Do I still dare

Speak of love?

(Nirina, *Lente Spirale*, quoted in *Voices from Madagascar* 250)

Esther Nirina quenched her poetic thirst with the publication of “Mivolana-an-tsoratra”, her first collection of poetry in her own Malagasy language, which turned out to be her last. She died on 19 June 2004.

Lila Ratsifandriamanana, Politician-Novelist



Lila Hanitra Ratsifandriamanana

Courtesy: <http://www.fdu.edu/newspubs/magazine/09sf/lila.html>

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Another writer from Madagascar is Lila Ratsifandriamanana, a Malagasy politician and diplomat. Born in 1959, she was the Minister of Scientific Research from 1997 to 1998 and Minister of Foreign Affairs from 1998 to 2002. She became the Ambassador to Senegal in 2002, Permanent Representative of the African Union, Permanent Observer Mission of the African Union to the UNO. Lila Ratsifandriamanana, with a humble start as a teacher of natural sciences in Antananarivo, has published novels, plays and poetry in Malagasy under the pen name of Lila and has written poems and short stories in French.

Describing the Despair, the Bitterness and the Disillusionment

She has won great acclaim as a Francophone writer. Despite being a politician and a diplomat, she honestly registers in her poems the despair, the bitterness and the disillusionment that followed the euphoria of independence as her nation could not live up to the dreams of its citizens. She bluntly denounces the untenable conditions of post-independence Madagascar. Her poems express her grievance over the fate of her beloved country.

Could a country like mine
Hope for
A brighter tomorrow?
A country where Hunger
Is king
Where Misery is queen!
A country where the law
Is mystery after Mystery ...
.....
A country where the wrong
Sometimes has its reasons
Where life is torment
Yet a country like mine
Is indeed a treasure

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In the Indian Ocean.

(Ratsifandriamanana, “This country of mine”, quoted in *Voices from Madagascar* 276, 278)

The last three lines of the above poem titled “This country of mine”, sums up the true Malagasy spirit of the contemporary Malagasy women writers. The women writers faithfully depict, on the one hand, the Malagasy life and society emphasizing the cruel urban landscape and its daily realities; on the other, they highlight the challenges faced by their new nation in stepping into the modern world while preserving the positive, nurturing forces of the native tradition, wherein its soul lies.

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The Female Protagonists of Shashi Deshpande's Novels

Vimala. V. M.A., M. Phil., Ph.D. Candidate

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Introduction

Throughout the history of humankind, there has been a belief imposed on women that they were inferior to men both in physical strength and in mental caliber. They were denied freedom to act independently, even to get an education and were considered unfit for any task. In a way woman accepted and found satisfaction in being slave to men. During her childhood days, her father protects her, and after marriage her husband takes care of her; during old age her sons look after her. This was the general belief in Indian and other societies. Slowly, during the British rule and with the emergence of reformers, the condition of women underwent a tremendous change. Women were given education and participated in social, economic and political affairs.

Deshpande solemnly declared in an interview that she is a feminist writer

"I am a woman and I do write about women, and I am going to say it loudly; I don't want to dissociate myself" (Shashi Deshpande) (Sue Dickman, 1998:133). Casual study of her novels

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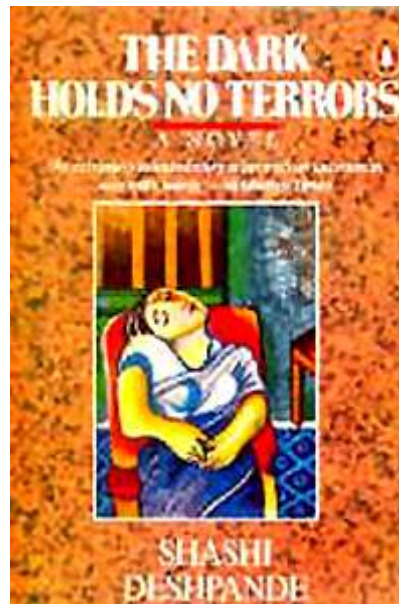
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makes one understand that she has not only much concern for women but also she has tried to understand and suggest remedial measures for their everyday problems in the patriarchal society. The protagonists of her novels are woman who have to struggle for even trivial things in their troublesome life. They have to face the challenges in their day to day life, and that may help quench their thirst for freedom, to say the least.

The Dark Holds No Terrors



The title itself is paradoxical. Darkness is the symbol of Terror. Terror subdues, hurts, affects one's emotions. Here in this novel terror does not affect Saru but her husband stands for darkness. Saru is caught in the web of male chauvinism. Saru becomes almost emotionally unbalanced and turns out to be a cynic. She says then, "A wife must always be a few feet behind her husband. If he is an M.A, you should be a B.A. If he is 5'4" tall you should not be above 5'3" tall. If his earning is 500 Rs, you should not earn more than four hundred and ninety nine rupees. That is the only luck to follow, If you want a happy marriage"..... (137).

"The terrors are inside us all the time. The sorrows inside us all the time. We carry them within us and like traitors they are spring out; when least expect them to scratch and maul" (142).

Here we find a psychological analysis also. This is how our obsessions and fear haunt us like nightmare. The Title is not only simply symbolic but metaphoric.

The Woman Saru

A study of this novel shows how Saru, who strives to break the traditional, wishes to be the modern woman. She confronts reality with brave compromises of her heart to live at her will. This novel depicts how Saru experiences undefeatable trauma when her professional success had cast a shadow on her married life, how courageously she faces the situation and audaciously accepts the challenges imposed on her by her protégé's plight, unaided.

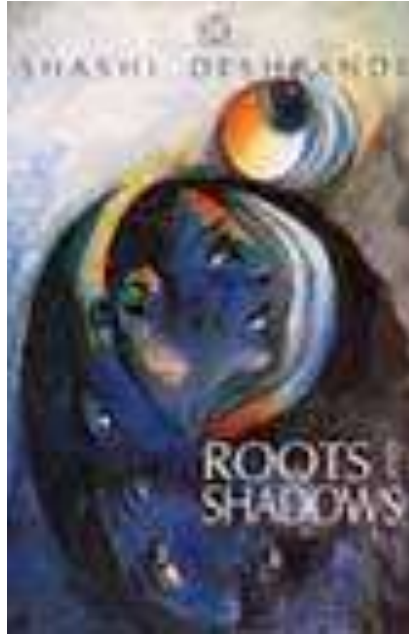
Depiction of Indian Conditions

In this novel the author brings the present day condition of an Indian woman before the readers, through the character of Saru. She experiences trauma differently from birth. As a child she was humiliated and neglected by her parents and family members. Probably the ill-treatment of her family members had forced Saru to seek consolation, love and care from Manu seeking to be modern, but remaining orthodox. After marriage also she had the same experience. She was refused freedom to breathe the scent of Independence. Deshpande discusses the blatant gender discrimination shown by parents towards their daughters, and their deep desire to have a male child. Every parent in India longs to have a male child as their heir, because they believe only he would help them in their later life, but the existing reality is far from that belief. Manu vents his frustration on Saru in the form of sexual sadism, which has been vividly portrayed by the author.

A True Tale of Men Too

This novel is a true tale of men who are intolerant of getting suggestions from their spouses and having their manhood get hurt, when their wives claim acceptance and popularity in the society more than the men. Manohar feels subdued and suppressed with the rising status of his wife Saru in society, and with that all the troubles start. For Manohar is insecure and he develops this inferiority complex for which he alone is not responsible. Here the author has makes it clear that society is equally responsible for their deteriorating relationship.

Roots and Shadows – Problems of Joint Family



In this novel the author gives a clear picture of the prevailing problems of a joint family. At the outset the family seems to be whole and unique but the subtleties inside the family that have been portrayed, by the author exhibit the reality of a joint Indian family. The author has made one point very clear that the head of a family should be more tough and steady to run a family. To keep order and harmony in a family, it needs an indomitable spirit; one must evaluate the pros and cons and make decisions for a family, because one is responsible for solving the problems as well as maintaining peace in the family. In this novel such a character is AKKA, who is endowed with authority and domination.

The Protagonist Indu

The protagonist of this novel is Indu, who wants to be independent of every restriction. Having born in an orthodox family such freedom was denied to her. Her family was a joint family and it was maintained and controlled by an old aunt, a widow who did not bear a child. At the time of her death, she left her money and family to the heroine, Indu. Indu was basically rebellious in nature. She left her home for study in the big city when she was a teenager. She

aspired to be a journalist and became what she dreamt of. She fell in love with a young man who seemed to be modern and married him. In due course, she realized that her freedom was illusionary. She has exchanged the orthodoxy of the village home for the conventions of the 'Smart young set' of the city where material well-being had to be assured by sacrificing principles, if necessary.

Her great aunt dies. Indu returns to her house after the absence of 12 years. As she attempts to take charge of her legacy, she comes to realize the strength and the resilience of the village women whom she had previously dismissed as weak.

Tradition- Bound Woman

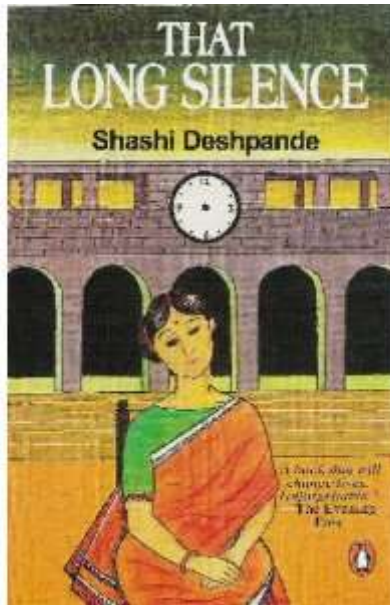
This novel pictures the agony and suffocation experienced by Indu in a male dominated and tradition-bound society. Indu lands herself in great mental trauma when she refuses to play the straight jacketed role of a wife, imposed upon her by the society.

To her great disappointment, the man after her heart, whom she has married, turns out to be no different from the less educated and very conservative Indian men. She is even more saddened when she understands that she herself has all along been involuntarily aping the role of the ideal, tradition-bound Indian wife. On her search for her own identity she even gets into an extra marital affair, and finally she realizes that it is possible to exercise autonomy within the parameters of marriage.

A Woman of Determination

Deshpande then exposes the gross gender discrimination and its fallout in a male dominated society. Indu, the protagonist of *Roots and Shadows* is emerging successfully as a woman of determination, not yielding to the dictates of the patriarchal society. She exemplifies as a woman in the traditional period that is tossed between old-traditions and individual views. It records how she defies the worn-out traditions, pushes aside all her fears about her imagined inadequacies and asserts her rights as an individual being.

That Long Silence



That Long Silence won the Sahitya Academy Award for Shashi Deshpande in 1990. This story is a pen portrait of an Indian middle class housewife Jaya, the protagonist of the novel. The theme of the novel is simple. In this novel, right from the beginning Jaya maintains silence; and finally she breaks her 'silence' in order to step forward to lay claim for a prosperous life. How it happens is what the novel is about.

Jaya, the protagonist of the novel *That long Silence*, like every other Indian woman within the patriarchal system, suppresses her own likes and dislikes, as she plays second fiddle to her husband during crucial times, in her own words

“I had learnt it at last no questions no retorts, only silence”. (143)

Finding Female Identity – Jaya’s Journey

In such a stifling and suffocating domestic setting and patriarchal set up, she finds her female identity effaced. Her feminine dilemma is expressed in her chaotic state of mind. “I could and could not do all the things that were womanly and unwomanly.”

Deshpande reveals the consciousness of Jaya through an exposition of her mind in the process of thinking, feeling and reaching to the stimuli of the moment and situation. In doing so, she goes on to affirm the feminine psyche of the protagonist, all ready to break away from the

stronghold of the quagmire of the social fabric rooted in patriarchy, which repels as it attracts. The dejections and disappointments of unrequited self-hood, the illusions of and pining for love and the yearnings for companionship make up the stream of Jaya`s consciousness.

“Ours has been a delicately balanced relationship, so much so that we have even snipped off bits of ourselves to keep the scales on an even keel”. (7)

Mute Sufferer

Jaya is not out and out the mute sufferer in the novel. She observes her relationship with her husband and speaks through her consciousness.

“Sensual memories are the coldest they stir up nothing in you.....their emotions and responses seemed to belong to two other people, not to the two of us lying here together. Whatever my feeling had been then, I have never spoken of them to him. In fact, we had never spoken of sex at all.” (21)

“Jaya keeps silence and a silent stream of thoughts and feelings springs from it. In order to get by in a relationship one has to learn a lot of tricks and silence is one of themyou never find a woman criticizing her husband even playfully”(68)

In case it might damage the relationship Jaya yields to her husband`s will without revolting. She is accustomed to tolerating the masculine oppression. But she declares that she is not patterned after the women of traditional Indian society such as Sita, Draupadi, or Savithri. She presents herself the image of a woman to enliven and consolidate the relationship of man and woman in their journey of life.

“No, what have I to do with these mythical women? I can`t fool myself. The truth is simpler. Two bullocks yoked together ... It is more comfortable for them to move in the same direction. To go in different directions would be painful and what animal would voluntarily choose pain?” (80)

When Mohan was caught in malpractice, he reasoned that he did everything for the sake of his family as he tried to assure his company about his motives. With Jaya, there has been no communication, and between the two there was a big gap. She is disgusted with their mechanical relationship.

“A man and women married for seven years without mutual love or understanding”. (78)

Loneliness in Marriage and Developing New Relationship

This loneliness in her marriage moves Jaya to the side of Kamet, a middle aged intellectual. He is not socially significant as Mohan. He treats Jaya as an equal, and shares everything with her. Jaya finds ease in his company, tells everything which she cannot tell others including Mohan. Her physical intimacy with Kamet is significant; an important thing in their relationship is perfect mutual understanding and friendship between them.

During her childhood days she was taught not to protest against the aged in the family by her Grandma. After marriage she learns to stay under the shell of silence, against the angry accusation Mohan throws at her during quarrels.

When silence fails to resolve everything, it becomes rescue. Jaya says: “I must not laugh, I must not laugh”. (122)

In fact, she laughs at Mohan and enjoys herself in that helpless situation :

“Laughter burst out of me, spilled over, and Mohan started at me in horror as I rocked helplessly. When finally, I recovered myself I was alone in the room.”(122)

That laughter results in Mohan’s leaving the Dadar flat without a word. During his absence she has no face to show to the world; she becomes rudderless and no one is there as substitute for him. It means he had given meaning to her life.

Women as Victim

Ragul had gone with Rupa and Ashok on a holiday trip; their disappearance makes her lose hope. She goes out of the house and walks aimlessly in the streets of Bombay. She finds two

males fondling the chest of narcotic-smoking well-to-do girls at the bus stop. Shocked at the sight Jaya begins to doubt the credibility of romantic ideas, when the woman can be the victim. Her revolutionary ideas freeze as she fails to encounter the reality. She understands that her own children being distant from her together with her husband's accusations are sufficient to shake her revolutionary ideas. She realizes she is secure only with Mohan.

Success after Long Silence

Deshpande's women succeed after a long silence. Jaya, in "that long silence", knows very well that her husband had cheated her, but she cannot leave him just for that. When Jaya completely comes out of her emotional upheaval, she lists a few problems within her. At one point she feels that she has not achieved anything in her life, but soon this thought disappears.

"What have I achieved by this writing? The thought occurs to me again as I look at the neat pile of papers. Well, I've achieved this I'm not afraid any more. The panic has gone. I'm Mohan's wife, I had thought, and cut off the bits of me that had refused to be Mohan's wife. Now I know that kind of a fragmentation is not possible". (191)

Self-Analysis

Jaya's father brought her up to be a competent and confident individual to bring victory in life, so he named her Jaya which means "Jay am" - victory. At this stage Jaya does not care about her victory. Mohan's moving away shocks her and she becomes vigilant to find her real place in life, for her life is only in relationship with others. She can have her identity only if she has Mohan with her. She travels in circles searching for her identity in the loneliness of her relationship with Mohan and children. Though it is a full circle it is not the starting point to which she returns. The untiring search for the self has brought her some knowledge of life. Now she does not look for the image of an animal to talk about their relationship.

Instead she looks at herself and Mohan as individuals with independent minds. She realizes that the fault is her own. Further, Jaya says one cannot remain static throughout one's life. There has been a change in Jaya in the right direction; and at night time it makes Jaya behave like a mature woman. With the news of the arrival of Mohan and their son, she finds

herself slipping into her marital life again. The feelings of Jaya newly evolved help to really strengthen her to look back easily at the path through which she had come to the present.

Jaya emerges through the tension of the two worlds in her as a determined modern woman, prepared to face life accepting the responsibility, and not trying to escape from it. Jaya realizes that meaningful co-existence that can only come through understanding, not through domination or subjugation.

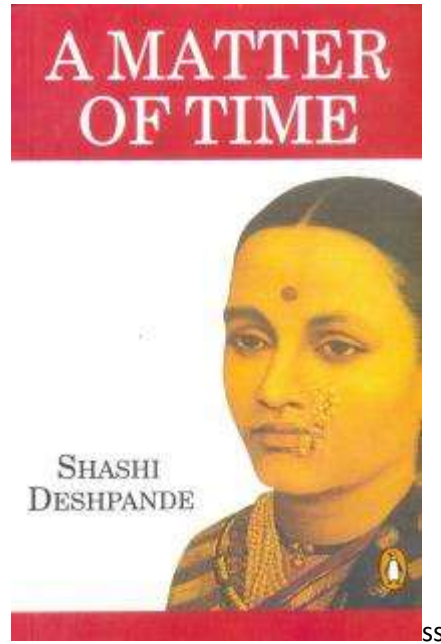
Freedom's Calling

Freedom is to survive 'whole' within the system and Jaya ultimately thinks it is possible. Jaya makes a strong statement on the prevailing subjugation of women in her observation. Fear on the part of women has allowed subjugation to continue. Women need not cling on and assume the roles imposed upon them. She says "in this life itself there are so many cross reads, so many choices".(192)

Women themselves have allowed victimization instead of bargaining for partnership. Jaya herself contributed to her to victimization and so she had to fight her own battle and workout her own salvation. In consequence of this experience, she felt it was necessary to break the silence to stamp her identity. From then onwards Jaya lived in her real identity, without sacrificing individuality.

She would compromise with things and matters not with her life. She abandoned 'seta' for the newspaper column, and that symbolized giving up her traditional model role of a wife. She would write what she wants. She might not find answers from her own life. That was her emancipation.

A Matter of Time



Deshpande's novel *A Matter of Time* deals with the human predicament of women. Though the protagonist of her novel is a man, Deshpande focuses entirely on women. Though Gopal the husband of Sumi deserts her, Sumi tries to manage the household in her own way. In the end, when her husband returns to the house, "She neither cries to him nor abuses him".

Sumi proves to be a woman of confidence who can take care of her family even in the absence of her husband.

A Matter of Time exposes how Sumi, a deserted wife is dauntless in her adversity in the way she evolves herself from utter desolation and bitterness, which was in line with the visible chains of patriarchal pressure and other family responsibilities.

It records how with courage, dignity, responsibility and independent spirit, even after being deserted by her husband, Sumi has reached a stage of self-sufficiency and self-fulfilment.

Three Women

A Matter of Time is about three women from three generations from the same family and how they cope with the tragedies from the same family, and how they cope with the tragedies in

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The Female Protagonists of Shashi Deshpande's Novels

their lives. Sumi is deserted by her husband Gopal, and she faces her humiliation with great courage and stoicism. Though deep inside, she is struck with immense grief, she tries to keep herself composed for the sake of her daughters. Her mother Kalyani was married off to her maternal uncle Shripati.

When their four-year-old son gets lost at a railway station, Shripati sends her back to her parent's house, on Manorama's request. When he returns, he maintains a stony silence for the rest of his life. Kalyani's mother Manorama fails to beget a male heir to her husband and fears he might take another wife for the same purpose. So, in order to avoid the property getting passed on to another family, Manorama gets Kalyani married to her brother Shripati.

To Sum Up

On a close analysis of her novels, Deshpande's genuine concern for women is evident. Her protagonists are acutely aware of their smothered and fettered existence in an orthodox male dominated society, caught between tradition and modernity. Her protagonists go in search of identity within marriage.

The study of her novels also reveals that almost all her protagonists undergo great suffering in marriage, and are humiliated by men in the society. She is a feminist writer with great humanistic outlook and exposes the evils of the patriarchal family set-up in her novels.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Profile of the Needs of Zoology Undergraduates as English Communicators

Ushna Nadeem

Abstract

This paper provides a sample for analyzing the needs of the students who are studying English as an optional course as EAP students under the umbrella of ESP. The framework has been created for investigating learner's needs. The attention must be drawn to design such kind of courses that may helpful in their future professional life. The Literature Review also refers to the necessity of communicative needs of the learner. A thorough examination of communicative needs of the students can enable them to be successful in life. This term paper can provide a proper guidance to the course designer to change the methodology as well as way of evaluation. This is beneficial for both learner and teacher.

Key words:

English for Specific Purposes, CNP, Evaluation, Needs Analysis.

Introduction

1.1 What is Meant by Needs and Needs Analysis?

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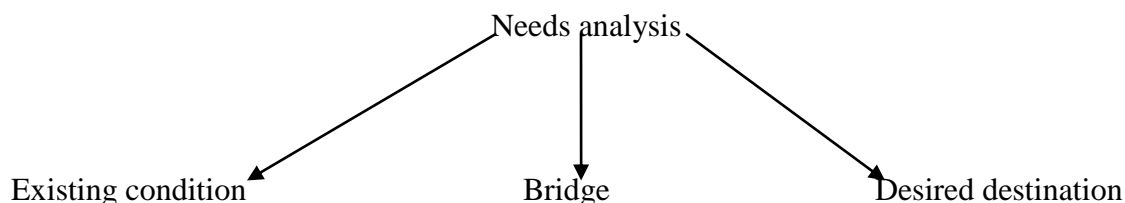
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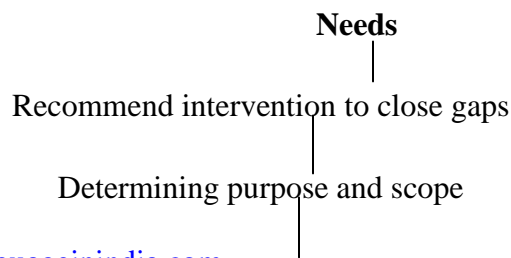
Needs Analysis is a formal process that focuses on elements of ‘requirement’. It is a systematic process for collecting information through different activities about student’s learning needs, their wishes, lacks, necessities, socio-cultural background and their purpose of learning. Needs Analysis goes for the satisfaction level of the students as well.

Lwai, et al. states that the term *Needs Analysis* generally refers to the activities involved in collecting information that will serve as the basis for developing a curriculum .This developed Curriculum will meet the needs of a particular group of students. He further adds that formal needs analysis is relatively new to the field of language teaching. However, informal needs analysis has been conducted by the teachers in order to assess what language points their students needed to master. The unique point of needs analysis is that it gathers data about the requirements of other stakeholders as well in order to improve the learning and teaching process.

Needs analysis is a ‘planning’ for improving the individuals and communities. Without planning it is not possible to continue the journey on the roads of life that are just like the slopes of a mountain and are not easy to surpass. Just like life, educational system also demands success. Needs analysis tells about ‘**what and how**’ of a course. The reality of needs analysis can be described thorough the following diagram.



Another Diagram further explains the process

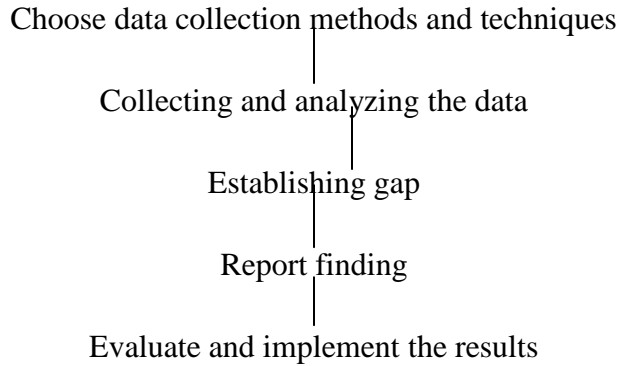


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The term *Need* and Needs analysis bear a lot of difference. A need can be alternative to desire to improve performance and deficiency. Needs can be defined as objective, perceived, felt, subjective, process oriented and product oriented needs,

Objective needs that are called perceived as well are derived from facts and do not include the feelings of the learner. Subjective and felt needs are derived out of insiders and involve feelings, liking, disliking, and choices of the learner. These needs have direct link with **cognitive and affective factor**. Learner's preferences about methodology, class environment and about teacher as will. The **Psychology** of student is given importance.

1.2 Significance of Needs Analysis in ESP course

Needs analysis is the corner stone of ESP. It is the key stage in ESP. learners and teachers both can have the needs different from each other. Needs analysis in that unique process in ESP course that leads to developing the aims and objectives and aims and objectives are actually '**Results**'. Needs Analysis is like the foundation of a building and aims and objective are its pillars. Needs analysis come to prominence during 1970s in the content of council of Europe modern languages project which was based on learner's communicative requirements.

Needs Assessment

Formulation of goals and objectives

Formulation of Contents

Selecting and developing the material

Course planning

Evaluation

Is the result satiating

Yes

No

ESP courses are based on **Needs Analysis** which aims to specify as closely as possible exactly what it is that students have to do through the medium of English ESP is “**Goal Directed**’. It focuses on learning for **Specific Purpose**. Needs analysis plays the major role in ESP in this sense that it specifies and identifies the goal. **White** gives a model in which he has made needs analysis basis for the ESP course.

Formulate

The Details

The results of needs analysis can be very helpful for both teacher and students that it can be used by teachers to modify the syllabus and methodology so they are most acceptable to learners. If teacher may want to adopt a new non- traditional method but the data indicates that majority of students are addicted to traditional methods of teaching and learning, conflict is possible case in this. However, through needs analysis teacher has been made already aware of it so he can manage to handle the situation. Before needs analysis the needs of the students were not addressed. This idea is the landmark in ESP course. ESP is need oriented and field oriented.

**“The result of needs analysis are used in programmers planning
to make decisions about appropriate learning objectives, syllabus
Context, teaching and assessment methods, learning and materials”**

(Byram2001)

Needs analysis in ESP is concerned with finding **communicative functions and notions needed by the learners.**

“Needs analysis in ESP is Devised to find out learner’s specific Purpose of learning English which are categorically impracticable to specify in EGP approach”

(Hutchinson and waters, 1996)

In 1978, with the publication of Munby’s communicative syllabus design, needs analysis was moved towards placing the learner’s purposes in the central position within the framework of needs analysis. In his work Munby introduced CNP “Communicative Needs Processor”

The aim of Munby’s CNP is to find as thoroughly as possible the linguistic form a prospective ESP learner is likely to use in various situations in his target working Environment .After **CNP** model world has begun to recognize that the function and situation are also fundamental.

The findings from a needs analysis are not the absolute one but are the relative. Finding depends on who asked what question and how the responses are interpreted. Our view of world matters a lot in this case.

1.3 Types of Needs Analysis

There are two types of Needs Analysis:

- Target situation analysis. (TSA)
- Learning situation analysis (LSA)
- **Target Situation Analysis (TSA)**

Needs analysis was established in mid 1970s. The early focus was on Register analysis and Linguistic analysis. Needs were seen as discreet language items. But when CNP model was introduced by Munby, the notion of target needs became a paramount. The term Target Situation Analysis was first used by **Chambers** who regarded it as ‘**communication in target situation.**

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In TSA, the desired destination is the target. The performance of student and needs of the learner in target situation are determined. It is known as **Task Analysis** as well. It is a matter of asking questions about the target situation. Target situation may refer to their professional life or any other objective for the accomplishment of which they are learning the English language. It is conducted to specify those specific skills that may be helpful in the target situation. Target situation includes objective needs in which learner's feelings are not involved.

A framework of TSA is given by **Hutchinson and Waters**:

a). Why is the language needed?

- For study
- For training
- For job
- For above all

b. How will the language be used?

- Medium Speaking, writing, reading etc.
- Channel telephone, face to face.
- Type of text

c. When will the language be used?

- Concurrently
- Frequently
- Seldom

They discuss the questions what would be the physical setting and what will be the content areas. These questions help in accomplishing the target.

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2. Learning Situation Analysis

Learning Situation Analysis or LSA refers to the subjective needs of the learner. The major concern is that why the learner is taking the course. LSA is very helpful in ESP course because the information provided by the learner can be helpful in selecting and grading of the contents. Another advantage is that by providing details about the goals, teacher can convince the learner. LSA advocates a process oriented approach not a goal oriented that is directed by specific reasons for learning.

This type of needs analysis has to do with the strategies that learner employs in order to learn another language. LSA tells that **what the learner needs to do in order to learn**. LSA requires personal information about the learner like who are the learners? What is their purpose of learning and what about their socio cultural background. It is learner centered approach.

Present situation Analysis

Another type of needs analysis is PSA. Both PSA and TSA bear equal importance in needs analysis. This approach procures learner's state of language development at the beginning of the course. (Jordon 2001)

Dudley Evans and St. John states:

“A PSA estimates strengths and weaknesses in language, skills and learning experiences. In PSA, the sources of information are students the teaching establishment and user's institution. PSA helps in deducing learner's lacks.

Evaluation is most vital part of needs assessment. ESP is more likely to be concerned with **Formative or ongoing** evaluation that takes place during the life time of the course and its findings help to shape the course during its life time. The immediate outcome and improvements increase the learner in motivation and it motivates the instructor as well.

1.4 Sources for Collecting the Data

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Sources for collecting data are self, peers, previous records, ex-students, clients, employers, colleagues etc.

Methods for Data Collection

The following methods for data collection can be helpful for needs analysis.

- Questionnaire
 - Discussions
 - Observation
 - Interviews
 - Assessment
-
- **Questionnaires**

A questionnaire is defined as a written collection of questions to be answered by the selected group of participants. Developing a good questionnaire demands enough time. A questionnaire must be structured carefully and should be attractive, brief and easy to respond. Questionnaire has two types:

- Open ended questionnaires
- Close ended questionnaires

Biased responses affect the results.

- **Discussions**

Discussion is an informal technique for evaluation as it is mostly spontaneous and does not require any advanced preparation. An informal feedback can provide very useful information on the nature of teaching and class room activities as what else they want to learn and what they find more difficult etc.

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- **Observation**

It is an important method to understand the work patterns. In peer-based assessment the others assess. They can attend the lectures and can make the points either positive or negative. However, it must be done carefully because it can be taken as a threat.

But the validity of observation is subject to the participants not acting as they normally do in class. The change in behaviour may affect the observation.

- **Interview**

Interview is “an oral, in person question and answer session between the interviewer and the respondents”. The question for interview must be structured carefully and in advance as to be not wasting others’ time. Additional questions may be asked in order to get more clarity and detail. The best way is to record the interview.

- **Assessment**

Assessment involves formal and inform oral judgment of student’s performance. Data can be collected through assessment that may include tests, presentations etc.

1.5 Statement of the Problem

In almost every department in University of Sargodha a compulsory course of English is being offered for the undergraduates. Same is the case with **Zoology undergraduates**. This course is aimed to develop specific skills in undergraduates. However, the case is vice versa because of imbalanced and unjustifiable list of course contents. Their contents mostly consist of the piece of literature and include a minor part of language. The results of inefficiency of producing a good course happen in this way that it can be fruitful only in their **Academic** needs not in **social and professional needs** or the needs outside the classroom

Reading and writing skills are improved to some extent but listening and speaking are completely neglected. In Pakistan, especially in a course that can fulfill their communication needs. Without communication it is impossible to move in society. In the course, introduced by

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UOS, a teacher starts with reading and course ends with writing. Group work is very rare. Discussions are not conducted and if conducted in rare cases, the whole class does not take initiative.

Teacher takes presentations in class. But they are also unable to fulfill the purpose to develop communicative ability. Students mostly cram the things or do paper reading while presenting. Listening and speaking are interlinked with each other. Listening improves speaking.

English is the language that is challenging the world. Emancipation and communication has a relation of husband and wife. English is the language of courts, army and higher education. It is the language that is the source of interaction with ruling class. Even our Ex. P.M Yusuf Raza Gillani took oath in English.

It can be stated that communication is the skill that must be prioritized. So, this research aims at analyzing oral needs of the students like what is their present situation and what can be their target situation is the case.

Through this term paper the student's communicative needs have been analyzed.

1.6 Delimitation of the Study

Researcher must admit this thing that it is a limited range of study and its conclusion and recommendations must not be generalized by anyone. The data has been collected from only one class of the Zoology department in University of Sargodha. It is a confined level that must not be considered absolute and all in all.

1.7 Aim of Study

Researcher has analyzed the difference between **Present situation** and **Target situation**. So, the very study aims at providing proper guidance as well as recommendation for developing such kind of course that can fulfill their oral needs.

In this way, they may be able to exist economically, socially and politically in society and can contribute to the development of society.

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- **Problems in Collecting Data**

Researcher had to encounter with a lot of problems while collecting the data for the term paper. Students, who were undergraduates, did not allow me at all for keeping an eye on them. They were at earlier stage in university and were even resistant to fill up the questionnaires for the research. Researcher had to convince them in a proper manner. This process was as slow as melting of ice. However, at last they were ready to cooperate and helped me in fulfilling my purpose.

2. Literature Review

This chapter deals with the review of previous work on the communicative needs of the learner. It is necessary to review the previous straggles because it provides a sample for the next stage. Researcher finds it more appropriate to review the works focused on communicative needs.

In **1978, Munby** proposed his approach to needs analysis. The best known framework for TSA is the rigorous model. His approach focuses on the aspects of communication. This model is named as CNP.

Hutchinson and Waters state:

“With the development of CNP it seemed as if ESP had come of age.

Long observes that communicative aspects must be the top priority because the ability to communicate involves discourse practices as well. It is more important that how the learners use the language than how they learn the language.

Gate house (2001) also focused on communication and pointed out towards the importance of communication needs. He said that when developing on ESP curriculum, three abilities need to be integrated into it for the purpose of successful communication.

- Ability to use every day informal language.

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- To use generalized set of academic skills.
- Ability to use particular jargon in the context.

Needs analysis in language learning came to province during **1970s** in languages projects (**Trim et al**) 1973 in Byram 2001 which was based on learner's communicative requirements in the future context of language use and this was primarily concerned with finding out the **Communicative functions**.

Swales says that genre can be identified with a class of communicative events a member of which produces a wholesome set of communicative purpose. He focuses on Genre Analysis.

West also focuses on discourse analysis and says that reaction against Register analysis concentrates on the **Communicative values of discourse**.

Richterich and Chancerel (1977-80) who came up with a new notion of PSA. This approach to needs analysis procures learner's state of language development at the beginning of the language course.

3. Methodology

3.1 Introduction to sample

Researcher had chosen **Zoology Undergraduates** who were being taught English as an optional course as EAP students. The main issue rather preoccupation for the researcher was to highlight the deficiencies, lacks and want which was the basic hurdle in the way of fulfillment of '**Communicative needs**' of the students. Another basic purpose was to recommend certain techniques which are the basic requirement for developing oral skill in students. Communicative skill was magic stick in the hands of the learner by using that stick they could be successful throughout the life. So to explore the way for the oral skill was the basics of this term paper.

3.2 Different ways of data collection

The basic source for the required data for the research was the target population itself, means the students of zoology department (BS 2nd) who were taught the specific course. The Language in India www.languageinindia.com

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certain ways for the data collection were **questionnaires, interviews, discussions and peers.** Objective and subjective needs of the students were observed. students' choice was also given importance. After the analysis of the data both statistically as well as qualitatively or subjectively, it was realized that there are certain lacks that need removal in order to hide themselves.

4. Collection of the Data

The fourth chapter deals with the procedures that have been used for collecting the data for research. Data refers to preparing and collecting records to make decisions about important issues. It is the collection of facts such as values or measurement. Qualitative data describes something and quantitative data provides numerical information.

Selection of the appropriate data is important for the **effectiveness of research.** Particular attention must be paid to the methods used to gather information from subjects because they are considered **'Sensitive'**. Any solid research has had even more solid data plan. It adds to the validity and accuracy of research.

“Any research can be affected by some factors which

Extraneous to the concerns of the research, can invalidate

The findings”

(Soliger and Shohamg)

Research must be systematic and structured. Collecting good quality data plays important role in supplying objective information for the problems lying under study. This chapter deals with the procedures and the sources that have been used for the research purpose.

The procedures and sources used for the data for research purpose are following:

Participant / Subjects

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Zoology students, as earlier told, were not ready to cooperate with the researcher in start but later the same participants became a good source for the data collection. Students of Bs semester 4 were also consulted for this. Though the real participants were the students of BS 2nd yet their peers also cooperated with the researcher. The very research was not possible without the coordination of participants and peers.

Interviews

Unstructured interviews were conducted that did not contain predetermined questions and were started with simple opening question. The purpose of the interview was to explore the views, experiences and motivations of the learner.

Questionnaires

Different samples of questionnaires were distributed among the subjects. The questionnaires were pre-determined and carefully planned. This way of collecting the data proved very helpful in knowing about **wants, lacks and necessities** in the learning process. Subjects fulfilled the questionnaires without any kind of opinion bias. While preparing the questionnaires this thing was kept in mind that they must be free from Ambiguous wording and poor quality data.

Discussions

Informal discussions were conducted for the students in an informal environment .Students, in start, were not accepting any kind of communicative need due to the lack of knowledge. However a sense of realization of the realities of professional life was developed by the researcher .In this way, the dust on their minds was removed and they cooperated in described situation.

It had been tried by the researcher to collect good quality data that could lead to the goals for which research had been conducted.

5. Interpreting and analyzing the data

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The very chapter deals with the interpretation and the analysis of the data that has been gathered through different sources and procedures.

Data analysis and interpretation is the process of assigning meaning to the collected information, and determining the conclusions, significance and implications of the findings. The step involved in data analysis is the function of the type of information. Data collected through questionnaires, have been interpreted numerically.

5.1 Data analysis for the “Lacks” of the students

Data was analyzed in order to know that what are the lacks of the students. What is the difference between presents situation and target situation and what factors are responsible for it either background or class room environment? These lacks and wants analysis was very helpful in determining the course contents that may address the needs of the students.

5.2 Data analysis for the wants and necessities of the learner

Questionnaires were prepared in order to get knowledge about the want of the learner. Wants refer **to the liking, disliking and preferences of students/ learners**. It involves their motivation level as well what actually they want and what is they want to delete. **Necessities** of the students were also kelp under observation. Necessity refers to the dire need of the students i.e., **Communicative need**. It was observed that both wants and necessities are not addressed

5.3 Data analysis to judge the methodology and techniques used in class

When students were asked to tell about their favorite methodology and techniques, most of them replied ‘GTM’. Students’ minds were trained in such a way that they were unable to judge the right method. Anyways, after a little struggle to remove the dust from their minds, they were able to tell about the deficiencies. In methodology GTM method was used Medium of communication was both L1 +L2.

There was no interaction between student and teacher. Discussion and group work was rare. After data analysis the flaws of methodologies and techniques, that were a hurdle in the

fulfillment of their needs, were observed. In such a way the course contents were determined that may fulfill their social, academic as well as professional needs.

Tables and graphs reflecting results of Questionnaire administered to the Zoology students:

- **What is the role of learner's socio-cultural background in communicating in L2?**

- It plays most important role.
- It helps to some extent.
- The whole situation depends upon previous background.

25% opted for (a) 58.33% opted for b and 16.66% for c.

- **Which skill is focused in class room?**

- Speaking
- Listening
- Writing

25% said speaking. 41.66% said listening and 33.33% said writing

- **What is the medium of communication in class?**

- English
- Urdu
- Both L1 + L2

- The reply to this question by 25% was (a), 16.66 (b), and 58.33% (c).

- **Who plays the most important role in class?**

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- Learner
- Teacher
- Both learner and teacher
- 8.33% participants favoured the learner. 25% favoured the teacher and 66.66 (c), both the teacher and students.
- **To which extent the interaction between teacher student and student-student exists?**
 - There is lack of interaction between them.
 - Interaction exists up to some extent.
 - There is a healthy sort of interaction.
- None attached any importance to (a). 50% attached importance to option (b) and remaining 50% (c).
- **Different aviates are used in class or not?**
 - Aviates are very less.
 - They are used in English class.
 - There is proper use of opinion-gap activities and aviates in class.
- The reply of 8.33% percent participants was (a) 50% went for (b) and 41.66% ticked (c)
- **Course takes place in a week**
 - Three days.
 - Two days.
 - Four days.
- The reply of 100% participants was for (a) and none went for any other option.

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- **To which extent teacher is responsible for communication?**
 - Role of teacher is all in all.
 - Role of teacher is not very important.
 - It is important but up to some extent.
- 50% opted for (a) 25% for (b) and remaining 25% for (c).
- **To which extent optional course is helpful in major subject?**
 - It helps in understanding the major subject.
 - It does not play any role.
 - It plays minor role.
- 83.33% favored option (a) 16.66 (b) and none chose option (c).
- **What is the environment of the class?**
 - Noisy
 - Dull
 - Peaceful
- The answer of 16.66% was (a). 8.83 opted for (b) and 75% (c).
- **Outside the class communication in L exists or not?**
 - Very less
 - Very often
 - Yeah but to some extent

- 58.33 thought that outside class communication is less 41.66% thought what it is very often but none favoured option (c).
- **Why are they learning English as an optional course?**
 - It will help in professional life.
 - It will pave a way for CSS and PCS
 - It is limited to class only.
- **Dose teacher involve the learner in class?**
 - Teacher himself conveys the lecture
 - Teacher conducts discussions.
 - There is no concept of discussion on class.
- The selection of option for (a) was made by 4.166%, 41.66 % (b) and 16.66 (c).
- **Does English help in preparation of projects, assignments and reports or not?**
 - It helps a lot because we learn technical vocabulary.
 - It does not help
 - It helps up to some extent
- 50% were agreed that English is helpful. 41.66% did not favour and remaining 8.33% opted (c).
- **How English as an optional course will be helpful in their professional life?**
 - It will help in communication.
 - It will help in their professional needs
 - It will help in social interaction.

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- 33.33% selected option (a) 66.66 (b) and none (c).
- **Which area of language is focused?**
 - Vocabulary
 - Grammar
 - Activities and skills
- 66.66% selected option (a) 66.66% (b) and none selection (c).
- **Which is the methodology students admire?**
 - Grammar translation method
 - Communicative approach
 - Audio- Lingual method
- The reply to this question by 43.66% was (a) 50% (b) 8.33% (c)
- **What type of assessment student require?**
 - Assessment through different activities.
 - Assessment through discussions.
 - Assessment through papers.
- The response to this question by 41.66% was (a) 50% (b), 8.33(c)
- **Why learner finds it difficult to speak?**
 - Outside the class communication is rare.
 - Discussions are not properly held.
 - There is interference of L1

- The choice of 25% was (a) 33.33% (b) and 41.66% (c)
- **Are the learners satisfied with the performance of teacher?**
 - Yes to some extent
 - Not at all
 - Certainly
- 75% considered that they are satisfied to some extent, 16.66% opted for (b) and 8.33% for (c).
- **Do you get your tenses mixed up?**
 - Very often.
 - No, I am clear
 - Rarely
- The reply to this question by 50% participants was a, 41.66% and 8.33% (c)
- **Group work is there in class or not?**
 - Very often
 - No, it is not focused in class at all.
 - It is very rare
- 41.66 chose option (a) 85% (b) and 33.33% (c)

Is there any outside class activity?

- Meeting with the people.
- Attending seminars.

- Attending discussions.
- 16.66% opted for (a), 16.66% (b) and 16.66% (c)
- **For which thing English language is more required?**
 - Field work
 - Lab
 - Projects
- The reply of 4.66% was (a), 25% (b) and 33.33% (c)
- **Which are the fields in which English language is more required?**
 - WWF (world wide fund for nature)
 - Who (world health organization)
 - Fisheries department
- 83.33% subjects chose option (a) because in this field L1 interference is not allowed.
- **What are the aids that must be provided in class?**
 - Movies
 - Cassettes
 - Projector
- 41.66% replied(a) 25% (b) 33.33% (c).
-
- **Analysis of the Interview**

- Interviews of the subjects were administered by the researcher that helped a lot in collecting the data for the communicative needs of the students.
- **Analysis of the Interview Questions Administered to the Students**
 - English as an optional course is helpful but is confined to our academic needs only. It is unable to fulfill their professional needs because professional needs require communicative competence.
 - Students thought that their background and methodology matters a lot. Teacher conducts discussions off and on and it conducts. He does not involve dull and dumb students only. Volunteers take initiative and purpose remains unfulfilled.
 - Students expressed their feelings about their back-ground that is a hindrance in the way of progress. Obviously, they are not the native speakers and competence is the thing that is the specialty of a native speaker.
 - Students and peers answered that in this world **survival is for the fittest**. But they cannot surpass in the fields of life in this case.
 - Communication skill is important rather inevitable because without having this skill they cannot move in society. Learning is also a skill but both reading and listening are neglected though presentations are taken yet they are just cramming and paper reading.
 - Students felt that a course must be introduced consisting of communication skill.

6. Results and Recommendations

This paper aimed at finding the needs of the learners that would satisfy their professional and social needs. These needs are the **Communicative Needs** that are essential for the **ESP** learners who learn English for a specific purpose. For this purpose, a variety of participants were consulted having different preferences. The researcher framed the questions which should cover the whole area of learner's communicative needs.

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The results that have been induced are as follows:

6.1 Absence of a Course Based on Communicative Needs

The course being introduced to the Zoology undergraduates is based on such contents that do not fulfill their communicative needs. Their communicative skill is very faint and the whole future depends upon that skill. Their course contents obviously help in improving their writing and reading skill, but the most important listening and speaking skills are neglected. So, there is a need to introduce a course that may address their communicative needs by focusing on listening and speaking skills.

6.2 Ways of Assessment / Evaluation

Evaluation plays a vital role in Needs Analysis. After analyzing the needs of the students thoroughly, it has been observed that the way of evaluation is not the appropriate one. Students are assessed through papers not through discussions and activities. It may help in improving their writing skill only not speaking. Way of presentation is also not proper. Group work is very rare.

6.3 Methodology

Methodology that is initiated for learners is GTM or Audio-Lingual method. Communicative approach is not focused upon. Teacher's performance is also not satisfactory.

6.4 A Teacher-centered Approach

It has been noticed by the researcher that teacher centered approach has been occupying the central seat. Learner plays a minor role in this play. Teacher conveys the lectures and does not involve the learner. Teacher himself corrects the mistakes of the learners. Learners are not given any kind of opportunity to identify their mistakes by their own. Dull and dumb students have not been given incentive to step forward.

6.5 Environment of the Class and AV Aids

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AV aids like projectors, movies and cassettes are very few in number. Material provided by the teacher is also not appropriate.

6.6 Aims and Objectives

Learners have come to the institution with different objectives. If someone wants to join Civil Services, the other one wants to join WWF or Fisheries Department. However, the present course is unable to fulfill their communicative needs. The basic requirement for any kind of field is not adequately met with. Students themselves are dissatisfied with course contents and methodology and they are not helped to reach their goals and the destinations.

6.7 Recommendations

After having thorough analysis of the needs of students, it has been realized by the researcher that a course must be introduced that should address student's communicative needs and must include the following changes as well:

- Teacher must adopt communicative approach.
- Learner should be the focus. Teacher's role must be defined only as a facilitator.
- Teacher must provide different AV aids to learners.
- Evaluation must be through discussions and opinion gap activities.
- There must be efforts to reduce the interference of L₁
- Learners must be motivated to communicate in English outside the class as well.

6.8 Conclusion

Researcher has succeeded in the journey that starts from existing condition and ends at desired destination. The necessity of introducing a course has been realized. There is no value of orthodox and conservative methods of learning. Learner's responses are evident of this thing that a course must be taught that will prepare them for high level performance. Professional

responsibilities exert immense pressure. It has been tried to get more authentic data by using tools of data collection. It has been observed that learners are very keen concerning ESP course that prepares them for future competition. So, a change in ESP course is essential in order to prepare the competitors of the future.

=====

Appendix

Profile of the needs of Zoology students as “English Communicators”.

- **What is the role of learner’s Socio – cultural background in communicating in L2?**
 - It plays important role.
 - It helps to some extent.
 - The whole Situation depends upon previous background.
- **Which skill is focused in class room?**
 - Speaking.
 - Listening.
 - Writing.
- **What is the medium of communication in class?**
 - English
 - Urdu
 - Both L₁ + L₂
- **Who plays most important role in class?**

- Learner
- Teacher
- Both learner and teacher
- **To which extent the interaction between teacher student and student – student exists?**
 - There is lack of interaction between them
 - Interaction exists up to some extent.
 - There is healthy sort of interaction.
- **Different aviates are used in English class or not?**
 - Aviates are very less.
 - They are used in English class.
 - There is proper use of opinion-gap activities and aviates in class
- **Course takes place in a week**
 - Three days
 - Two days
 - Four days
- **To which extent teacher is responsible for communication?**
 - Role of teacher is all in all
 - Role of teacher is not very important
 - It is important but up to some extent

- **To which extent optional course (English) is helpful in major subject?**
 - It helps in understanding the major subject
 - It does not play any role
 - It plays minor role
- **What is the environment of the class?**
 - Noisy
 - Dull
 - Peaceful
- **Outside the class communication in L₂ exists or not?**
 - Very less
 - Very often
 - Yeah! But to some extent.
- **Why are they learning English as an optional course?**
 - It will be helpful in professional life.
 - It will pave a way for CSS and PCS.
 - It is limited to class only.
- **Does teacher involve the learner in class?**
 - Teacher himself conveys the lecture
 - Teacher conducts discussions.
 - There is no concept of discussion in class.

- **Does English help in preparation of projects, assignments and reports?**
 - It helps a lot because we learn technical vocabulary.
 - It does not help.
 - It helps to some extent.
- **How English as an optional course will be helpful in their professional life?**
 - It will help in communication.
 - It will help in their professional needs.
 - It will help in social interaction.
- **Which area of language is focused?**
 - Vocabulary.
 - Grammar.
 - Activities and skills.
- **Which is the methodology students admire?**
 - Grammar Translation method
 - Communicative approach
 - Audio- Lingual method.
- **What type of assessment students require?**
 - Assessment through different activities.
 - Assessment through discussions.
 - Assessment through papers.

- **Why the learner finds it difficult to speak?**
 - Outside the class communication is rare.
 - Discussions are not properly held.
 - There is interference of L₁.
- **Are the learners satisfied with the performance of teacher?**
 - Yes to some extent.
 - Not at all
 - Certainly.
- **Do you get your tenses mixed up?**
 - Very often.
 - No, I am clear
 - Rarely.
- **Group work is there in class or not?**
 - Group work is there.
 - No, it is not focused in class at all.
 - It is very rare.
- **Is there outside class activities like?**
 - Meeting with people.
 - Attending seminars.
 - Attending discussions.

- **For which thing English language is more required?**
 - Field work.
 - Lab.
 - Projects.
- **Which are the fields in which English language is more required in professional life?**
 - WWF (World Wide Fund for Nature)
 - WHO (World Health Organization)
 - Fisheries department.
- **What are aviates that must be provided in class?**
 - Movies.
 - Cassettes.
 - Projector.

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Dedicated to My Grand Parents

Acknowledgement

First and foremost, I would like to thank those people who always have played the role of a lighthouse for me on the untrodden paths of life. This term paper would not have been possible without the support of those people. This category includes **my Parents and Grand Parents** who encouraged and motivated me when I stepped forward in the competition where the survival is for the fittest one. Without their support it would have been difficult for me have the motivation to complete this work. I have found a golden opportunity to say thanks to my teacher namely, sir, **Ijaz Asgher** who was very helpful and who offered invaluable assistance and guidance. I am grateful to those who held my hand and helped me to succeed in completing this research.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Construction of Gendered Identities: A Textual Analysis of “Visit to a Small Planet” – a One-act Play

**Muhammad Iqbal Butt, Ph.D.
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Courtesy: <http://www.pitt.edu/~kloman/vidalframe.html>

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Abstract

The purpose of this study is to investigate the long standing issue whether the linguistic features help us in construction of gendered identities or not. There are certain features which are believed to be typical of women's speech and some other language features are associated with the speech of men e.g. the use of pronouns His / Her. Similarly, the linguists believe that women generally use 'we' whereas men mostly use the pronoun 'I'. Furthermore, it is generally connoted that women's language is powerless or women make excessive use of powerless features such as hedges, tag questions, pause fillers, speaking in italics, special lexicon, direct quotations, lack of sense of humor, question intonation in declarative context and many more. The researchers have tried to explore how far this claim is true or false.

A wide variety of researchers in their own ways have tried to prove the said issue. They have investigated various situations in different contexts to prove their findings. Despite a lot of research in this field nothing has been finalized and fixed. "Variety is the spice of life", is a universal aspect of life. So is the case with men and women's language. We find men and women using a large variety of languages in different conditions, situations, backgrounds, contexts, scenarios, and so on. How is it possible that after studying, analyzing and investigating fairly a small number of women or men in a remote corner of the world, the final result about the language of women or men can be deduced? It might be possible, if women are studied in a particular situation and background. Investigating a few women or men and declaring a general condition will be misleading and misguiding. Every social group, every class, every age, as well as each person's status has its own priorities, thinking, and perception. If women and men differ in taste, temperament, mood, perception, color, creed, social status and so on, it is but natural that nothing can be finalized about their language.

Introduction

Difference between Gender and Sex

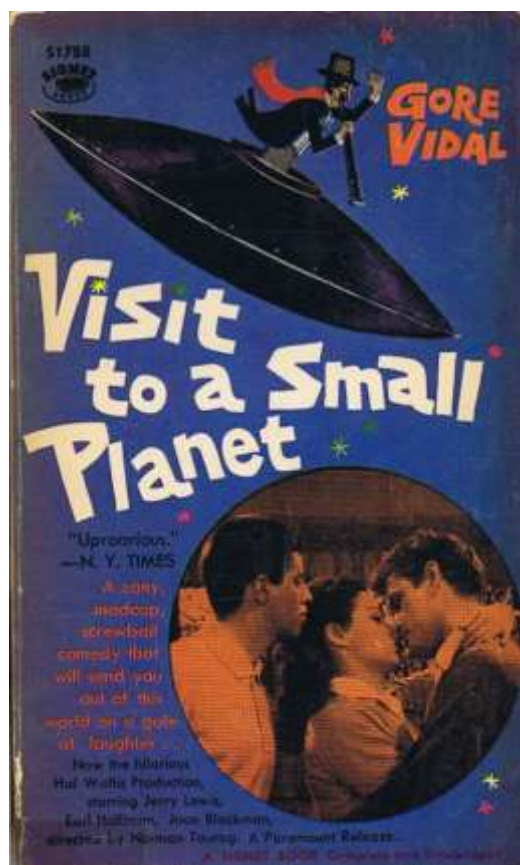
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According to Wharton (2005: 7) sex is only a biological factor with "distinguishable characteristics, which include chromosomal differences, external and internal sexual structures, hormonal productions and other psychological differences, and secondary sex characteristics". The biological aspects of sex for Delamont (1990: 7) involve 'physiology, anatomy, genetics, and hormones' whereas the non-biological aspects of gender are the differences between males and females like 'clothes, interests, attitudes, behaviors and aptitudes'.

In this regard Meyerhoff (2006) asserts, gender "is a social property: something acquired or constructed through your relationships with others and through an individual's adherence to certain cultural norms and proscriptions". According to Jackson & Gee (2005:116) "Gender is fluid, negotiated and constructed across different social and cultural contexts". Thus,

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gender indicates the socially constructed roles, behaviours and characteristics that a particular society deems appropriate for men and women.

Gender and Language: Gendered Language

Gender stereotypes that exist in language operate in a particular society in a number of ways of which language is one. The connotations of words, or the language used are very important in relating it to gender, because language is gendered both explicitly and implicitly; and connotations attached to words are a frequently used tool of gendering language implicitly. Romaine (1994) asserts cultural stereotypes exhibit, for instance, ‘spinster’ having negative connotation in contrast to a ‘bachelor.’ This extends in such a manner that women's accepted association with relationships is highlighted through language with the use of words like ‘Miss’ or ‘Mrs’.

“Women’s Language” or “Powerless Language,” a connotation which has stimulated a wide variety of researchers over the years is a jumping point which entails Lakoff’s finding. Lakoff (1975) in his provocative essay, “Women’s Language” asserts that women make excessive use of language features which he connoted powerless. This issue later received a lot of attention all over the world and became a central point of discussion and research especially among the women researchers. They took up this issue and ultimately it became a hot debate and it proved to be a favorite subject among the researchers in the present era.

This modern age is the era of women’s emancipation. The emerging women of the time have become a matter of discussion in the world. The long ignored and disregarded creatures (women) have become a central focus of attention in this world of ours. They have captured the interest and curiosity of the world at large. They are being valued and judged in every sphere and in every walk of life. That is the reason that the very concept of their lives has been explored.

The debate on ‘language and gender’ knows no bounds in the present scenario. Every now and then, new investigations and opinions are being formed in this context. Everyone

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(researchers) though is working and investigating in his / her own jurisdiction and sphere, and one thing is common in all such enquiry, which is the issue of powerlessness in women's language. But it would be wrong to say that this is the last and final word. One has to assess this issue from case to case, place to place, culture to culture, society to society, situation to situation, race to race and so on.

Therefore, our study in this background might not be taken as the final word. It is just a new horizon or exploration with reference to a piece of literature. No doubt, a lot has been done and said already in this context; yet it needs further exploration and investigation. We are sure, the more we explore the issue the better the result would be. It is in fact a long-debated discussion which may never come to an end. The discussion in this regard is very productive as many new and interesting aspects related to the discussion are emerging, which otherwise, would make the current thinking and perception stand still.

As we have already mentioned, a lot has been done in this context, especially in vocalized discourses in natural setting. At the same time we should not ignore the written texts, particularly of the dramatic genre, where we come across a wide variety of men and women's language samples. Perhaps it might not be an apt situation for investigation and research, but we cannot ignore it. It is the most vital part of literature and even of human life. Therefore, we have taken up the issue of a literary text in this connection.

“Visit to a Small Planet”

We have selected a one act play, “Visit to a Small Planet” by Gore Vidal. Though the play does not take place in natural setting, the environment is a controlled one. Our interest is to evaluate the features of women's language in a controlled environment. The play has a scientific background full of situations creating suspense. All of the characters in the play have been put in a water-tight compartment. Each of their actions is being observed and their conversation is being recorded, the reason being, the issue is of national security.

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In this one-act play, a scientific object (spaceship) lands in the backyard of Mrs. Spelding's house. The two female characters, Mrs. Spelding (the mother) and Ellen (the daughter), and male characters, Mr. Spelding (the father), General Power (the high ranking military officer), ADIE (his assistant), the technicians (helping out Mr. Spelding in his broadcast) and Kreton (a non-native who lands in a spaceship) come into contact with one another. We have tried to analyze and assess their conversation to find out the final outcome. The speech of two females (the mother and the daughter) in comparison to that of the four males (Mr. Spelding, General Power, Kreton, John) is a factor of much fascination. After analyzing and assessing the conversation of the six characters (of two females and four males) interesting and stimulating results have been deduced. Once again we would like to enunciate that it is by no means a hard and fast rule to depend on. It is just an interesting deduction which could perhaps become a stepping stone for future researchers who wish to investigate the issue in this context.

An interesting example in this regard is mentioned here.

Allen corrects her father to use a quotation of Shakespeare properly which her father actually uses for her.

Spelding: More thankless than a serpent's tooth is an ungrateful child.

Allen: I don't think that's right. Isn't it "more deadly..."

Mrs. Spelding: Please don't quarrel. It always gives me a headache.

Spelding: I never quarrel. I merely reason, in my simple way, with Miss Know-it-all here.

Literature Review

Various theories and various observations have been highlighted by many researchers and investigators in the said context over a long period of time. **The Deficit Approach** in Language and Gender studies can be traced at least as far back as the early 1920s, when the renowned linguist Jespersen (1922: 276) devoted a chapter of his book "Language: its Nature, Development and Origin". The very presence of this chapter added in all apparent seriousness in his scholarly book on language, seems to suggest that the language women use

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deviates from the reality of things. Women have a smaller vocabulary and whatever vocabulary they have is not always used properly. Women also suffer, he says, from inability to complete a sentence, and while there is more volume of talk from women, there is less substance in it. But none of these claims were based on evidence. These opinions were based on pure conjecture on Jespersen's part.

The modern study of language and gender began with the publication of Robin Lakoff's ground breaking article, "Language and Women's Place" (1973), expanded into a book form in 1975. Lakoff identifies quantifiable differences in language use between men and women. According to her, these features demonstrate that women's talk is confined to frivolous, non-serious matters that relate to their specific interests which express approval of the trivial and convey a personal and emotional reaction to the subject matter. According to her speculations and personal observations, women use more tag questions as compared to men. They use sentences with more rising intonations than men. Then she adds that women use more hedges such as 'well', 'y'know'; talking in such a manner they avoid making forthright statements. Hence women's use of hedges is evidence for hesitancy, making them appear less assertive than men. They talk in italics i.e. they give double force to certain words in order to convey the importance of what they are saying. Italics convey doubts about self-expression and one's fears 'that their words are apt to have no impact'. Some studies seem to support Lakoff's hypothesis that women indeed use more tag questions than men in certain contexts (Siegler and Seigler, 1976, Crosby and Nyquist, 1977), whereas, Dubios and Crouch (1975) listed all the examples of formal tag questions as well as informal tags. A total of 33 tag questions were all produced by men.

William O' Barr and Bowman Atkins (1980) found some females (of low social status) using the features in accordance with Lakoff's categories while others (of high status) did not. Male witnesses varied in the same way. This view has been challenged by Holmes (1984), Coats (1987) and Cameron (1989). Holmes analyzed tag questions according to whether they express primarily **modal** or **affective** meaning. Findings showed that women and men did not differ greatly in total usage. Cameron McAlindin and O'Leary's (1989)

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study of tag questions supported Holmes' findings. The striking finding was that powerless participants never used affective tags. Deficit Approach has been criticized because it treats men's linguistic practice as the norm, and renders women's linguistic practices as problematic, and treats women as an undifferentiated group. Dominance Approach sees women as an oppressed group and interprets linguistic differences in women's and men's speech in terms of men's dominance and women's subordination (Cameron D. and Coats J., 1986). According to this theory in mixed sex conversations men are more likely to interrupt than women.

Don Zimmerman and Candace West reported that in 11 conversations between men and women, men used 46 interruptions while women only two. Zimmerman and West, later in another paper, 'Women's Place in Everyday Talk' observed that male speakers regularly interrupt female speakers in mixed pairs, even though the interruptions are rare in male-male pairs. They claim that women in contemporary American society, like children have restricted rights to speak, and that interruptions are used both to exhibit and to accomplish socially sanctioned relations of dominance and submission. (Zimmerman and West, 1998)

Bilous and Krauss (1988) claim that there are more interruptions in female-female interactions than in male-male interactions. Dale Spender (1980) in her monumental piece, "Man-made Language" refers to the work of Zimmerman and West, and argues that as a result of patriarchy meaning is defined by men (e.g. literally by writing dictionaries), women's meaning are not encoded in the language. Language encodes male versions of events; it reflects male interests and words have a male bias. She further adds that male language is treated as the norm.

Victoria De Francisco (1998) in her article, "The Sound of Silence: How Men Silence Women in Marital Relation", focuses on noncooperation in interaction. Pamela Fishman (1980) found that although the women talk more than men, they were less successful than men in getting their topics accepted. Joan Swan observes that dominance can be achieved by male speakers without the complicity of women.

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An alternative explanation of women's and men's language use derives from the work of Daniel, Maltz and Ruth Borker (1982). Maltz and Borker argued that women and men constitute different gender subcultures. They learn the rule of 'friendly interaction' as children when a great deal of interaction takes place in single-sex peers groups. Maltz and Borker's work is closely related to research on misunderstandings in inter-ethnic communication. Tannen argues that women speak and hear a language of connection and intimacy while men speak and hear a language of status and independence. The British linguist Jennifer Coates has also been concerned primarily with differences in women's and men's speech, but her position is different from Tannen's. Coates' position is more explicitly a feminist one.

Research Question

Do men and women differ in the use of linguistic features in the same way in all situations?

Research Methodology

For the present study, in order to look into the construction of gendered identities, the researchers have used linguistic features of both women and men's speech. Although it is debatable as to who (man / woman) makes the excessive use of certain language features. The researchers selected a one-act play "Visit to a Small Planet" by Gore Vidal included in the text book of the intermediate course prescribed by the Punjab Textbook Board, Lahore, Pakistan. Although Lakoff and his followers have highlighted very many language features (tag questions, hedges, pause fillers, empty adjective, super polite form, direct quotation, special lexicon, question intonation in declarative contexts, lack of a sense of humor, hyper correct grammar and pronunciation, speaking in italics and many more), and the researchers have chosen a few of them i.e. tag questions, hedges and pause fillers etc. The researchers collected data with regard to the said language features, after assessing the conversation

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between different characters in mixed gathering. The researchers have tried to find out how they interact with one another in different situations.

A Brief Reflection of Language Features

1. Hedges

“It is sort of hot in here.” “I’d kind of like to go.”

2. (Super) Polite Forms:

“I’d really appreciate it if

 “Would you please open the door, if you do not mind?” and so on.

3. Tag Questions:

“John is here, isn’t he?”

Instead of “Is John here?”

4. Speaking in Italics:

Intonational emphasis equivalent to underlining words in written language; emphatic: ‘so’ or ‘very’ and so on.

5. Empty Adjective:

(Divine; charming; cute; sweet; adorable; lovely; and so on)

6. Hyper Correct Grammar and Pronunciation:

(Bookish grammar; more formal enunciation). For example: Teaching the learners to avoid “It’s me” and insisting in “ It is I.” In the play Allen corrects her father to use a quotation of Shakespeare properly.

7. Lack of Sense of Humor:

Women are said to be poor joke tellers and too frequently ‘miss the point’ in jokes told by men.

8. Direct Quotations:

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(Use of direct quotation instead of paraphrases) An example: “More thankless than a serpent’s tooth is an ungrateful child.”

9. Special Lexicon:

In domains like colors where words like magenta, chartreuse and so are typically used only by women.

10. Question Intonation in Declarative Contexts:

For example in response to the question, “When will dinner be ready?” an answer like “Around six O’ clock?”, as though seeking approval and asking whether that time will be okay.

Use of Language Features

| No. | Type of Language features | Kreton | Spelding | John | General | Mrs. Spelding | Ellen | Total |
|---|---------------------------|--------|----------|------|---------|---------------|-------|-------|
| 1 | Hedges | 9 | 8 | 3 | 0 | 0 | 6 | 26 |
| 2 | Tag questions | 3 | 0 | 0 | 0 | 1 | 1 | 5 |
| 3 | Pause fillers | 18 | 4 | 2 | 5 | 1 | 8 | 38 |
| 4 | Interruptions | 3 | 0 | 1 | 0 | 1 | 2 | 7 |
| 5 | Hesitation forms | 12 | 8 | 1 | 3 | 0 | 2 | 26 |
| 6 | Gestures | 4 | 2 | 0 | 5 | 0 | 1 | 12 |
| 7 | Super polite form | 0 | 3 | 0 | 0 | 2 | 1 | 6 |
| 8 | Empty adjective | 0 | 0 | 0 | 0 | 1 | 2 | 3 |
| Total no. of LF used by each individual | | 49 | 25 | 7 | 13 | 6 | 23 | 123 |

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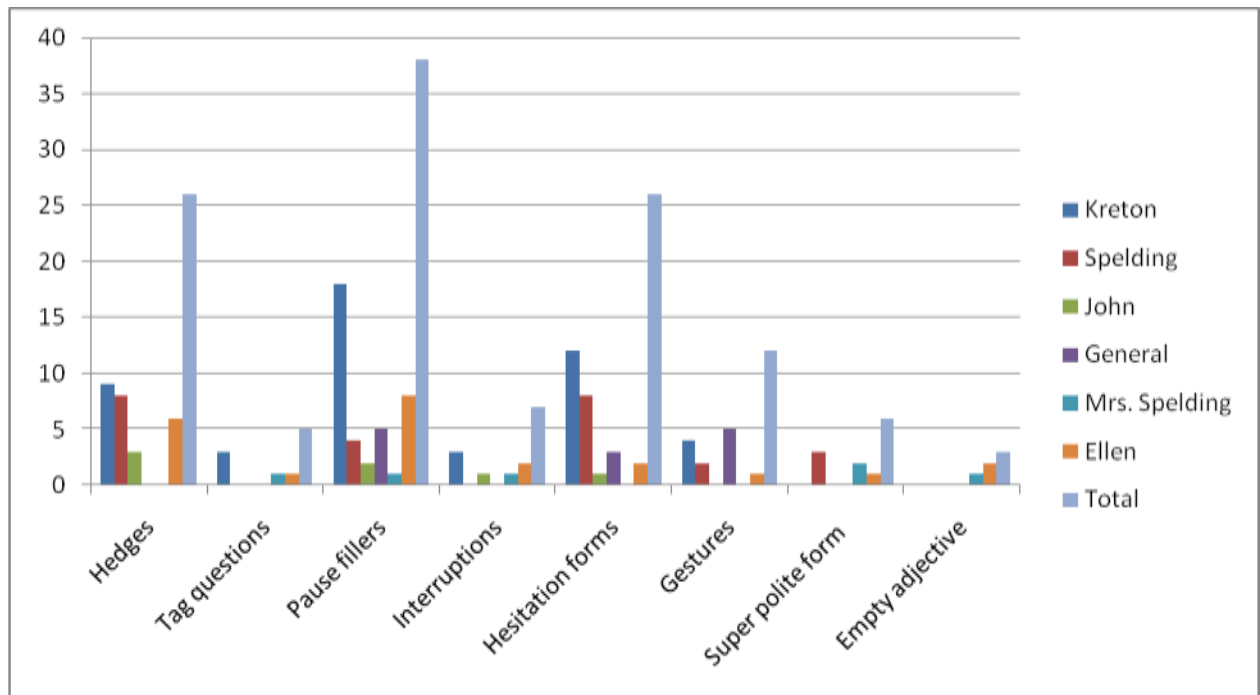
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Table 1: Types of Language Features used by different characters.



Graphical Representation of Table 1.

Use of Hedges

The analysis shows that Male 1 uses 9 out of total 26 hedges. The hedges used by Male 1 are: really (L 85, 98), especially (L 105), I know (L 111), I suppose (L 151), I suggest (L 194), all right (L 261), you know (L279), and I mean (L 286). Male 2 uses 8 out of 26 hedges i.e. apparently (L 35), roughly (L 43), perhaps (L 59), kind of (L 61), come on (L 80), I don't suppose (L 100) and certainly (L 175). Male 3 uses 3 out of 26 hedges i.e. like this (L 106), really (L 160) and I wish (L 169). Male 4 uses no hedge. Female 1 uses no hedge. Female 2 uses 6 out of 26 hedges i.e. may be (L 49), you mean (L 56), come on (L 67), kind of (L 97), I think (L 158) and certainly (L 238).

Use of Tag Questions

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Male 1 uses 3 out of 5 tag questions i.e. isn't it? (L 73), don't you? (L 135) and is there? (L 271).

Male 2 uses no tag questions. Male 3 uses no tag questions. Male 4 uses no tag questions. Female 1 uses 1 out of 5 tag questions i.e. do you? (L 36). Female 2 uses 1 out of 5 tag questions i.e. isn't it? (L 23)

Use of Pause Fillers

Male 1 uses 18 out of 36 pause filler i.e. oh (L 81, 96, 107, 147, 192, 207, 215, 227, 229, 282); well (L 102, 151, 206, 229, 246): yes (L 121), of course (L261, 271). Male 2 uses 4 out of 38 pause fillers i.e. well Use of (L 76, 281), of course (L 93) and oh (L 164). Male 3 use 2 out of 38 pause fillers i.e. well (L 174) and oh (L 232). Male 4 uses 5 out of 38 pause fillers i.e. well (L 124, 274), look (L 134), oh (L 126,210). Female 1 uses 1 out of 38 pause fillers i.e. Oh (L 36). Female 2 uses 8 out of 38 pause fillers i.e. of course (L 9), well (L 110), oh (L 11,18,27,46,53).

Use of Interruptions

Male 1 uses 3 out of 7 interruptions. Male 2 uses no interruption. Male 3 uses 1 out of 7 interruptions. Male 4 uses no interruption. Female 1 uses 1 out of 7 interruptions. Female 2 uses 2 out of 7 interruptions.

Use of Hesitation Forms

Male 1 uses 12 out of 26 hesitation forms in lines 73, 83, 96, 102, 109, 208, 219, 227, 229, 233, 235 and 286. Male 2 uses 8 out of 26 in lines 1, 41, 45, 57, 69, 72, 117 and 281. Male 3 uses 1 out 26 in line 160. Male 4 use 3 out of 26 in lines 122, 210 and 272. Female 1 uses no hesitation form. Female 2 uses 2 out of 26 in lines 64 and 86.

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Use of Gestures

Male 1 uses 4 out of 12 gestures in lines 92, 109, 221 and 290. Male 2 uses 2 out of 12 in lines 66 and 165. Male 3 uses no gestures. Male 4 uses 5 out of 12 in lines 142, 203, 207, 210 and 274. Female 1 uses no gestures. Female 2 uses 1 out 12 in line 21.

Use of Super Polite Form

Male 1, male 3 and male 4 use no super polite form. Male 2 uses 3 super polite form out of 6 in L 72, 117 and 281. Female 1 uses 2 out of 6 in lines 36 and 38. Female 2 uses 1 out of 6 in line 110.

Use of Empty Adjectives

Male1, Male 2, Male 3 and Male 4 use no empty adjective. Female 1 uses 1 empty adjective in line 3. Female 2 uses 2 empty adjectives in Lines 46 and 247.

As a result of this analysis we observe that total no. of language features used by female 1 are 6 and female 2 are 23. The total no. of language features used by two female mount to 29

The average features used by each female are approximately 15.

All the language features used by male 1 are 49. Male 2 are 25. Male 3 are 7. Male 4 are 13.

The sum of all the features used by four males is 94. The average features used by each male are approximately 24.

Conclusion

This data shows that the selected language features used by men are more in number as compared to the women. The difference noted in this scenario is that of 15 and 24. So, the

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long debated discussion that women make excessive use of language features proves false in our particular case. But at the same time it must be kept in mind that this observation is by no means hard and fast and final. It has been observed that the line of demarcation cannot be drawn anywhere. It varies from case to case, person to person, place to place, culture to culture and society to society. This research is a stepping stone to the other side of the picture which makes it clear that language features are exclusively confined to women. However, the exclusive use of the pronouns like His / Her is a typical case of language use that is gender specific.

In view of the above conclusion and the theoretical debate by different researchers, the concept of ‘women’s language’ needs modification as in the case of Lakoff.

1. All women do not show WL features.
2. Even some men show WL features.
3. Gender is not the issue.
4. Social status is the main concern.
5. WL features must be testified in context.
6. The phrase ‘women’s language’ needs renaming.

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Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Language: A Performative Speech

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Nirbhay Mishra

Abstract

Language is a performative speech act that naturally takes place in the forms of life. Language teaching in India is mostly centered on language forms (learning the structural understanding of language). Against the backdrop, this paper addresses the core issues of language teaching which have definite reflection on the material development as well as the transaction methodology so as to achieve the desired outcome. Researchers in ELT in other Asian countries have realized the importance of performance based language teaching. It is also observed in the present study that belief system (core and peripheral) shapes the communicative action in a social setting.

Introduction

Theories of Language Use, for example, theories by the later Wittgenstein, helped inaugurate the idea of "meaning as use", and a communitarian view of language. Wittgenstein (1953) was interested in the way in which the communities use language, and how far it could be taken. Such extensions are also associated with J.L. Austin, P. F. Strawson (1957), John Searle (1969), Robert Brandom (1994), and others. The theoretical models available and the subsequent research carried out in the field of pragmatics indicate the gap created between ESL teaching and

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the difference in proficiency of the participants. The concept of native speaker and a continuous effort to achieve the near native proficiency in ESL learners point towards the problems either related to the delivery of the content or the quality of the materials designed.

On the question, do beliefs change? There is a possibility of one response that comes from the very internal structure of a language.

Discussion

Analyzing the structure, we find two different justifications - Epistemological and Pragmatic. When we unfold the epistemological structure of language we see it is grounded in our belief system that we carry to live our social as well as personal lives.

On the question, do beliefs change? There is a possibility of one response that comes from the very internal structure of a language.

Two Types of Beliefs

Explaining the belief system, we come across two types of belief, namely, core and peripheral.

The **core beliefs** are inexplicably intertwined to religious and cultural specific upbringing of an individual. We can say that the religious and cultural practices through which someone's life being lived, comes from the core beliefs. These core beliefs and the practices, grounded in the core beliefs, can be easily observed within the context of religious and cultural phenomena where there is always a feel of dominant cultural and religious patterns.

However, the **peripheral beliefs** are not as strong, forceful and deeply entrenched into our personal lives (in the form of religious cultural domination). They are the ingredients of a social language. These peripheral beliefs refer to common practices, gestures, common emotions which are pragmatically necessary to build communication outside the religious and cultural domination. In this way, it shows when a person guided by core beliefs remains under the clutch of religious and cultural domination within the religious - cultural context - can have the possibility to get out of the clutch by involving or by incorporating the peripheral beliefs through an extrinsic change. This so called extrinsic change forms an interface between the core and peripheral beliefs.

The interface further seems necessary in order to have a successful social communication outside or different religious- cultural context. Summarizing the difference between the core and peripheral beliefs, precisely, we can say that these are two different patterns of social life that belong to culturally bound and culturally neutral context. These two types of beliefs form the

internal structure of language. Epistemologically speaking, these beliefs are necessary in order to live social and personal life.

Two Kinds of Justification

Moreover they are necessary to have a successful social communication in multicultural setting. There are two kinds of justifications to examine the legitimacy of the above explained internal structure. One is **pragmatic justification** and the other one is **rational justification**.

Responding to second one first, rational justification clarifies how a person within a religious-cultural specific context, practices naturally as though he/she is guided by some inbuilt reasons without having any interface or any kind of externality. In other words, he/she is guided by the core beliefs; so inhabitation and belongingness are very internal structure of beliefs and language. He / She does not need an interface to communicate with others. This otherness does not matter in interpersonal communication within the speech community. This is rational justification of having the legitimacy of core beliefs guided by religious and cultural backgrounds.

One thing worthwhile to mention is that the rational justification of the core beliefs has its frame of reference through religious, cultural specific variables. One significant question can be raised at this point: can this rational structure of core beliefs not explain one's social communicative actions outside the culturally neutral context (hereafter, CNC)? In other words, does rational thinking have no import in cultural neutral context? The rational import which is inbuilt in our core beliefs remains intact in our Language Device. But, this rational import loses its importance in guiding social communicative actions in cultural context.

Why does It Happen?

Now, we come to the reason - why does it happen? It happens as a speaker ignores his/her core beliefs in order to have a successful social communicative action in CNC context. Figuring out the reasons behind it, we need to explain the pragmatic justification grounded in peripheral belief system. Here we have to understand that when a person is performing a social communicative action in CNC context he or she has to have an interface between the core beliefs and peripheral beliefs. Further he/she has to ignore the core beliefs patterns in order to get out of the domination of religious cultural life. What is it that motivates a person to get rid of this domination can be explained through pragmatic rationalization.

Iceberg Analogy in Entering and Assimilating Another Culture

Hall (1976) talks about the iceberg analogy of culture. He also talks about the external or conscious (we see around) & internal or unconscious parts of culture (which includes beliefs, values and thought patterns that underlie behavior). He has categorized culture as –

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| | |
|----------------------|---------------------|
| Internal | External |
| Implicitly Learned | Explicitly Learned |
| Unconscious | Conscious |
| Difficult to change | Easily Changed |
| Subjective Knowledge | Objective Knowledge |

Based on the above mentioned categorical features, Hall suggests that the only way to learn the internal culture of others is to actively participate in their culture. When one first enters a new culture, only the most overt behaviors are apparent. As one spends more time in that new culture, the underlying beliefs, values, and thought patterns that dictate that behavior will be uncovered. We cannot judge a new culture based only on what we see when we first enter it. We must take the time to get to know the individuals from that culture and interact with them. This is the way to minimize the cultural gap among the native and non-native speakers of a language.

Forms of Life & Forms of Language

Addressing to the relationship between the beliefs and the realities with reference to a speaker in culture-specific context and culture-neutral context, we explain social communicative actions on the basis of forms of life and forms of language.

Form of life refers to a system of real events in which socio-cultural practices occur within a religious cultural specific community. For example, Christian community celebrates Christmas day and Hindu community celebrates Holi.

Both perform social communicative action during the celebration successfully because all the members of their respective communities share the same form of life. However when the context gets changed from RC (Religious Context) to RNC (Religiously Neutral Context) or a non-native speaker participates in a different community and performs a social communicative action, one faces a genuine problem because he/she does not belong to this different community.

Consequently he/she does not have the forms of life which is experienced before and which is bound to religious cultural setting. Against this backdrop, a non-native speaker has to participate in a social communicative action. So, his/her participation belongs to only form of language and not to forms of life. Here, forms of language simply mean understanding of language through conventions of language. However, this is only language understating but not the performance of language in true sense which emerges out from the internal structure of socio cultural practices. Thus, from the view point of non-native speaker language performance is not supported through forms of life, whereas in native speaker's case, language performance does not require a support of forms of life because language performance occurs in a well experienced social setting.

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Therefore, the difference between forms of life and forms of language stands out only with reference to a non-native speaker.

Conclusion

In case of ESL (English as Second Language) teaching, the role of cultural training is of utmost importance alongside the structural training of the language. There are many English language institutes, coaching centers, independent departments in various general educational as well as professional colleges but they all fail in meeting the requirements of desired proficiency in the target language. It is time to infuse cultural training in language teaching recognizing all the variables so as to develop a comprehensive module, along with the structural training of the language. We hope this will definitely serve the objective of language teaching in real sense.

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LANGUAGE IN INDIA

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Semantico-syntactic Deviations in Metaphors Used by Philip Larkin

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<http://www.philiplarkin.com/larkin25.htm>

Abstract

This research article highlights the semantic and syntactic deviations in the metaphors used by Larkin in his poetry. Larkin's metaphors are rich in meaning and they convey

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implicit meanings in addition to the apparent simple thought. The purpose of this article is to study the metaphors in relation to cognitive stylistics. The prototypical concepts of old age, death and loneliness are presented deviant and in an extraordinary manner. The study of these metaphors clearly shows the method for manipulating deviant meanings from text. The implicit meanings are traced by applying the model of Short (1997). This study is mainly concerned with semantico-syntactic deviations. It manifests that deviant concepts are yoked together with the help of unconventional collocates and colligates. In spite of the analogy, the group of words used in the metaphors possesses similar cognitive value which provides justification for their grouping.

Short (1997) in 'Exploring the Language of Poems, Plays and Prose' comments that literary criticism is based on an active and the most important 'core' and a less active 'periphery'. The basic core has three constituents which are as follow:

Description → *Interpretation* → *Evaluation*

Although, there is a strong relationship between literary criticism and stylistics and at times both overlap each other. However they differ in degree of textual evidence used to support their point. The stylistic analysis is much more detailed, systematic and in depth.

Deviation as a Stylistic Device

Stylistic device of foregrounding, deviation and parallelism affects the readers on psychological levels. Deviation can be achieved through inversion that is disturbing the normal order or structure of a sentence. The traditions and norms are not followed which gives a sense of newness. In parallelism and repetition the importance and force of the linguistic expression is emphasized. Parallel structures are noticed for having a connection and link. This connection may go unnoticed in the absence of this technique. Ellipses and parallel structures add to the functional aspects of text interpretations and analysis.

Deviation is employed in a number of ways. For instance, semantico-syntactic deviations explain the relationship between the two domains – namely source and target, this relationship may be based on similarities or differences. There are different kinds of deviations which are given by Short (1997).

1. Phonological and graphological deviations
2. Morphological deviation
3. Lexical deviation
4. Grammatical deviation
5. Semantic deviation
6. Discoursal deviation
7. Internal and external deviation

All the above discussed deviations foreground a text. This foregrounding consequently helps to convey the implied meanings and the final result is the realization of the text on cognitive level. The use of deviations is very frequent in metaphorical language and therefore it is studied in detail to analyse the metaphors of Larkin.

Conceptual Metaphors

As discussed earlier that our worlds are represented by the use of metaphorical language, abstract concepts are also conceptualized with the help of metaphors.

Conceptual metaphors are not examples of a use of language in text but an instance of how we conceptualize or grasp an abstract topic (Holme, 2004, p. 11)

So we can generate a link between the idea that is mentally grasped and the metaphor which represents it. This process of conceptualization of reality through metaphors involves instincts and intuitions. Conceptual metaphors provide a chance to understand the working of human mind.

Holme (2004) in his book 'Mind, metaphor and language teaching' discusses that metaphors help to find out the use of language for the expression of feelings and ideas.

The semantico-syntactic deviations make a piece of literature novel and strange. This deviation can be traced in the metaphors of Larkin and gives rise to new semantic fields. The semantic deviation appears to be non-sense at the surface level but at a deeper level there is the transformation of 'non-sense' to 'sense' on some literary grounds. In our everyday communication the norm and tradition is to share explicit cognitive pieces of information. Metaphors are deviations in terms of traditional exchange of information. The implied meanings of metaphors create a sense of wonder and strike the cognition. This semantic oddity is the essence of figurative language especially metaphors.

Data is collected from all the four collections of poems by Larkin, namely 'The Less Deceived', 'The Whitsun Wedding', 'High Windows' and 'Collected Poems'. The poems dealing with the themes of death, irreverence towards religion, isolation and failure in love or fidelity are selected. These themes are selected because they occur frequently in the poetry of Larkin and thus provide ample data to analyse the cognitive value of the metaphors.

Text 1

And at his age having no more to show

Than one hired box should make him pretty sure

He warranted no better, I don't know. (Mr. Bleaney, 1955, line 26-28)

'Hired' and 'box' are unconventional collocates. The quality of a box may be described by using the adjectives like big, small or hard etc. an unconventional Language in India www.languageinindia.com

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adjective 'hired' is colligated with 'box' to narrate that the room hired was as small as a box. This depicts the dejection of all those who lead an unpleasant, lonely and boring life in small apartments. The parallelism of 'no' also evokes the conceptual image of nothingness and disillusionment. Home is a place where we feel relaxed and pleased. The term 'box' is used for the room which Mr. Bleaney has taken on rent. The idea of living in a small room is conceptually mapped by the use of 'box' for the rented room. The depression and disillusionment for not saving much is also referred to by calling a room 'box'.

Text 2

Their yearly trick of looking new

Is written down in rings of grain. (The Trees, 1955, line 7-8)

To make attempts to look young is a natural human desire but a noun with negative connotation is used with this verb which is a deviation. 'Trick' cannot be written down, which is an instance of unconventional colligate because tricks are played and not 'written'.

Parallelism of dynamic verbs 'look' and 'write' shows the intentional attempt to remain young and also the continuity of the natural phenomenon. The comparison of trees and life cycle of human beings is compared to the life cycle of trees on firm grounds to support the idea that both 'hide' their age. This word leads us to the concept of hiding the reality. It hints at the fact that things are different from what they appear to be. The layers put a veil on the destruction caused by passing time.

This destruction in human beings is in physical terms, that is decomposition of body

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features in old age and human beings try to hide it with the help of make-up or surgery which gives them a young look.

Text 3

High and preposterous and separate –

Lozenge of love! Medallion of art!

O wolves of memory! (Sad Steps, 1955, line 10-12)

The conventional sense attached with moon is that of love, beauty and all positive emotions but semantically a deviated sense of loneliness and irony are attached with moon being ‘separate’ and ‘preposterous’. Preposterous is a word with negative connotation. The laughable old age is the semantic concept which is conveyed through the picturization of ‘laughable moon’. Wolves of memories are unconventional colligates.

Grammatically the conjunction ‘and’ is deviant because it is used two times. This is highlighting the continuity of the theme of loneliness after presenting it ironically by the word ‘preposterous’. The dash (--) after separate graphically stands for the distance and isolation. Parallelism of exclamation marks (!) intensifies the emotions and further adds to the sense of loneliness.

‘High’ and ‘separate’ both reflect aloofness and isolation of moon and have grave tone. It is high and unreachable and the aloofness is taken as the initiator of schemata of loneliness rather than joy and comfort. Moon’s metaphorical description evokes the same feelings. Hence the moon is a reminder of loneliness because the life of old man is akin to it, that is absurd, isolated and lonely. The ‘memories’ are haunting and

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therefore metaphorically called 'wolves'. The sight of the lonely moon reminds the old man about his unfruitful and solitary life.

Text 4

Why should I let the toad work

Squat on my life? (Toads, 1955, line 1-2)

Hard work has positive connotations and is regarded a good attribute of human beings but the use of 'toad work' is having negative connotation in the metaphor. 'Toad' does not collocate with 'work' because generally the expression of hard work is in use. 'Toad' is arousing a cognitive schema of disgust and disliking.

The daily hard work which is a continuous demand of life causes a feeling of disillusionment. That is implied in the metaphor 'toad work'. The disgust with life is narrated in the use of metaphor 'toad' for 'man'. The hardships in life overpowers just like a frog squats on ground. The similarity between the disillusioned life of modern man and the ugliness of a frog is the basis to use the cognitive metaphors 'toad work' and 'squat' for human beings.

'Squat' is used for physical movement of body, that is a position in which we can sit to relax for sometime, however it is used deviant to show that daily hard work is overpowering the lives of modern man. Semantically it is 'negatively overpowering' the life of modern man to such an extent that it fills him with disenchantment and a strong feeling of loneliness.

Text 5

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Only one ship is seeking us, a black-
Sailed unfamiliar, towing at her back

A huge and birdless silence.

(Next Please, 1955, line 21-23)

Death is metaphorically described as a ship moving in a huge, silent and isolated sea where no life is seen. The words 'black', 'unfamiliar' and 'birdless silence' strengthen the metaphorical mapping of death which is following us everywhere. The ship is a cognitive metaphor used for death. The unfamiliarity of the ship is analogous to the unfamiliar world which we shall encounter after death. The absence of human life is depicted by 'birdless' and silence. Thus all these linguistic clues act as vehicles to describe the idea of death.

The verb 'seek' does not collocate with noun 'ship'. Seek is the old and formal verb used for searching and is conventionally used with living nouns. Ships do not seek anyone, they simply travel. Thus we can infer that death is seeking its prey. The comparison between death and ship is drawn on the base of unfamiliarity and a feeling of dread affiliated with both.

Birdless silence is another case of words which are colligated unconventionally to increase the cognitive value of the metaphor.

The dash (-) after black shows the gap in life as a result of death.

Text 6

.....their looks show that they're for it:

Ash hair, toad hands, prune faces dried into lines-

How can they ignore it?

(The Old Fools, 1955, line 22-24)

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The ugly look of toad's hands and dehydrated fruits are used as sources to describe the concept of flawed old age. Beauty and freshness of both is lost which makes them unappealing to the beauty loving eyes.

'Pruned' and 'faces' do not collocate with each other. The adjective pruned is used with fruits as a norm. The use of the adjective with a body part is a deviation. The wrinkled face which is a sign of old age and unsmooth skin of the dried fruits is the semantic similarity for the otherwise deviant comparison.

Text 7

... and them crouching below

Extinction's alp, the old fools, never perceiving

How near it is. (The Old Fools, 1955, line 40-42)

'Crouching' semantically and conventionally refers to a position of sitting by folding legs or bending. Here the semantic meanings are changed and crouching is taken as approaching the end of life. Thus the verb is used in deviated semantic terms and crouching is no more a physical activity. The approach of old age and consequent death is narrated in metaphorical spatial and temporal terms. Although the use is a deviation but it fulfils the cognitive demands. Linguistically extinction and death are different terms but they have a close relationship because the end product of both is non-existence of life. In addition to this, extinction is used subjectively and death as objective or universal concept.

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Death is a form of extinction as existence ceases at the approach of death. 'Extinction's alp' is a cognitive metaphor for 'death' and crouching below this alp refers to reach an age where next stage is death. Old age is followed by death; therefore the metaphor clearly serves as vehicle to narrate the implicit reference to the undeniable reality that old age leads to death.

Text 8

Can they never tell

What is dragging them back, and how it will end? Not at night?

Not when the strangers come? Never throughout

The whole hideous inverted childhood? (The Old Fools, 1955, line 44-47)

'Inverted' is conventionally used as a prototype of any concrete object that is physically 'upside down' but the metaphor inverted childhood it is not the physical inversion. It is in fact, the mentally changed situation when old people behave like children due to their feelings of insecurity and that is why old age is stated as another facet of childhood.

The backward pull, hideousness and child like attitudes tell us that these concrete images are implying towards the abstract idea of old age. Mentally old age is comparable to child hood but physically the two stages of life are separate. Therefore the semantic similarity and physical dissimilarity makes it reasonable to narrate the two deviant stages in similar terms. This implies that 'inverted childhood' is a cognitive metaphor for old age. 'Inverted' is unconventionally used in mental and psychological terms which is a deviation because the traditional meanings are

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changed semantically. Inverted is also not a conventional collocation of the abstract noun childhood. We use the adjective 'inverted' is used with concrete nouns like glass, table, chair bed etc.

Text 9

All is the wind
Hunting through clouds and forests, thrashing
My apron and the hanging clothes on the line. (Wedding Wind, 1955,
line 15-17)

'All is the wind' is placed at the thematic position to map the cognitive image of 'loneliness'. The expression suggests that no one except the lonely girl is present at the scene. This loneliness increases the depression which is exhibited by an aggressive tone as is stated in the verbs 'hunting' and 'thrashing'. An element of violence which is implicitly traces in these verbs which is the effect of feeling of being 'all alone'.

The dynamic verbs 'hunting' and 'thrashing' do not collocate with wind. Living beings hunt and wind can cause destruction in form of a storm, but if the verb is used with wind, it semantically refers to an aggressive state of mind. The whole schemata of an atmosphere of depression and tension are aroused by these verbs. 'All is the wind' has already foregrounded the metaphorical idea of loneliness which is further intensified by these verbs. Moreover, 'thrashing' is a verb with negative connotation which also implies the frustration because of being all alone.

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Text 10

Since we agreed to let the road between us

Fall to disuse.

(No Road, 1955, 1-2)

The connection and contact between human beings is maintained with the help of roads and bridges. This physical contact also implies the metaphorical relationship. The metaphorical concept of failure in love and estranged relationship of the lovers is presented by the decision 'to stop travelling on the road' This fact is strengthened by the verb 'agreed' which shows that it was an intentional act which is decided by both the lovers who no more want to live together. This is the implied meaning of 'disusing' the road. It explicitly points towards breaking the link between them and thus the metaphorical idea of 'failure in love' is dealt with cognitively.

Literally speaking, roads are constructed from one area to another to link human and assist communication. They lead us from one 'place' or 'area' to another, but if they are existing between 'people', then surely the semantic concept is deviated and now they stand for 'relationship' between people.

The verb 'agreed' is implicitly representing the wilful separation because we decide to disuse the road only if the destination is changed.

Text 11

Light glossy grey, arms on a plaque,

They come to rest at any kerb:

All streets in time are visited.

(Ambulances, 1964, line 4-6)

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Ambulances do not have 'arms'. Arrival of ambulance is made akin to the movement of a human being. Therefore it is semantically a deviant concept. Grammatically, 'visit' is a dynamic verb and conventionally used for human beings, so its use with ambulance is also a deviation. 'Resting' is an activity which shows relaxation which can never be associated with 'an ambulance' which is a sign of discomfort. So the verb is also used deviant. An intransitive verb 'rest' is followed by a transitive verb 'visit' to imply the movement of ambulance which stops for a moment and then leaves for the hospital. The compliment 'in time' is placed before the verb which is a grammatical deviation. We can develop a link between the figurative use of 'arms' for the ambulance, which is given human attributes, that is having limbs and body parts. This arouses the schemata of picking patients from every nook and corner. The linguistic expressions of 'plague' and 'grey' also work as a vehicle to transport the mind to the image of death and suffering

Text 12

Closed like confessionals, they thread

They thread loud noons of cities, (Ambulances, 1964, line1-2)

Just as death comes and takes away the victim in seconds, similarly the ambulance moves through noisy streets of the cities, which are normally silent at noon but become noisy when ambulance passes through them. The silence of the city is broken by the noise made by ambulance and it gives an impression of restlessness of death.

The swiftly approaching death has resemblance with swiftly moving ambulance. The adjective loud does not collocate with 'noon'. Voices have a quality of being loud or

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low but the unconventional colligate is presenting a view of noisy ambulance passing through silent streets at noon.

Text 13

And sense the solving emptiness.

That lies just under all we do (Ambulances, 1964, line 13-14)

Death brings hollowness and gap in life. This gap is unacceptable and difficult to understand in the beginning but slowly and gradually we feel that a sense of 'emptiness' has entered in live and we also realize its reason i.e. death. So the seeming mystery is solved.

Solving does not collocate with the abstract noun emptiness. 'Emptiness' does not require any adjective but solving unconventionally colligates with emptiness to clarify the cognitive concept that we realize the reality of death when it alienates our loved ones.

'Solving' is an expression which has positive connotations but it is yoked with 'emptiness' which has negative connotation. Therefore the contrary features are presented side by side to highlight the harsh reality that death is inevitable and no one can escape from it.

Text 14

For borne away in deadened air

May go the sudden shut of loss

Round something nearly at an end, (Ambulances, 1964, line 19-21)

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Deadened is defined in terms of a blind alley. The linguistic expression is used in a sense of gloomy atmosphere which is not the norm but suits the occasion of death. When the dead body is carried by the ambulance, the people observing the incident can themselves feel the approaching death. It serves as a reminder that the act will be repeated at their death, making the whole atmosphere filled with a sense of loss and gloom. All the worldly activities come to halt with death and these feelings of loss are intensified by the “shut” doors of ambulance.

In the linguistic expression “deadened air” the gloomy atmosphere is indicated and is very uniquely narrated in a newly coined adjective “deadened” because air/atmosphere is never dead itself. The verb “go” is actually pointing to a hollow feeling which “comes” when any loved one is snatched away by death. This brings an end to everything including life, relations, wishes etc. “Shut” is again an unconventional adjective used with loss, because we have a “feeling of loss”, but ‘shut’ is used here to convey the image of ceased life. This unconventional colligation is an important feature of cognitive metaphors.

Text 15

Side by side, their faces blurred

The earl and countess lie in stone,

Their proper habits vaguely shown. (An Arundel Tomb, 1964, line1-3)

‘Faces blurred’ and ‘lie in stone’ are unconventional colligates because visions or scenes blur and the verb blur does not connote with faces. Similarly we lie in bed but we do not lie in ‘stone’ which is also an unconventional connotation.

Grammatically the verb blurred is not used with body parts and the application is quite extra ordinary. Similarly the employment of preposition ‘on’ with the noun ‘stone’ is not a norm, we can sit on a stone but cannot ‘lie in stone’. The preposition is used deviant to convey the theme of graves and consequently death.

Death brings decay and destruction which causes the dead bodies to be unrecognizable. This ‘blurring’ of faces is reminiscent of extinction of human beings from the face of earth as a consequence of decaying dead bodies. Moreover stones are hard and the reality of death is also very harsh. The idea of graves being devoid of any comfort is narrated by figuratively calling it stone.

Text 16

They would no guess how early in

Their supine stationary voyage

The air would change to soundless damage. (An Arundel Tomb, 1964, line 19-21)

The image of death is evoked by the cognitive metaphor ‘supine stationary voyage’.

Death is like a voyage to an unknown world but at the same time it ceases all the worldly activities. The social interactions also come to an end. The combination of

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'stationary' and 'voyage' express these two contradictory yet similar concepts. Decay and destruction caused by death is a slow and 'supine' process but cannot be denied.

'Stationary' and 'voyage' do not collocate with each other. A voyage is full of action and movement where as the adjective supine and stationary signify a resting and ceased position.

This unique colligation is used to focus the attention of the readers to the approaching death which ends all our mundane activities.

Conclusion

The research signifies the fact that the metaphors develop the relationship of the abstract idea with the concrete images quite aptly and precisely. The semantic deviations are created through colligating unconventional collocates. The adjectives which do not traditionally collocate with the nouns are juxtaposed to create the metaphorical idea.

The researchers have noticed that a great variety of combinations is utilized in the creation of these cognitive metaphors. For instance metaphors like prune faces, litter of bird calls, hired box, armada of promises etc present a kind where the adjectives do not collocate with the nouns with which they are used.

Second kind of metaphors are like bleating clouds the air, body growing inaccurate, faces blurred, lie in stone, directing God etc are the cases where the researchers have noted colligation of unconventional verb.

The third category of metaphors involves bonding together the linguistic expressions which are semantically opposite. For instance, happy funeral, cold sun, sunless glare,

tender shock, stationary voyage and many more. These are grouped together in the metaphor to map a particular metaphorical theme.

The fourth kind noted is the one when personification is employed to transport the readers to the implied domain, such as toad for dull human life, road for relationship, unfamiliar ship for death etc. Hence we can divide the metaphors in the following four major types:

1. Metaphors in which adjectives do not collocate.
2. Metaphors in which unconventional verbs are colligated.
3. Metaphors which are a combination of words having opposite meanings or opposite connotations.
4. Metaphors which utilize personification to convey a particular metaphorical idea.

Thus the stylistic analysis of the poems in relation to cognitive stylistics has been very fruitful to study the metaphors. This study is conducted with a purpose to explore the new domain of cognitive stylistics.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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The Nature of Stress in English Language A Study from a Perspective of Rule-Governed Approach

Sardar Fayyaz ul Hassan

Abstract

This paper aims to focus on the stress pattern in English Language (EL). Learning the rules of stress in EL is a complex phenomenon. This article is an endeavor to look at this complex phenomenon in detail. The paper describes the rules both, in words and sentence levels. It gives information about the placement of stress in content and function words. The issue of primary and secondary stress has been discussed in the article. This research work presents too, the context, in which weak form words are stressed. The whole research work is done with the hope that the non-native speakers of English will get insight in learning the rules of stress and the work can also be utilized as guidelines for more scientific research in this area.

Keywords: Rules of stress, Words & Sentence stress, Syllable & Stress timed languages, Content & Function Words' stress, weak form words

1. Introduction

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The Nature of Stress in English Language - A Study from a Perspective of Rule-Governed Approach

In language learning process, speech is very important. The child learns to speak before he is capable of writing something that he understands. Language is, first a spoken not a written thing. It appeals to the ear, not to the eye. Thousands and thousands of years before nobody ever thought of representing sound by visible signs. People communicated with one another by word of mouth. They talked and listened ages before there was anything for them to read. In the long history of the human race, the invention of writing was the event of yesterday. It is clear that all language learning starts from speech training, which should come first before learning to read in point of time as well as the point of importance.

Good speech in English involves control of the system of sounds, stress and intonation pertaining to the language. Present literature in area of teaching English as a foreign/second language suggests that speech development programs should make the basis of language teaching. Experts now seem to believe that even other skills cannot be taught effectively until speech is placed on the top priority. In this context, Saleemi says, "the sensitivity of speaking seems to form the nucleus of all linguistic activity"(1983, p.168).

In the domain of language, many aspects need to be considered while designing any speech development program. However, teaching of pronunciation probably, occupies the most important place. Stress, also known as accent is a phenomenon that has been termed a key to the pronunciation of an English word. This is also a linguistic feature that creates rhythm in English language. Kashmir Journal of Language Research (1996, p.3) informs that:

All the different aspects involved in the making of fluent speech with appropriate pronunciation need to be emphasized in the process of teaching. But the study of stress/accent as a paralinguistic feature is so vital that no one can learn the pronunciation of an English word (of more than one syllable) without learning its accent.

Sethi & Dhmiija (1989, p.132) also believe that:

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Word accent is an essential part of the word shape. Every word in English, for example, has a certain characteristic accentual pattern shared by the speaker and the listener alike. Any arbitrary change in this pattern, as we may find in a non-native speaker's pronunciation of that word, may deform the word beyond the recognition.

In *A Course in Phonetics*, Peter Ladefoged (2006, p.243) writes that:

Stress is a suprasegmental feature of utterances. It applies not to individual vowels and consonants but to whole syllables --- whatever they might be. A stressed syllable is pronounced with a greater amount of energy than an uttered syllable and is more prominent in the flow of speech.

In this paper, an effort has been made to unfold the mysteries of stress in English speech that is also sometimes called *accent*. The study describes initially, nature of stress and its importance in a speech development program. Lastly, it assumes a prescriptive role in the light of description of linguistic behaviour of the native speaker in the current literature on the topic. Stress plays an important role in speech. In English language, every syllable is not stressed, but only the required syllables are accented. That is why J.D.'O Conner (1967) asserts very emphatically, "If you stress the wrong syllable, it spoils the shape of the word for an English hearer and he may have difficulty in recognising the word" (p. 91).

2. Focus on Paper

2.1. Syllable timed and Stress timed Languages

Language is the chief source of communication, and it just comes next to food. Different people and communities are living in this universe having different languages with their different written and spoken systems. As far as speech is concerned, all these languages can be divided into two categories:

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- i. Syllable Timed
- ii. Stress Timed

i. Syllable timed Language

In a syllable-timed language, every syllable is stressed. Here all the syllables are equally emphasised, and they occur at equal time intervals. The rhythm thus created is said to be syllable-timed rhythm. In a syllable-timed language, variation of stress is always absent. Urdu, Punjabi, Pashto, Phari (self-observation), and French are syllable-timed languages.

However, recorded speech of French speakers shows that although French has a tendency towards syllable timed rhythm, it is usually not strictly syllable timed.

(Longman Dictionary of Applied Linguistics, P. 283)

ii. Stress timed Language

In a stress timed language only the required syllables are stressed. But these stressed syllables tend to occur at equal time intervals, the rhythm thus created in the language is known as Stress Timed Rhythm. According to Jonathan Marks (203.72.145.166/ELT/files/53-3-6.pdf), Russian, Arabic and English can be quoted as having stress-timed rhythm. In English if,

Stressed syllables occur close to each other, the speaker tends to slow down, but if unstressed syllables occur in a sequence, he tends to quicken the pace in order to get to the next stressed syllable.

Phonology (AIOU Press Unit 5, p. 77).

Knowledge about rhythm is very useful. We cannot ignore it and if it is ignored, it would be to neglect a vital aspect of English pronunciation, because any learner with a goal of learning English for communicative purposes needs to learn the English-rhythm.

2.2 Stress

It is the use of extra respiratory energy during the articulation of a syllable. Stress is the degree of force with which a sound, a syllable or a word is pronounced. In English utterance, some syllables are spoken with a greater degree of force than the others are. Syllables that are pronounced more forcibly than the others are said to be 'stressed'. Syllables that are pronounced without much force are called 'unstressed', or more accurately 'weakly stressed'. For instance, the word 'conduct', which consists of two syllables, may be pronounced with stress on the first syllable as 'COnduct' (N) or with a stress on the second syllable as 'conDUCT' (V). This shows that proper stress on the proper syllable changes the meaning. To Gimson, stress is the greater breath effort and muscular energy exerted in the articulation of a syllable giving it more prominence than its neighbour does in an utterance constituting a text. Peter Roach (1983, p. 73) writes:

All stressed syllables have one characteristic in common, and that is called prominence; stressed syllables are recognised as stressed because they are more prominent than unstressed syllables.

How important is teaching to place stress on the right syllable in English, it would be worth quoting to Clifford et.al. (1985, p. 19) who says that stress:

is the key to the pronunciation of an English word, and the location of the accent always be learned with the word. If you stress the wrong syllable it may be quite impossible for anyone listening to understand what you are trying to say.

2.3 Levels of Stress

There are two levels of stress, one is primary stress and other is secondary stress.

2.3.1 Primary Stress

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When we pronounce certain words, we put stress on some syllables. Some syllables are very prominent due to stress. Prominence is the result of the pitch movement or tone. This tone gives the strong type of stress, which is called tonic stress. When we refer or wish to refer specifically to this type of stress than it is also called "Primary Stress".

A. Primary Stress Marking

Sethi (1989) informs that Primary stress can be marked with a vertical stroke ['] above and in front of the syllable.

Examples:

| | | | |
|-------------|---------------|-----------|--------------|
| Recognised | ['rekəgnəɪz] | Exception | [ɪk'sepʃən] |
| Absolute | ['æbsəljʊ:t] | Contrast | ['kɒntrɑ:st] |
| Cannibalism | ['kænbəlɪzəm] | | |

2.3.2 Secondary Stress

In some words, we observe a type of stress that is weaker than tonic/strong stress, but it is not as much weaker as we find in the first syllable of the word *around*. So this bit prominent stress is called secondary stress.

B. Secondary Stress Marking

Sethi (1989) also tells the pattern of secondary stress marking. According to him a vertical stroke [,] is placed below and in front of the syllable.

Examples:

| | |
|--------------|------------------|
| Anthropology | [,ænˈtrɒpələdʒɪ] |
| Organisation | [,ɔːgənəɪzɪʃən] |
| Photographic | [,fəʊtəgræfɪk] |
| Activation | [,æktɪveɪʃən] |

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Oversimplification [ˌəʊvəˌsɪmplɪfɪˈkeɪʒən]

2.4 Lexical and Syntactic Stress

One word may contain three or four syllables. In this case, one syllable must be stressed. This is called lexical stress. In other words, the syllable within the words which are stressed and the stress of these syllables is called *lexical stress*.

On the other hand the word *syntactic* is grammatically an adjective which is derived from the noun *syntax*, that is the study of how words are combined to form sentences and the rules, which govern the formation of sentences. So, when one or more than one syllable or words are stressed in a sentence, it is called *syntactic stress*.

2.5 Concept of stress with function and content words

English words are generally categorized into two kinds, function and content words. *Function* are closed class words which are about 300 in English while *content* words are open class words. New words are being added in the lexicon of content words day by day. (www://grammar.about.com)

2.5.1 Function or Structural words

These are the words, which have little meanings on their own, but these show grammatical relationship in and between sentences. Conjunctions preposition and articles etc; are the functional words. Usually these remain unaccented. However, in certain circumstances they may receive stress. The table below reflects some function words in English Language.

| Function Words | examples |
|----------------|---|
| Prepositions | of, at, in, without, between |
| Pronouns | he, they, anybody, it, one |
| Determiners | the, a, that, my, more, much, either, neither |

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| | |
|-----------------|--|
| Conjunctions | and, that, when, while, although, or |
| Modal verbs | can, must, will, should, ought, need, used |
| Auxiliary verbs | be (is, am, are), have, got, do |
| Particles | no, not, nor, as |

2.5.2. Content or Lexical words

These words give most of the information and usually refer to a thing, quality, state or action. In sentences, only content words are stressed. The table, given below contains the content words.

| Content Words | examples |
|----------------|--|
| Nouns | John, room, answer, Selby |
| Adjectives | happy, new, large, grey |
| Full verbs | search, grow, hold, have |
| Adverbs | really, completely, very, also, enough |
| Numerals | one, thousand, first |
| Interjections | eh, ugh, phew, well |
| Yes/No answers | yes, no (as answers) |

3. Stress Pattern in English Language

3.1 Placement of Stress in English Language

In many of the world languages, stress pattern is predictable and rules can be formulated regarding the placement of stress in majority of words. For example, in Czech and Finnish, stress is always placed on the initial syllable in case of Polly-syllable words. Penultimate (Second from the last) syllable is stressed in Polish words. In French, this is the last syllable that is generally stressed (wikipedia.org/wiki/Stress). But stress in English is not fixed and therefore, very difficult to predict.

Some words in English are accented on the first syllable, some on the second syllable, and others on the third syllable and so on. (Sethi P.133).

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Roach (1993, p. 88) gives the following information that can be helpful in the placement of stress in English words:

- i. Whether the word is morphologically simple, complex or a compound.
- ii. The grammatical category of the word i.e. noun, verb, adjective, etc.
- iii. The number of syllables in the word
- iv. The phonological structure of those syllables

According to Roach (1993), "it is sometimes difficult to make the decision referred to in (i). The rules for complex words are different from those for simple words..." (Ibid).

3.2 Rules of Stress

It has been known that the study of stress in English words is very difficult and making rules in this regard is a complex matter. Very often one will need to refer a good dictionary or hear the word spoken by a native speaker which itself is a tiresome job.

However, a native speaker knows intuitively which word or syllable is to be stressed. This is possible to describe the Linguistic behaviour of the native speaker in this context. In addition, such descriptions have been the basis of attempts to make rules governing the placement of stress in English words, with many exceptions and many a times, it will be preferred to learn marking of stress as a property of the single word.

Though the nature of English stress is very complicated, yet the following rules based on the recent work on phonology by different professors and scholars can be helpful in the context of foreign and second language teaching.

3.2.1 Simple words

Individual syllable words said in isolation are always stressed.

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i. Verbs

Peter Roach (1993, p. 89) writes:

- A. In case of two syllable verbs if the second syllable of the verb has a long vowel or diphthong, or if it ends with more than one consonant, that second syllable is stressed.

| | | | |
|---------|-----------|-----------|-------------|
| Apply | [ə'plai] | Array | [ə'rei] |
| Arrive | [ə'raɪv] | Comport | [kəm'pɔ:t] |
| Attract | [ə'trækt] | Interrupt | [ɪntə'rʌpt] |
| Assist | [ə'sɪst] | Intersect | [ɪntə'sekt] |

- B. If the final syllable contains a short vowel and one (or no) final consonant, the first syllable is stressed.

| | | | |
|--------|----------|-------|-----------|
| Enter | ['entə] | Equal | ['i:kwəl] |
| Open | ['əʊpən] | Envy | ['envɪ] |
| Gutter | ['gʌtə] | | |

- C. A final syllable is also unaccented if it contains /əʊ/.

| | | | |
|--------|----------|--------|----------|
| Follow | ['fɒləʊ] | Borrow | ['bɒrəʊ] |
|--------|----------|--------|----------|

- D. In case of three syllable verbs:

"If the last syllable contains a short vowel and ends with not more than one consonant, that syllable will be unstressed and stress will be placed on the preceding (penultimate) syllable" (CUP1993, p.90).

Encounter [ɪŋ'kaʊntə] Determine [dɪ'tɜːmɪn]

"If the final syllable contains a long vowel or a diphthong, or ends with more than one consonant, that final syllable will be stressed" (Ibid).

Entertain [entə'teɪn]

Resurrect [rezə'rekt]

Fourteen [fɔː'tiːn]

ii. Nouns/Adjectives

According to Peter Roach (1993, p. 90), nouns need different rules for placing stress. Some important rules are being discussed here:

- A. If the second syllable contains a short vowel, the stress will usually come on the first syllable; otherwise it will be on the second syllable.

Money ['mʌni] Estate [ɪs'teɪt] Larynx ['lærɪŋks]

Product ['prɒdʌkt] Balloon [bə'luːn] Design [dɪ'zaɪn]

- B. In case of a three syllable nouns:

If the final syllable contains a short vowel or /əʊ/, it is unstressed:

Mimosa [mɪ'məʊzə] Potato [pə'teɪtəʊ]

Poultry ['paʊltrɪ] Pounder ['paʊndə]

- C. If the syllable preceding the final syllable contains a long vowel or diphthong or it ends with more than one consonant, that middle syllable will be stressed:

Disaster [dɪ'zɑːstə] Gymkhana [dʒɪm'kɑːnə]

Synopsis [sɪ'nɒpsɪs] Hiatus [haɪ'eɪtəs]

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D. "If the final syllable contains a short vowel and the middle syllable contains a short vowel and ends with not more than one consonant, both final and middle syllables are unstressed and the first syllable is stressed" (Ibid).

| | | | |
|---------|------------|---------|------------|
| Quality | ['kwɒlətɪ] | Emperor | ['emprə] |
| Cinema | ['sɪnəmə] | Custody | ['kʌstədɪ] |

E. The above-mentioned rules can be equally applied to other two or three syllable stressed words. Stress is placed on the last syllable in case of most words with following endings:

| | | |
|----------|-------------|---------------|
| ...ette | Cigarette | [sɪgə'ret] |
| ...oon | Cartoon | [kɑː'tuːn] |
| ...oo | Shampoo | [ʃæm'puː] |
| ...ique | Technique | [tek'niːk] |
| ...eer | Engineer | [enʤɪ'niə] |
| ...ee | Refugee | [refju'ʤiː] |
| ...esque | Picturesque | [pɪktʃə'resk] |
| ...ain | Entertain | [entə'teɪn] |

F. The stress in these words shifts to initial position if they are immediately followed by another word with initial stress. Stress is placed on 2nd syllable from the end (penultimate) in most words ending with (KJLR 1994: P-11):

| | | |
|---------|------------|---------------|
| ...ic | Specific | [sp ə 'sɪfɪk] |
| ...tion | Generation | [dʒenə'reɪʃn] |
| ...ish | Accomplish | [ə 'kʌmplɪʃ] |
| ...it | Explicit | [ɪk 'splɪsɪt] |
| ...ion | Explosion | [ɪk 'spləʊʒn] |

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| | | |
|--------|-----------|-------------|
| ...id | Inspid | [ɪn'sɪpɪd] |
| ...ive | Defective | [dɪ'fektɪv] |

G. Stress is placed on 3rd syllable from the end (anti-penultimate) in multi syllable words, especially words ending with:

| | | |
|-----------|--------------|-----------------|
| ...cracy | Democracy | [dɪ'mɒkrəsi] |
| ...ual | Habitual | [hə'bitʃuəl] |
| ...ily | Family | ['fæməli] |
| ...an | Metropolitan | [metrə'pɒlɪtən] |
| ...ity | University | [ju'nɪ'vɜ'səti] |
| ...logy | Analogy | [ə'nælədʒi] |
| ...graphy | Geography | [dʒɪ'ɒgrəfi] |
| ...etry | Geometry | [dʒɪ'ɒm ətri] |
| ...sophy | Philosophy | [fɪl'ɒsəfi] |
| ...itor | Solicitor | [sə'lɪsɪt ə] |
| ...itude | Attitude | ['ætɪtjuːd] |
| ...al | Industrial | [ɪn'dʌstriəl] |
| ...ian | Librarian | [laɪ'breəriən] |
| ...ar | Particular | [pə'tɪkjulə] |
| ...iar | peculiar | [pɪ'kju:liə] |
| ...ety | Society | [sə'saɪəti] |
| ...nomy | Economy | [ɪ'kɒnəmi] |

H. Stress is placed on the fourth syllable from the end in most words of four syllables or more especially word ending with:

| | | |
|----------|----------|-------------|
| ...iater | Radiator | ['reɪdiətə] |
|----------|----------|-------------|

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| | | |
|--------|------------|----------------|
| ...ary | Vocabulary | [və'kæbjʊləri] |
| ...acy | Accuracy | ['ækɪrəsi] |

The study of the linguistic behaviour of native speaker of RP indicates a dominant tendency to stress:

- 1). The first syllable for the nouns and adjectives and the second syllable for the verbs in case of two syllables words.
- 2). The third syllable from the end is stressed in case of multi-syllable words. Although, lots of exceptions would be found as regard the above generalisations. "We can say that, confronted with multi-syllable words, if you stress the third last syllable you will be right most of the time" (AIOU Press Unit 10, P.36).

3.2.2 Complex words

Complex words are made from a basic stem word with the addition of an affix, i.e. composed of two or three grammatical units:

| | |
|--------------------|-----------------------|
| Care + less | (2 grammatical units) |
| Care + less + ness | (3 grammatical units) |

Native English words tend to place the stress on the basic word and to maintain it there even if prefixes and suffixes are added:

| | | | |
|-------------|---------------|---------------|----------------|
| Man | ['mæn] | Friend | ['frend] |
| Stand | ['stænd] | Understanding | [ʌndə'stændɪŋ] |
| Manly | ['mænli] | Unmanly | [ʌn'mæli] |
| Standing | ['stændɪŋ] | Upstanding | [ʌp'stændɪŋ] |
| Outstanding | [aʊt'stændɪŋ] | Manlike | ['mænlaɪk] |
| Friendly | ['frendli] | Unfriendly | [ʌn'frendli] |

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Friendship ['frendʃɪp] Mannish ['mæniʃ]

Stress remains on the same syllable in words ending with:

| | | | | |
|----------|---------|------------|-------------|--------------|
| ... able | comfort | ['kʌfət] | comfortable | ['kʌmfətəb] |
| ... age | anchor | ['æŋkə] | anchorage | ['æŋkərɪdʒ] |
| ... al | refuse | [rɪ'fjuːz] | refusal | [rɪ'fjuːz] |
| ... en | wide | ['waɪd] | widen | ['waɪdn] |
| ... ful | wonder | ['wʌndə] | wonderful | ['wʌndəfʊl] |
| ... ing | amaze | [ə'meɪz] | amazing | [ə'meɪzɪŋ] |
| ... ish | devil | ['devl] | devilish | ['devəlɪʃ] |
| ... like | bird | ['bɜːd] | birdlike | ['bɜːdlaɪk] |
| ... less | power | ['paʊə] | powerless | ['paʊəles] |
| ... ly | hurried | ['hʌrɪd] | hurriedly | ['hʌrɪdli] |
| ... ness | yellow | ['jeləʊ] | yellowness | [jeləʊnes] |
| ... ous | poison | ['pɔɪzən] | poisonous | ['pɔɪzənəs] |
| ... fy | glory | ['glɔɪri] | glorify | ['glɔɪrɪfaɪ] |
| ... wise | other | ['ʌðə] | otherwise | ['ʌðəwaɪz] |
| ... y | fun | ['fʌn] | funny | ['fʌni] |
| ...ment | punish | ['pʌnɪʃ] | punishment | ['pʌnɪʃmənt] |

3.2.3 Compound words

If the first part of the compound is a noun, the stress goes on the first component and the secondary stress on the second. The following examples fulfil the claim CUP (1993, p. 98).

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| | |
|------------|-----------------|
| Typewriter | ['taɪp ,raɪtə] |
| Suitcase | ['su:t ,keɪs] |
| Tea-cup | ['ti] ,kʌp] |

If the first part of the compound is an adjectival, the stress goes on the second component with secondary stress on first component.

| | |
|---------------|-------------------|
| Loudspeaker | [,laʊd 'spi:kə] |
| Three-wheeler | [,tri:'wi:lə] |
| Bad tempered | [,bæ'tempəd] |
| Second class | [,sekənd 'kla:s] |

In case of reflexive pronouns, it is the last syllable, which is always given the primary stress

- | | | | |
|-----|-----------|------|-------------|
| i. | My'self | iii. | Them'selves |
| ii. | Your'self | iv. | Him'self |

Generally, each syllable of abbreviations is stressed.

- 'A'M, 'P'M, 'M'L'A, B 'B 'C, 'U 'S 'S 'R, 'U 'S 'A

The primary stress is placed on the first part in case of names ending with street:

- 'Dawning street, 'Baker Street etc

In two-word verbs made up of a verb and adverb, it is normally the adverb that receives stress, not the verb:

- to split'up, to put'on.

In compound verbs there is usually a secondary stress on the first component and a primary stress on the second component:

- ,under'stand, ,over'look, ,out'run etc.

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3.2.4 Context when content words are not stressed

All the above mentioned groups of words are generally used their strong forms; however, they are not stressed by the native speakers in the following contexts:

In connected speech, content words that simply repeat what is already known are not usually stressed:

- Ali was advised to consult four books on phonology.
['ʌli] wəz əd'vaɪzd tə kən'səlt f ɔː] bʊks ɒn fə'nɒlədʒi]

But he consulted only two books.

[bət hi: kən'səltəd 'əʊnli'tu] 'bʊks]

Sometimes, content words are left unstressed if the information contained by them is already known to both speaker and listener:

- Does your father work in a college?
[dʌz jɔː] fɑː] ðə 'wɜː] k m ə kɒliʒ]

3.2.5 Weak form words

Most of the personal and relative pronouns, auxiliary verbs, prepositions, conjunctions, articles and a few other words have strong and weak forms in spoken languages. Strong form is used when there is stress on the word and weak form is used when there is no stress.

Roach (1993, p. 108) introduces 28, Sethi(1992) & Sardar (2008) observe 46 words in British English generally referred to as RP that can be pronounced in two different ways; one strong pronunciation and one or more than one weak pronunciations. This category of words is known as weak forms words.

For intelligibility to the native speakers, understanding their speech and making one's pronunciation natural, it becomes obligatory on the part of a foreign learner to learn the use of weak-form words. These function words usually perform a grammatical function and do not have any dictionary meanings like content words. They include:

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- Pronouns other than demonstrative and interrogatives.
- Prepositions.
- Articles.
- Conjunctions.
- Auxiliary verbs.

Form-words are generally pronounced in their weak forms. However, their strong pronunciation is preferred by the native speakers in certain circumstances. It is therefore, important for a foreign learner of English to note the following context when only the use of strong form of these words will make the speech sound natural. (KJLR 1994, p. 16)

3.2.6 Auxiliary verbs

Auxiliary verbs are generally stressed:

- When placed before sentences to form questions.
- When they are attached to n't: haven't.
- When they occur in final position of a sentence.
- When they are emphasised:
-(I am not sure he will win.) But he 'is 'winning

3.2.7 Pronouns

Pronouns are stressed when they contrast as in:

- 'My 'pen is su'perior then 'yours.

Reflexive pronouns are always stressed when they are used as subject intensifier:

- 'Mohsin 'wrote 'this 'letter to me him'self.
- He him'self 'gave me a 'book on 'grammar.

When they are used as subjects and occur in a sentence finally.

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- You will 'damage your' self.

But they are not stressed when used as objects and occurs sentence medially.

- You will 'damage yourself in 'this ' way.

3.2.8 Preposition

Prepositions are stressed when:

a). they occur at the end of a sentence:

- 'Where does 'Roach come 'from?

b). When one is being contrasted with another:

- The letters' 'from him not 'to him

c). Polysyllable prepositions are accented when they occur before pronouns:

- What do you 'know 'about this valley of Kashmir?

Conclusion

The above discussion reveals the fact that there is no fixed place for stress in English language. There are certain tendencies, especially, with longer words, but they are of very doubtful value for teaching purpose. A foreign learner can often use wrong vowel sounds, and yet be quite intelligible, but his faulty use of stress can often lead to a breakdown of communication.

However, an effort has made to familiarize the reader with the nature of rhythm and basic ideas of accent. The acquaintance finally aims to elevate awareness regarding the proper use of stress in English language speech. With many exceptions, a rule-governed approach has been adopted for teaching the complicacies of stress. It is hoped that this effort would help the learners, knowing and learning the nature stress in English language. This discussion would encourage the students to explore the subject in a greater depth.

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The Nature of Stress in English Language - A Study from a Perspective of Rule-Governed Approach

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Indeterminacies in Howatch's St. Benet's Trilogy

Kala Chandrasekaran, M.A. M.Phil., PGCTE



Susan Howatch

Abstract

Indeterminacy is one of the essential components of Postmodern Literature. Indeterminacy reflects the fluid times of the postmodern period. Usage of indeterminacy piques the interests of the readers and engages them with the text. Like an artist or a writer, the readers also unfold and evolve. Leaving things to the imagination of the readers makes the text interesting to them whenever they revisit the text. Susan Howatch in her St. Benet's Trilogy (*The Wonder Worker*, *The High Flyer* and *The Heartbreaker*) uses indeterminacy to engage the readers with the text.

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This paper aims to give instances of indeterminacy in the three novels and how they arouse the curiosity of the readers.

Key words: Indeterminacy, curiosity aroused, making their own meanings

Introduction

This paper aims to present the fact that Susan Howatch's *St. Benet's Trilogy* contains one of the essential postmodern aspects - Indeterminacy. Indeterminacy piques the interest of the readers and hence engages the readers thoroughly with the text.

Definition and Meaning

Indeterminacy in literature can be defined as when components of a text call for or require the readers to make their own decisions about the text's meaning (Baldick 2008).

Indeterminacy was first discussed in Jacques Derrida's *Plato's Pharmacy* written in 1972.

According to Donald Davidson, to know what a speaker means by an utterance is to know what belief that speaker intends it to express. Identifying meanings is thus inseparable from the task of attributing beliefs. However, we could get access to a speaker's beliefs only when we could identify instances where a speaker holds a sentence true. (Baghramian, p.1)

There are different layers or strata in a work of art. The first is the phonetic layer "sound components." The second is the semantic layer - consisting of words, sentences, paragraphs – and the third is the layer of represented objects of real life. The unknowability of a story is not distant or concealed but it constitutes the reader's cognition. (Johnson, Barbara)

The reader perceives the differences between the objects in real life and the objects represented in art. These differences are the gaps which have to be filled. They have been defined as 'Indeterminacies'. Reading involves our removing or filling in the indeterminacies and concretizing the work to our consciousness.

John Cage's story readings and music compositions are popular instances where indeterminacy was celebrated. The listener and the reader are expected to interpret and make their own meanings. The musical compositions were a mixture of the sublime, ridiculous, sportive, meditative and geometrical. For an uninitiated person, the whole music and story reading sessions with a medley of sounds and pregnant silences appear absurd. The story is read in varying speeds with a multitude of sounds in between baffles and intrigues the listener. (Stewart Lee)

Scope and Impact

According to Postmodernists any text is a discourse governed by many ideologies. In postmodern context no ideology reigns supreme. Our contemporary life is full of instabilities and contradictions. Roland Barthes opines that once a story is narrated, 'the author is dead' and the text is at the disposal of the reader. (Lodge and Wood)

While writing a text or drawing a picture, artists evolve and unfold. In a similar way, readers and viewers too unfold and evolve. They should be able to find new insights and new meanings in a text or a painting, however many times they read a book or look at a picture.

Reading a novel or a text is more engaging than watching a film because the readers can let their imagination run riot. In a film, there is an actor, a scene, a climax - the one who watches a film sees everything; but once a text is written, 'the author is dead'. The text fully belongs to the readers - in the sense the readers can do what they want with the text - give it meaning, make it complex, arrive at conjectures which the author did not even dream of. We are intrigued and compelled to visit a text only if there are indeterminacies. Some authors use narrators of indeterminate gender. So, is a text always a conundrum?

Indeterminacy enhances appreciation of a text, sheds light on literature and in the process reaffirms the value and validity of literary thought. Indeterminacy and ambiguity are not one and the same. Indeterminacy is applied not only to literature but also to the interpretation of texts. (*Encyclopedia Britannica*, 2011 pg.1) Indeterminacy gives room to multiplicity of possible interpretations of given textual elements.

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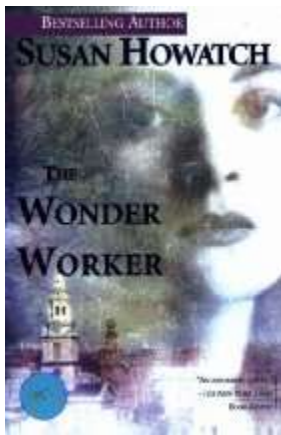
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Indeterminacy, Ambiguity and Generality

There is a distinct difference among indeterminacy, generality and ambiguity.

- In indeterminacy the connotation does not include or exclude any particular property. Indeterminacy is where a text lends itself for many connotations and meanings.
- Generality is where generalizations are made.
- Ambiguity is being vague or having more than one meaning.

Howatch's St. Benet's Trilogy



Susan Howatch's novels have been on the best-sellers' list for the last 35 years. She started off her career writing gothic romances, thrillers and then family sagas. She graduated to ecclesiastical novels reinventing the role of the Church of England to suit the needs of the present day human beings. St. Benet's trilogy, written in late 1990s and in early 2000, is set in the financial district of London with St. Benet's Healing Centre as its focal point. All the three novels *The Wonder Worker*, *The High Flyer* and *The Heartbreaker* deal with how its charismatic rector Nicholas Darrow and his maverick colleague Lewis Hall help in the integration of the fractured personalities of the protagonists while they themselves get healed in the process.

The Narrative Technique

There are many convoluted trails and themes in Susan Howatch's novels. She weaves her plot and narrates the story from multiple narrators. So each narrator tells the story from his/her

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perspective. The readers being the 'god' (WW) can see the overall picture, can draw their own conclusions.

The Characters

No human being is completely readable, predictable and transparent. However close we are to a particular person, still that person remains an enigma. That is why study of human nature is of perpetual interest. Howatch's characters too are unfathomable. We do not know whether Carta's father got healed of his addiction to gambling and whether she was able to forgive him. We do not know who killed Sophie. Was it an accident or a murder? The author's intentions are unclear.

Susan Howatch employs indeterminacy to enhance the readers' engagement with the novels. All the three novels *The Wonder Worker*, *The High Flyer* and *The Heartbreaker* leave a lot to the imagination of the readers.

The Wonder Worker

Francie turns up in St. Benet's Healing Centre with the intention of seducing Nicholas Darrow with a butcher's knife in hand. "Her eyes were glittery, febrile and mad." The scene suddenly shifted into a different gear. "I'm getting him, I'm having him, he's mine." (WW p. 494) Francie shouted. Her eyes were like black holes. Her face was skull-like.

Francie in *The Wonder Worker* lives in a world of illusion thinking her husband physically abuses her and that Nicholas the rector of St. Benet's Healing Centre loves her as deeply and passionately as she loves him. Nicholas performs deliverance on her when she is fissured by split personalities. Francie is taken to the hospital for treatment. Her fate is left to the imagination of the reader as to whether she joins her husband or whether she leaves him.

The High Flyer

Carta Graham loses her mental faculties when Mrs. Mayfield corrupts her mind and puts the idea that she would smash herself down from her thirty fifth floor. (HF p.162) She becomes paranoid about the high rise and is scared to go anywhere near her balcony or window fearing that she would fling herself down. The idea that the velvety darkness of the sky would threaten her very

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existence is implanted in her by Mrs. Mayfield. She confides in Eric Tucker, "Something's wired a computer virus directly into my brain. I've been hacked." (HF p.197)

On the night of her meltdown she travels from her Barbican flats to Gilbert Tucker's Fleetside Church, tortured by imagined ghosts, fearing for her safety. An atheist, when she is terrorised by Mrs. Mayfield's predictions, she feels butchered and beaten up. Her entire personality felt as if she had been slashed to ribbons and spat upon. She became 'fragility personified and she was going to pieces.' (HF p.163)

Kim Betz, when all escape routes are gone, self-annihilates himself rather than surrendering to the police. We do not know whether Kim Betz tells the whole truth to Carta Graham and if Betz kills Sophie.

The Heartbreaker

Richard Slaney's wife Moira pursues Gavin Blake without realizing that he is a gay prostitute. He provides an essential service to the power hungry wheelers and dealers of London's financial district. Both Richard Slaney as well as his wife Moira was trashed by Gavin Blake, *The Heartbreaker*. When Blake dumps her ruthlessly what happens to Moira?

A Conversation with Susan Howatch

In her conversation with *Reader's Guide*, Howatch justifies how she does not provide all the answers in her novels. She leaves many loose ends so that the readers can arrive at their own conclusions. (HF *The Reader's Guide*)

Q. Did Kim finally tell the truth at Oakshott?

Ans. This is a valid question. He is, after-all, a pathological liar. However, I think that night at Oakshott when he makes his final confession, he is telling the truth – I myself think he tells it the way it is. But there is always a shadow of doubt, and I don't tell my readers what to think. They are free to draw their own conclusions.

Q. Do you know what really happened the night Sophie died?

Ans. Well, Kim has no real motive to murder Sophie. Kim tells Carter, “The very last thing I needed was an in-depth police investigation into my private life, and anyway by the time our attempt to destroy Sophie's credibility failed I had a motive the size of a mountain. Of course, I wasn't going to kill her!” That hangs together, I think. But again, I leave it to my readers to decide for themselves. I don't tie up all the loose ends.

Q. Will Carter's father finally keep a promise and stop his gambling? Will Carter forgive him even if he doesn't?

Ans. That's for the reader to decide. Her father wants to stop, and the reconciliation with Carter will give him real incentive. Carter will do her best. She wants to help him heal. Will he succeed? We don't know. Again my readers will have to make up their own minds.

Sophie remains a shadowy figure. The readers never get a chance to see her and hear her firsthand.

There is no full closure in *The High Flyer* and there are questions still to be answered. Mrs. Mayfield escapes scot free after all her evil deeds.

Conclusion

Popular books are never considered suitable for academic study. Though Howatch has been writing novels for the last nearly 40 years, her novels have never been considered relevant for research. But in the last ten years, the opinion changed with the advent of her ecclesiastical novels where she emphasizes the essentiality of spirituality for the underpinning of the modern human being. Her profound exploration of the emotional, psychological and spiritual depths has made her novels highly suitable for academic treatises. She herself has become a recluse in the last 8 years unavailable for the public. Perhaps her insatiable desire to look more and more inwards has made her seek isolation. She employs indeterminacies in her trilogy to engage the interest of the readers. Her novels are compelling and absorbing since her treatment kindles the readers' imagination.

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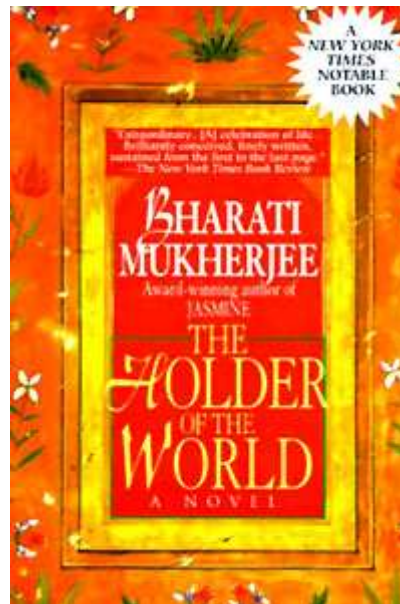
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LANGUAGE IN INDIA
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**Nature as Healer: An Eco-Critical Reading of
Bharati Mukherjee's *The Holder of the World***

G. Baskaran, Ph.D. and Mrs. S. Mangaiyarkarasi, M.A., M.Phil.



Abstract

An attempt has been made in this article to interpret Bharati Mukherjee's

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Bharati Mukherjee's *The Holder of the World*

The Holder of the World as a novel dealing with the eco-critical values and the characters representing the society. It also traces the existing relationship between people and nature. As a diasporic novelist, Mukherjee searches the association between women and their contribution to nature.

Bharati Mukherjee's Heroines

The world is a mind and travel is a manifestation of the inner self. The spiritual goal is thus not antithetical to worldly life. Nature plays a vital role in purging of human emotions and granting the spiritual salvation one seeks for. Bharati Mukherjee's heroines are self-creators and women who command large dimensions of their own fate. They move through expansive open landscapes with a vital energy and are able to convert that social world into a landscape adequate to the enquiring spirit. The patriarchal society which pertains woman to nature also exploit woman just as the natural resources that have been exploited. Mukherjee's *The Holder of the World* is a novel that juxtaposes the past and the present by exploring the transnational travel through geographical boundary and at the same time covers the period from twentieth to seventeenth century. Mukherjee's heroine Hannah Easton's journey through continents is symbolic in reaching out to nature in moments of crisis and despair. Nature regenerates her yearning soul and transforms her as the promoter of peace towards her final journey.



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Hannah Easton and Beigh Masters

Mukherjee's protagonist Hannah Easton in *The Holder of the World*, is a seventeenth century American woman who sails to India with her husband Gabriel Legge, a British Sailor and finds herself transform into Salem Bibi after landing in Raja Jadav Singh's court. Beigh Masters the narrator of this story finds herself to be a distant relative of Hannah. She is an assets researcher who lives with Venn Iyer an Indian computer scientist. She tries to discover the most perfect diamond known as the "Emperor's Tear" (19), which belongs to the Mughal King Aurangzeb and gets lost in a battle against Raja Jadav Singh. In this search Beigh Masters finds that Hannah Easton, the Puritan woman's Hindu lover is Raja Jadav Singh and the narrator is enthralled to discover the facts about this Puritan woman. The transformation of the Puritan woman to Salem Bibi is extensive and captivating.

Beigh Masters is enamoured by the beauty of the Mughal paintings which depict a pale woman with golden hair against the backdrop of the wild New England of sensuous colour. The paintings also depict the lush greenness of the Monsoon with the radiance of the maples and the oak trees' distinct change of colour. Nature's beauty is painted in such a way that it captures the wonderful scene of Indians roasting fish in the open fire, the howling of wolf-dog, the swirling of the jelly fish and children tossing stones from the beach. The narrator is fascinated by the fabulous Mughal painting which is a revelation of the flow and richness of natural resources during their period. The light of the summer afternoon across the sky is represented by marigold yellow and the crane which is scarlet crested taking its flight and the wooing and screeching sound of the birds captivates the attention of Beigh Masters.

Beigh Masters says that the catalog is named as "*The Apocalypse*" (17) whereas she wants to call it as "*The Unravish'd Bride*" (17). Hannah Easton, who transforms to Salem Bibi and later Precious-as-Pearl, is picturized beautifully as standing on the rampart of a Hindu fort.

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Painting Salem Bibi and the Bloodiness of the Battle

The beauty of the Salem Bibi is painted across the backdrop of “green crescent moons” (17) the sky which is on fire, the grazing of the tethered horses, the prowling of the leopards and tigers and the rich scenery of crow, hyena and jackal chewing the carcass of horses and finally her lover with the poisoned arrow tip protruding from his battle vest. The smoky orange colour of the sky depicts the mood of the battle scene.

The bloodiness of the battle of the battle scene can be visualized through the painting which displays the slain lotus-seated yogi, “blood-splattered shield” (18), the thieves crouching for “necklets of pearls, rubies and diamonds” (18), and the monkeys brooding near the dying and the already dead. The horror of the bloody battle scene is demonstrated further through the painting of the ruined forts as well as through the villages smoking due to fire. On one side the harsh reality of the war is portrayed. Whereas on the other side the Precious-as-Pearl, Salem Bibi, holding the multifaceted diamond her henna-decorated hand and her feet arched high the lamb and the gold grasses all are feast to the eyes with fabulous and extravagant details. The paintings are in fact a manifestation of the wealth, richness and abundance of natural resources in India during the Mughal period.

The Story of Hannah Easton

Beigh Masters narrates the story of Hannah Easton as a consequence of her research. Hannah Easton is born in Brookfield, in the Massachusetts Bay colony in 1670 to Edward and Rebecca Easton. Having lost her father in her childhood, Hannah happens to be the only witness of her mother’s elopement with a Nimpuc lover, four years later. Hannah does not cry of her mother’s infidelity and vows to remain silent and to sustain the others belief that her mother is dead. She is raised by Robert and Susannah Fitch in the strict customs of Puritanism. Hannah’s extreme interest in the needle work is got from her mother’s home making skills and guidance. Her embroidery seems to be a manifestation of her inner conflicts and emotions.

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Beigh Masters observes Hannah's embroidery work to be bountiful and ambivalent. Her skill in embroidery paves way for developing one new skill of sewing and healing of scalped heads. In this context Nalini Iyer in her article "American / Indian: Metaphors of the Self in Bharati Mukherjee's *The Holder of the World*" opines:

These pieces of embroidery (the pun on embroidering as needlework and as embellishment of tales is obvious) create unusual landscapes in which Massachusetts flora and fauna coexist with tropical Indian ones. Hannah's tales told by needlework also achieve a suspension of time in that these panels, like Keats's Grecian urn, are both static and dynamic in their tale telling; Mukherjee quotes Keats's ode in epigraphs to the various sections of the novel. In bringing together two vastly different landscapes in one piece of embroidery, Hannah's work suggests that location is not so much physical space as it is an imagined landscape constructed in art / narrative. (36)

Attracted by the Adventurous Stories of Gabriel Legge

Hannah falls for Gabriel Legge, who claims to be adventurous, and narrates all his experiences and explorations, and courts her and offers a small sachet of gemstones. Hannah is fascinated on hearing the adventurous stories of Gabriel. She is carried away by his seafaring adventures. Gabriel's encounter with the pirate ship, his fond memories of sleeping in the Garden of Eden guarded by angles, the enchanted deadly cobra with a piped melody, his travel on camel-back to Samarkand, and his visit to the court of the Great Mughal where he witnesses the marvelous display of gold and jewels makes Hannah to surrender herself to nature's excellence. Gabriel further reveals about the soil of Hindustan with its richness of sapphire, emerald, ruby and gold, along with spices and finally the soft women in silk dedicating their self to fire on their husband's dead. Hannah wants an escape from the strict Puritanical ideals. Hannah wants a recluse and she surrenders to nature for peace. Though she did not believe Gabriel on whole, the sachet of gemstones and a ruby offered by Gabriel

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enamours Hannah and the exotic tales narrated by him heals her longing soul and makes her to crave for such experience through travel and to lead a life with Gabriel.

A Transition through Travel

Hannah is ready to undergo a transition and this transition is going to be wrought out by the geographical landscapes she travels. He takes Hannah to London and provides her all comforts but he is six months away on ship and few weeks with her. Left alone for most of the time she spends her time observing the outer world and gardening. Her submissiveness and patience transforms her into attaining a new identity as a healer of the suffering people. Hannah gradually transforms into the healer of the world. This comes to actualize when she treats a boy of seven who is hurt and bleeds profusely in an accident due to rain outside her cottage. The boy's parents who have survived in the accident do not allow Hannah to treat him and instead summons on Dr. Aubrey to treat him. On the contrary, Hannah proceeds instantly with her herbs without any hesitation and it did not end there. Having discovered her identity, the Doctor seeks her help on other cases of head injury. She is not just a sailor's widow, she was in some way a woman blessed with healing powers. People began coming to her for poultices, for bone setting, for the laying on of hands. It was true that she could regenerate skin after certain burns and other scarring. She knew woodland secrets. She becomes one with the nature and makes ample use of it in her healing process. She feels satisfied and her soul seems to elevate by giving solace to the suffering.

Arrival in India

Gabriel appears unexpectedly and decides to sell the Stepney cottage and to sail on the *Fortune* for Fort St. Sebastian and land in India where he has joined the East India Company. After travelling for nearly eight months Hannah lands in India. This is the second phase of her transformation in another country. Her journey may be symbolic in the sense that it is an inward journey of herself. Her new self is transformed into the factor's wife. Hannah's embroidery is a metaphor of herself. In

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the absence of Gabriel she spends her time sewing. She even discloses it to Gabriel. She is captured by the sensuous India with all its wealth. She finds oneness with the nature's landscape. The furnishing of the late Factor Henry Hedges house, which is allotted for Hannah's stay enamours her. At the same time when she enjoys the warm breeze she feels elevated and free. When Hannah climbs to the top of the world she enjoys, "The warm breeze sought out the last pockets of chill and damp from Hannah's bones; it was a glorious moment of January sun and offshore breeze, loud jackdaws circling the rooftops. Potted trees even struggled to give off some shade. She closed her eyes, feeling at last that her travels were over" (121).

Finding Solace is in Her Needlework

Hannah does not confide her feelings to the other Factors' wife Martha and Sarah. She remains cool and composed and her only solace is in her needlework. Her embroidery is a metaphor of her thought process. It is a work towards self-realization and self-actualization. Nature plays a vital role in shaping her character and imagination. Even when Gabriel decides to go with Marquis, Hannah does not protest. Hannah kisses Gabriel when they spend their evening on the sea shore on the day of the factor Cephus Prynne's burial. Her soul seems to be emancipated on Prynne's death. For her it symbolizes an end to her sexual tormentor and a feel of freedom. "She was, she is, of course, a goddess-in-the-making" (163).

To Let Gabriel Go

Obviously, Hannah feels independent and "The Coromandel had started something as immense as a cyclone deep inside her body and mind. To let Gabriel go was also to let herself expand" (163). Hannah easily acquaints herself with the Indian culture and the native woman. The plot against Gabriel in which he escapes happens to reveal his affair with Zeb-un-nissa his black Bibi. Hannah weeps and rages over the revelation of Gabriel's affair. This revelation comes as a blow to Hannah and everywhere she witnesses destruction and chaos, though she has heard about such conventions from Sarah and Martha. It seems strange to her and the news of the eight

foot naked firangi (Gabriel) with his black bibi spread all over the village. She is unable to bear the truth about Gabriel.

Another Journey

Hannah's frustration leads to the next level of transition. Hannah prepares herself for another journey and she asks Bhagmati, her servant, to prepare for the voyage, Caught in a cyclone Hannah and Bhagmati try to escape but everything in vain. They scream only to find hauled in a country boat and finally lands in the Panpur Palace. The ruler is Raja Jadav Singh called as the King or Lion of Devgad. Hearing Bhagmati's memories Hannah prepares herself for another transition. Her physical transition is a manifestation of her inner transition. The unforced smile of the Raja, and the music from the inner palace brings about a change in her inner self. The Raja permits them to stay there as long as they wish and even invites her to his musical evening. The shock, depression and frustration that was looming her starts to fade away by the presence of Raja. The psychological transformation of Hannah leads her to seduce the Lion of Devgad. The shallowness and emptiness of her previous life comes as a revelation through Raja. His occasional gifts such as a small songbird in a silver cage, an oval black stone, a copy of Kautilya's treatise in Sanskrit and a basket of custard apples makes her to feel his presence. She feels her gradual transformation just like Bhagmati who was Henry Hedges' bibi.

Wooing Each Other

Hannah is entwined in a world of love for fourteen days and thirteen nights. The lover Raja Jadav Singh and Hannah wooed each other and they give themselves to pleasure thus: "Attendants fed them pomegranates, sprinkled them with attar of roses and lit his *huqqa*. Musicians serenaded them with flutes, drums and stringed unstruments from their courtyard below" (234). Hannah enjoys her newly assumed *bibihood*. Shaken off from their trance she senses the seriousness of the situation and contradictory to the passionate nature-she wants to run to the country and save the dying people. Raja, Hannah and Bhagmati escape from the Panpur palace sending a message of truce. The Nawab's commander, Morad Farah, who comes riding on the

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Nature as Healer: An Eco-Critical Reading of
Bharati Mukherjee's *The Holder of the World*

elephant grinding and mashing the bodies scattered on the battle field, asks the elephant to pick Hannah up. Hannah makes use of this opportunity and stabs him in order to save the wounded Raja. She takes her wounded warrior lover, to Devgad and she removes the clot and blood and sutures the Raja's wounds. Hannah the healer, comforts him and makes him understand the reality of life and how one's duty and fate cannot be altered. She quotes Gita which says that one's duty and fate cannot be altered. The Raja provides her the women's room for she is pregnant and there after she does not see him.

The Final Journey

Hannah speculates for a final journey. She sets both her physical and mental self for the onset of a final journey as a peacemaker. It is her over whelming feeling of love for the Raja Jadav Singh that sets her pace. Both, Bhagmati and Hannah are brought before the Emperor Aurangzeb, who is determined to kill the Raja. The Emperor discloses that night of his knowledge of Hannah's past life. Hannah wants to make use of this opportunity to create peace.

This was the moment, if she was ever to have one, when the gods that controlled the universe had conspired to put her Christian-Hindu-Muslim self, her America-English-Indian self, her orphaned, abandoned, widowed, pregnant self, her *firangi* and *bibi* self, into a single message, delivered to the most powerful man those separate worlds had ever known. She stood. (268)

This is her final transformation. After undergoing physical and spiritual transformation, she gradually sets her mind heart, emotions and the physical body to attain the oneness of supra-mental transformation. This transformation finds fulfilment in her feelings of love.

Precious-as-Pearl

The emperor stands and lifts the diamond high above so the whole world may witness which he calls the "Emperor's Tear" (269) and says that the "all-seeing, all-

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merciful Allah” (269) will give his final judgment on the people and he restores the diamond back to the crown. Later he sends Hannah a gift of chests of jewels stating “ ‘For the Tigress who bested my General’ ” (270) and the pearls “ ‘For your white skin, for the luster of your spirit, for the one-in-a-lakh, I give you these pearls. I call you Precious-as-Pearl’ ” (270-271). The Emperor re-presents the gifts when she sends it back considering it as serious insults. She takes back and she wears it. Hannah’s mission of peace fails and she is asked by the emperor to witness the battle and “*the destruction of the rat-worshipping idolater*” (271) The narrator bought “*The Apocalypse of The Unravish’d Bride*” (277) in an auction which demonstrates Raja Jadav Sing’s suicidal attack on the fort of Aurangzeb and the victory of Aurangzeb.

The transition of Hannah and her travels is represented by Shao-Pin Luo in his article “Rewriting Travel: Ahdaf Soueif’s *The Map of Love* and Bharati Mukherjee’s *The Holder of the World*” where he opines, “It is about re-writing travel, re-reading and re-imagining nations and narrations as forms of translation and transculturation. It is about travelling and transforming, traversing time and space as well as words and ideas: ...” (100).

Protagonist’s Spiritual Search

Hannah’s recourse with nature can be correlated with the observations of Wang Nuo and Zhang Bigui’s article on “Ecoliterature: Its Definition and Features”:

Ecoliterature represents as well as examines the relation between nature and man, particularly nature’s material and spiritual influence on man, man’s place in the natural world, man’s relation with nature as a whole and with everything in nature, man’s conquest, control, reform and plunder of nature and damage to it, protection as well as restoration and reconstruction of ecobalance, man’s eulogy and appreciation of nature, man’s returning to nature and reconstruction. When representing the relation between nature and man, ecoliterature stresses on man’s responsibility and duty to nature: it earnestly calls for protecting the natural world and maintaining the ecological

balance, enthusiastically eulogizing the self sacrifice for the sake of the whole benefit of ecology. (47-48)

Hannah's travel through various continents and her oneness with nature and landscape are indeed symbolic of her inner transition. She seeks solace in nature and in fact nature acts as a healer of her soul. Her final salvation is brought about in Salem where she searches, and finds and lives with her mother and with her daughter Pearl Singh. Thus, the healer of the world transforms to Precious-as-Pearl. Mukherjee's narrative technique in stating John Keats's poetic lines from "Ode on a Grecian Urn" as epigraph to the four parts of the novel is a symbolic representation of the protagonist's spiritual search. Mukherjee harmoniously blends Keats's thought process with Hannah's travels. In fact Hannah becomes the silent child crossing the boundaries of time and space nurtured by nature and travel seeking spiritual salvation in serenity.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Mean Length of Utterance in Children with Cochlear Implant versus Normal Hearing Children

Lenin Babu and Sreevidya Sherla

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Introduction

Children with severe-to-profound hearing loss can develop spoken communication via audition with amplification or assistive devices. In the past, though the hearing aids were widely used as amplification devices they had many limitations, like could not provide much amplification in the higher frequencies. In recent years, multichannel cochlear implantation (CI) has become more prevalent among the population of pre-lingually profound bilateral hearing impaired children who cannot acquire adequate speech with the help of powerful hearing aids. With the multichannel cochlear implantation, researchers found that the auditory skills (McConkey Robbins,

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Koch, Osberger, Zimmerman-Phillips, & Kishon-Rabin, 2004), speech perception (Waltzman and Hochberg, 1990), speech production (Tobey et al., 1991) as well as speech intelligibility of the CI users can be improved significantly. Moreover, it was found that when cochlear implant was fitted to a prelingually deafened child, the rate of language skills development is about the same as that of normal hearing children (Mellon, 2001).

The National Institute of Health (1995) concluded that, with respect to cochlear implants, improvements in the speech perception and speech production of children are often reported as primary benefits. If CIs are to provide functional communication skills for children receiving them, the communication gains must extend beyond speech perception and production and include the lexical, grammatical, and discourse skills of the hearing community. These are the higher level communication skills necessary for social and academic achievement in these communities. The lexical and grammatical developments of spoken languages have been very challenging to children who are prelingually profoundly deaf (Borg et al., 2002).

One of the most robust indices of young children's language acquisition is the number of words or morphemes in each of their spontaneous utterances, conventionally described as the mean length of utterance (MLU). The MLU constitutes a language measure that has the objective to obtain data regarding syntactic and morphologic aspects of the performances of both children with typical development (TD) and children with communication disorders (Brown, 1973). The Mean Length of Utterance in morphemes is an index for the verification of grammatical development. Studies (Rice et al., 2010)

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have shown a relationship between chronological age and MLU; impairment is often defined as an MLU level one standard deviation or more below the mean for the child's age level (Eisenberg, Fersko, & Lundgren, 2001). The degree of language development skills of the hearing children can be tested by means of mean length utterance. Gisela (1997) reported that language acquisition data from two children with cochlear implants show great difference with respect to rate of acquisition, construction of the German case system and syntax. Daneshmandan (2003) reported mean length utterance in 9 children with severe to profound hearing impairment was significantly lower compared to normal hearing children.

The complexity of learning a language arises from a synthesis of the many influences and activities that enable a child to become linguistically engaged. Children learn language by developing and assembling together four systems of skills. The pragmatic, phonology, semantic and syntax are separate but inter related systems that comprise the foundation of language acquisition (Rescorla and Mirak 1997).

Morphology is the aspect of language concerned with the rules governing change in word Meaning. Morphological development is analyzed by computing a child's Mean Length of Utterance (MLU). One of the most robust indices of young children's language acquisition is the number of words or morphemes in each of their spontaneous utterances, conventionally described as the mean length of utterance (MLU). The potential utility of this measure has long been recognized. Well before the advent of portable electronic devices to record children's utterances for later transcription, Margaret Morse Nice

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(1925) regarded average sentence length to be “the most important single criterion for judging a child’s progress in the attainment of adult language”. With portable tape recorders in hand, Roger Brown (1973) and his colleagues developed new standards for transcription and morphological analyses that established MLU as a benchmark for the description of children’s emergent language abilities.

MLU has been used widely to describe the early stages of syntax from the onset of two-word combinations to the genesis of complex syntax in normally developing preschool children (Bloom, 1970; Wells 1985). Although MLU simply reflects the mean number of morphemes per utterance in a speech sample, the measure has been found to be associated with a number of grammatical competencies, including the expression of semantic relations (Bloom, Lightbown & Hood, 1975), the number of diversity of grammatical categories such as Verb, pronoun or article (Newport et al, 1977), productive mastery of grammatical inflections and functors (Brown, 1973) and the emergence of increasingly complex negative and interrogative constructions (Klima & Bellugi, 1966).

Mean length of utterance (MLU) has been described as a sensitive index for the developmental level of language in typically developing children, increasing steadily through to the teenage years as it is correlated with clausal development (Price et al., 2006). Owens (2010) suggests that an average of up to 4.0 MLU is considered a good measure of language complexity, as there is less variability below this average. This is usually reached by the age of 4 in (ND) children, but continues to increase with age.

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However, significant variability has been found in terms of MLU in ND children and this phenomenon is described as very typical in early language development (Dethorne, Johnson & Loeb, 2005).

The modern era of computer-assisted methods of transcript analyses (MacWhinney, 2000; Miller & Chapman, 1991) and machine calculation of MLU values has greatly expanded the utilization of this measure as a language benchmark. The normative child language literature has embraced MLU as away to benchmark the level of a child's language acquisition to age expectations and to the linguistic competencies associated with particular levels of MLU.

In clinical applications, MLU is used to diagnose language impairments in young children; impairment is often defined as an MLU level one standard deviation or more below the mean for the child's age level (Eisenberg, Fersko, & Lundgren, 2001). MLU has been used as a matching variable in many studies of clinical groups. The interpretation focuses on the potential value of controlling for general language levels, indexed by MLU, and examining whether other linguistic processes or competencies are equivalent, to determine whether there are distinctive profiles of language impairments across different clinical groups or whether there is a delayed, generally immature linguistic system versus a generally immature linguistic system plus selective areas of linguistic deficits.

The pattern of language development is sequential universally, unless and until interference is caused due to any sensory or motor deficits. Most children who are born profoundly deaf or who become deaf before the age of 3 fall significantly behind their

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normal-hearing peers in their mastery of the surrounding oral language in its written, read, spoken, and signed forms. Children with severe-to-profound hearing loss can develop spoken communication via audition with amplification or assistive devices.

In the past, though the hearing aids were widely used as amplification devices they had many limitations, like could not provide much amplification in the higher frequencies. In recent years, multichannel cochlear implantation (CI) has become more prevalent among the population of prelingually profound bilateral children hearing impairments who cannot acquire adequate speech with the help of powerful hearing aids.

With the multichannel cochlear implantation, researchers found that the auditory skills (McConkey Robbins, Koch, Osberger, Zimmerman-Phillips, & Kishon-Rabin, 2004), speech perception (Waltzman and Hochberg, 1990.), speech production (Tobey et al., 1991) as well as speech intelligibility of the CI users can be improved significantly. Moreover, it was found that when cochlear implant was fitted to a prelingually deafened child, the rate of language skills development is about the same as that of normal hearing children (Mellon, 2001).

The literature on language development in children after cochlear implantation has established that children who use cochlear implants develop language at a faster rate than children with similar degrees of hearing loss who use hearing aids (Svirsky, Robbins, Iler-Kirk, Pisoni, & Miyamoto, 2000).

Children who obtain greater auditory benefit from their implant achieve more normal language levels than children who have poor speech perception post implant

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(Crosson & Geers, 2001). However, the amount of speech perception needed from any cochlear implant for normal language development to occur has yet to be determined. The extent to which the language growth achieved resembles normal development and the amount of language delay exhibited by the deaf child after cochlear implantation continue to be examined. The role of communication modality in expediting language development post implant is also the focus of considerable investigation with conflicting findings that may be at least partially related to the techniques used to measure language.

One of the most robust indices of young children's language acquisition is the number of words or morphemes in each of their spontaneous utterances, conventionally described as the mean length of utterance (MLU). The MLU constitutes a language measure that has the objective to obtain data regarding syntactic and morphologic aspects of the performances of both children with typical development (TD) and children with communication disorders (Brown, 1973). The Mean Length of Utterance in morphemes is an index for the verification of grammatical development. Studies (Rice et al., 2010) have shown a relationship between chronological age and MLU; impairment is often defined as an MLU level one standard deviation or more below the mean for the child's age level (Eisenberg, Fersko, & Lundgren, 2001).

The degree of language development skills of the hearing children can be tested by means of mean length utterance. Gisela (1997) reported that language acquisition data from two children with cochlear implants show great difference with respect to rate of

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acquisition, construction of the German case system and syntax. Daneshmandan (2003) reported mean length utterance in 9 children with severe to profound hearing impairment was significantly lowered compared to normal hearing children.

Need for the Study

The past decade has heralded exciting technological advances to facilitate the spoken language development of young children with severe-profound hearing loss. Implementation of newborn hearing screening programs and advances in the technology available to improve the hearing experience itself has led to an era of new possibilities. Cochlear implants, in particular, have become widely embraced as an aid to exposing the deaf child's auditory system to a quality of sound experience not available with hearing aids alone. It is already known that cochlear implantation under the age of three years, a longer duration of cochlear implant use, and better pre-implant aided hearing contribute to language development (Nicholas & Geers, 2007).

As per NSSO (National Sampling Survey Organisation) survey, currently there are 291 persons per one lakh population who are suffering from severe to profound hearing loss (NSSO, 2001). Of these, a large percentage of children with severe to profound hearing loss are between the ages of 0 to 14 years. With such a large number of hearing impaired young Indians, it amounts to a severe loss of productivity, both physical and economic. Cochlear implantation in India for severe-profound hearing impaired children is becoming preferred mode of intervention, especially with the Government funded public health schemes e.g. in Andhra Pradesh Arogyashree Scheme. Still, studies Language in India www.languageinindia.com

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regarding speech-language outcomes in Indian children with CI are lacking. Such studies will give important knowledge about comparative benefits of CI in language development in these children.

Mean Length of Utterance (or MLU) is a measure of linguistic productivity in children. A higher MLU is taken to indicate a higher level of language proficiency like the child's developing morphological skills and their syntactic skills. This study attempted to investigate the linguistic productivity skills in CI children through MLU.

Aim of the Study

The main purpose of this study was to examine and compare the mean length of utterance in children using cochlear implant and age matched normal hearing peers.

Objectives of the Study

- To investigate and compare the MLU in children using cochlear implant and children with normal hearing
- To find out the correlation between the MLU in children using cochlear implant with reference to their total auditory experience
- To find out the correlation between the MLU in children using cochlear implant with reference to their auditory experience with CI alone.

Hypotheses

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- There would not be any significant difference in the MLU in children using cochlear implant and children with normal hearing
- There would not be any significant difference in the MLU in children using cochlear implant with reference to their total auditory experience.
- There would not be any significant difference in the MLU in children using cochlear implant with reference to their auditory experience with CI alone.

REVIEW OF LITERATURE

Speech pathologists have been involved in the assessment of child's language since 1950. The intervening years have brought diversity in the theories and practices of language assessment. Changing views of the nature of language spawned new procedures for sampling and describing language and for categorization deviations from normal language. The history of language assessment has been reviewed by Lund and Duchan (1988). They have traced various stages in development of assessment procedures. This is briefly highlighted in the following section.

In 1950's, two approaches to language assessment were developed. The first which we call "Normative" was an approach told by Johnson, Darely and Spiestersbach (1952). They emphasized on how normal children at different ages performed on measures like mean sentence length in words, parts of speech used, sentence structure and ratings of verbal output.

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The second, contrasting approach to language assessment that emerged at the same time called “Pathology approach”. This approach was based on a medical model. The goal assessment was to identify the “diseases” or underlying cause of the presenting symptoms and to determine the intervention procedures and prognosis.

The 1960’s brought new trends in language assessment for speech pathologist, one of the being behaviouristic movement. In this approach, language behavior was seen as developing out of the interaction between current behavior of the organism and the environmental antecedents and consequences of that behavior (Slane & Mac Aculay, 1968). Language response was viewed as under the control of both stimulus and reinforcement.

Another trend which emerged in 1960’s and still prevalent is the auditory processing frame work (Kirk and McCarthy, 1961; Lasky and Katz, 1983). This approach combines “behaviorism” and “information processing theory”. The general format for auditory processing conceptualization is that information contained in the auditory stimulus proceeds through several encoding steps – reception, perception categorization storage and later the information is retrieved for future processing. Thus the test batteries or specific tests have been designed to test children’s auditory processing abilities such as speech sound discrimination, auditory memory sequencing figure ground discrimination, and auditory closure (Gold man, Fristoe and WoodCock, 1974). The Illinois Test of Psycholinguistic Abilities (ITPA) reflects a behaviouristic orientation by virtue of its

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focus on the stimulus in some subtests visual reception, auditory reception, visual and auditory association and verbal and manual expression.

Linguistic approach to assessment also originated during the early 1960's, when several important studies were done by psychologists examining children's language acquisition. Using analytic techniques and terminology of descriptive linguists, researchers in child language began to formulate grammars or rules that both described and attempted to explain child language. Reports of investigation of normal children confirmed that child language is not merely an accurate or incomplete version of adult language but a unique system governed by its own rules (Ferguson and Slobin, 1973). The rules are characterized as making up the child's competence in the various levels of language: phonology, morphology, syntax and semantics.

In mid-1970s there emerged the language assessment procedures called semantics emphasis (Lakoff, 1971; McCawley, 1971). The generative semanticists tried to derive a model for the meaning of words, phrases and sentences. For those studying child languages, the emphasis on meaning led to questions about the conceptual basis of first words and two words combinations (Clark, 1977; Nelson, 1974; Roach, 1973). The semantic emphasis allowed a deep structure that was meaning based, such as having semantic cases (Antinucci, et al. 1973) semantic relations (Brown, 1973), semantic features (Clark, 1977), etc.

As a result of the focus on semantics, there was renewed interest in Piaget's cognitive theory, leading to a cognitive emphasis in assessment. They tried to associate

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the stages of cognitive development to those of language development. Clinicians attempted to which sensory motor understandings were precursor to language learning during the early period (Birth to 2 years) of life in normal children (Miller et al, 1980). The assessment focused on whether the language impaired child had the necessary prerequisite of cognitive knowledge for language learning.

The 1970s brought new change in the thought of language assessment. The realization that sentences derived their meanings from the contexts in which they occurred was known as the pragmatic approach. The same word and sentences could mean something different in different settings. Assessment procedures called “the speech act approach” involved input of intentions to children by looking at the form of the act as well as its results.

The 1980s however brought mainly two important perspectives. First one was “the context of interaction”. The assessment approach was focused on various aspects of interaction; the ways interactions cooperated in conversation, especially with regard to turn taking, the ways they performed activities together, and the effect of language style of the interactions on child’s language learning (Ferguson and Snow, 1977). The second perspective examined language in terms of its event context. Bruner’s (1975) work on routine events during the child’s first year of life was extended by Nelson (1981) to the study of children’s acquisition of knowledge. Hence this perspective was also called the “event focus approach”.

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It is evident from brief historical review that divergent views of language assessment and intervention have evolved from a variety of sources. A number of procedures and tests have been developed by different authors to provide general indices of various linguistic elements for an entire sample. The one which was found to be the most popular and useful with the clinical population of developmentally disabled children includes computing MLU in words /morphemes. It is a standard and objective procedure to describe and quantify speech and language characteristics of children. It provides an index of syntactic complexity (McCarthy, 1954), Brown (1973). Nice was the first person to introduce MLU in terms of words as early as 1925. But Brown (1973) re-popularized the MLU and did extensive study in this field. Literature shows studies on factors influencing MLU, related to ways of computing it, the method of eliciting a representative sample for MLU, its relationship with age and other procedures like MLR, to evaluate the reliability and validity of MLU as a measure of grammatical complexity. There are various language tests including Bankson Language Screening Test (1977) which take into account MLU as a measure, Test for auditory comprehension of language (Carrow-Woolfolk, E., 1985), North-Western Syntax Screening Test (Lee, L., 1971) and Carrow (Carrow, E., 1974) which elicited language inventory and oral language sentence imitation screening/diagnostic tests (Zachman et al, 1974a, 1974b).

Brown (1973) first found that children who are matched for MLU are more likely to have speech that is at the same level of constructional complexity up to about four. He observed that chronological age was not a good predictor of language development. He

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found that children acquired different grammatical constructions at widely varying rates (Brown & Frazer, 1963).

MLU in terms of morphemes was to provide a satisfactory index for comparison between children and sensitive measure of a child's language development over time. Brown (1973) has reported the existence of 5 stages of language development which are designated with Roman numbers and are as follows:

Stage I: (1.75 mean morpheme unit)

Semantic role and syntactic relation. In this stage the child uses noun-verbs sequences such as "mummy give".

Stage II: (2.25 mean morpheme unit)

Grammatical morphemes and modulation meaning. The child starts to change word endings to portray as in "mummy giving".

Stage III: (2.75 mean morpheme unit)

Modalities of simple sentences. The child begins to use questions and imperative forms. For example: "mummy is giving".

Stage IV: 3.50 mean morpheme unit)

Embedding. The child begins to use complex sentences for instance "What is mummy giving now?".

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Stage V: (4.0 mean morpheme unit)

Co-ordination: The child may use connectors and more functions as in “mom’s giving”.

Brown (1973) did not imply that stages were discrete, but rather that the linguistic development was continuous and that the stage allowed comparison and characterization at different levels of language proficiency.

De Villiers and De Villiers (1973) smoothed the original MLU intervals to 0.5 while retaining Brown’s stage (1973). These smaller stages were useful in characterizing advances, especially infections for the 3-4 MLU range.

In Brown’s (1973) stages, (3-4) MLU range was too wide to capture and rapid development during this age many authors have supported agreed that MLU is the best measure for language sophistication (Foss & Hakes, 1978; Chapman & Miller, 1981; Peterson, 1990; Scarborough et al, 1986; Shriner & Sherman, 1967).

MLU is also a valuable index in investigations of children with language impairments. In clinical applications, MLU is used to diagnose language impairments in young children; impairment is often defined as an MLU level with one standard deviation or more below the mean for the child’s age level (Eisenberg, Fersko, & Lundgren, 2001).

An expert panel recently recommended that MLU be used as a benchmark for cross-study comparisons of language intervention outcomes for children with autism, as one of several potential outcome measures (Tager-Flusberg et al., 2009). MLU has been used as a matching variable in many studies of clinical groups. The interpretation focuses

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on the potential value of controlling for general language levels, indexed by MLU, and examining whether other linguistic processes or competencies are equivalent, to determine whether there are distinctive profiles of language impairments across different clinical groups (such as Down syndrome versus Williams syndrome, for example) or whether there is a delayed, generally immature linguistic system versus a generally immature linguistic system plus selective areas of linguistic deficits. An example of the latter kind of investigation is a study by Rice, Redmond, and Hoffman (2006).

Leonard (1998) examined various properties of MLU in a group of children with specific language impairment (SLI) as compared with two control groups: a younger MLU-equivalent group and an age control group. They found strong concurrent validity for MLU at 5 years of age and strong reliability and validity for longitudinal growth patterns from 3 to 8 years of age.

There is a great need for age-graded reference MLU data for children with documented SLI. This condition is characterized by language impairment in children who show no obvious other developmental impairments—excluding children with clinically significant hearing impairment; clinically diagnosed neurodevelopmental disorders; or syndrome diagnosis, such as Down syndrome, Williams syndrome, or autism. Tomblin, et al. (1997) reported that 7% of kindergarten children show SLI. Because language impairment is primary in children with SLI, who do not have other developmental disabilities associated with language impairment, this clinical group is widely used as a

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model system for comparisons with unaffected children and with children carrying other diagnoses (Rice, Warren & Betz 2005).

Recent genetic studies have documented links to genetic sources of SLI (Falcone et al., 2008; Rice, Smith, & Gayán, 2009), adding to the interest in this condition. Although MLU is widely used as part of the phenotype for this disorder, there is no repository of MLU levels broken out by age levels for children with SLI. Such a resource would be valuable for comparing across samples of affected groups used in the research literature.

Zhang and Tomblin (2000) reported that children with speech disorders are served mostly by speech-language pathologists. The speech impairment is less than 2% in the general population of 5-year-olds, and only about 5%–8% of the children with language impairments showed clinically significant speech disorders.

Shriberg, Tomblin, & McSweeney (1999) reported MLU as one of the aspects of language skills. They found that between severe to profound pre-lingual hearing impaired children and age matched normal hearing children, the MLU growth among severe to profound pre-lingual hearing impaired children was not the same and was affected by several factors and predominant among these factors were auditory perception and language growth.

Mean length of utterance (MLU) has been described as a sensitive index for the developmental level of language in typically developing children, increasing steadily

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through to the teenage years as it is correlated with clausal development (Price et al., 2006).

Owens (2010) suggests that an average of up to 4.0 MLU is considered a good measure of language complexity, as there is less variability below this average. This is usually reached by the age of 4 in normally developing children, but continues to increase with age. However, significant variability has been found in terms of MLU in normally developing children and this phenomenon is described as very typical in early language development (Dethorne, Johnson & Loeb, 2005).

MLU has also been advocated as a useful measure for diagnosing language impairments and monitoring treatment progress (Botting, 2002; Norbury & Bishop 2003), however the significant variation found in the utterance lengths of normally developing children (Scott & Stokes, 1995) makes this assumption questionable.

There have been many discussions on the usefulness of MLU as a diagnostic measure as both number of different words (NDW) and tense accuracy accounts for a significant amount of variance in MLU. The question is asked: *What does MLU actually measure?* Strong correlations have been found between MLU and NDW (Dethorne et al., 2005) which suggested that MLU is associated with individual measures, both in the semantics and morphosyntactic domains, with its association to NDW being particularly strong. Therefore MLU is better viewed as a global measure of expressive language

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ability and that it is probably affected by non-linguistic factors related to the measurement of context of language sampling.

Bishop (2004) stated that MLU in words i.e., mean length of T-unit (MLT) and MLU in morphemes are so highly inter-correlated as to be equivalent. However, Owens (2010) suggested that the mean length of T-unit (MLT) is more sensitive than MLU to the types of language differences seen after age 5, such as phrasal embedding and various types of subordinate clauses but specifically quote that T-unit values can be misleading, because complexity and length are not directly related. A phrase may for example be used in place of subordinate clauses to support conciseness, suggesting greater syntactic sophistication.

Children are dependent on the sense of hearing to adequately receive and perceive the complete network of auditory stimuli which comprise the network of speech and language. The onset of a congenital significant hearing impairment can seriously impede the ability to communicate, culminate educational background, constricts the personality development. Aural habilitation and rehabilitation represent an extremely important process whereby an individual's diminished ability to communicate helps hearing impaired children.

The amplification options available for hearing impairment are hearing aids and cochlear implants. Recent digital hearing aids help individuals with hearing impairment to improve their hearing and speech perception. Cochlear implant (CI) technology has

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opened up rehabilitation options for the use of spoken language among individuals with severe and profound hearing loss. The use of the CI has shown that it increases the audibility of the speech signal and consequently enables better speech perception by children using CI compared to those with a similar degree of hearing loss but who use HAs (Blamey et al., 2001; Calmels et al., 2004; Gestoettner, Hamzavi, Egelierlier, & Baumgartner, 2000 and Mildner, Sindija, & Zrinski, 2006).

El-Hakim, Levasseur, Papsin and Panesar (2001) reported vocabulary development in children after cochlear implantation, after phoneme acquisition vocabulary builds up to ensure proper speech and language development.

Mount, Stevens, and Harrison (2001) investigated whether the age at the time of implantation affected a child's performance in 112 pre-lingual deaf children with equal numbers of females & males children of varied age group, they all were fitted with a cochlear implant. The children were sub grouped into those who had received implants before and after age five. The Peabody Picture Vocabulary Test (PPVT) and The Expressive One-Word Picture Vocabulary Test (EOWPVT) were performed by children serially for approximately three and a half years after implantation. There was no notable difference between the subgroups with respect to expressive vocabulary and receptive vocabulary. However with respect to the PPVT, the language gap indices of the older group only lessened significantly but for EOWPVT, both older and younger groups language gap indices lessened significantly. Conclusively stating vocabulary is imperative in speech and language development.

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A study by Patil G.S., Shireen., & Shilpa.P (2011) on the mean length of utterance in children with cochlear implant, showed that the children with cochlear implant demonstrated shorter MLU compared to age matched normal hearing children. A total of 20 participants were included in the study and were divided into 2 equal groups of children with cochlear implant (CI) and children with normal hearing. The stimulus included a comprehensive single picture card depicting the typical urban home situation.

METHOD

The present study was aimed to investigate and compare MLU in children using cochlear implant and children with normal hearing.

The following objectives were formulated for the study:

- To investigate and compare the MLU in children using cochlear implant and children with normal hearing
- To find out the correlation between the MLU in children using cochlear implant with reference to their total auditory experience
- To find out the correlation between the MLU in children using cochlear implant with reference to their auditory experience with CI alone.

The following hypotheses were formulated for the above objectives:

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- There would not be any significant difference in the MLU in children using cochlear implant and children with normal hearing.
- There would be no positive correlation in the MLU in children using cochlear implant with reference to their total auditory experience.
- There would be no positive correlation in the MLU in children using cochlear implant with reference to their auditory experience with CI alone.

Research Procedure

The participants included 15 children with cochlear implant (CI) and 15 children with normal hearing. The clinical demographic profile of children with cochlear implant is given in Table 1. The normal hearing children were matched for age and gender. They did not present any history of speech, language, or hearing problems.

Table 1. Clinical profile of children with cochlear implant.

| Participants | Onset /Degree/type of hearing loss | Age of identification of hearing loss | Chronological Age | Age of implantation | Prior Hearing aid use | Type of device/implant |
|--------------|------------------------------------|---------------------------------------|-------------------|---------------------|-----------------------|--------------------------|
| CI 1 | Congenital/profound/SN | 2 years | 9years | 6 years | 4years | Nucleus BTE C123 R |
| CI 2 | Congenital/profound/SN | 8months | 7years | 4 years | 2years | Nucleus Body worn C124 R |
| CI 3 | Congenital/profound/SN | 1½ years | 8years | 6 years | 2 ½ years | Nucleus Body worn C124 R |
| CI 4 | Congenital/ | 1 ½ | 8years | 4½ years | 1 ½ | Nucleus Body |

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| | | | | | | |
|-------|--------------------------------|-----------|--------------|------------------|--------------|-----------------------------|
| | profound/S N | Years | | | years | worn C124 R |
| CI 5 | Congenital/ profound/S N | 6months | 6years | 3½ years | 1yr | Nucleus BTE C123 R |
| CI 6 | Congenital/ profound/S N | 1 ½ years | 7years | 5 years | 3years | Nucleus Body worn C124 R |
| CI 7 | Congenital/ profound/S N | 8months | 8years | 6 years | 3years | Nucleus Body worn C124 R |
| CI 8 | Congenital/ profound/S N | 10months | 8years | 6 years | 3years | Nucleus Body worn C124 R |
| CI 9 | Congenital/ profound/S N | 6 months | 4 ½ years | 14 months age | 5month s | Nucleus BTE C123 R |
| CI 10 | Congenital/ profound/S N | 7months | 8years | 6 years | 4 ½ years | Nucleus BTE Freedom |
| CI 11 | Congenital/ profound/S N | 10 months | 7 years | 5 years | 3 years | Nucleus Body worn C124 R |
| CI 12 | Congenital/ profound/S N | 2 years | 8 years | 6 years | 4 years | Nucleus Body worn C124 R |
| CI 13 | Congenital/ profound/S N | 1 year | 5 years | 3 years | 2 years | Nucleus BTE C123 R |
| CI 14 | Congenital/ profound/S N | 2 years | 6 years | 3 years | 1 year | Nucleus Body worn C124 R |
| CI 15 | Congenital/ profound/S N | 5½ years | 7 years | 6 years | 3 months | Nucleus Body worn C124 R |

Stimulus

The stimulus included a comprehensive single picture card depicting the typical urban home situation. Some of the activities that were depicted were members of the family doing various activities – grandfather reading newspaper, mother in kitchen, child

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playing, father getting ready etc. Initially, a pilot study was done to determine the feasibility of using the picture card for the current study. Five children with normal hearing aged 6-8 years were recruited for the purpose. The children could describe the picture card using simple, compound and complex sentences. Also, words belonging to different grammatical categories – nouns, verbs, adjectives, functional words could be elicited during the pilot study.

Procedure for Data Collection

All the participants were tested individually in a quiet environment. The picture card was placed in front of the participant. The participants were instructed to describe the picture using sentences in as much detail. For demonstration purpose, another picture card not part of the study was narrated by the investigator. The utterances of the participants were recorded using a digital voice recorder placed at 5 cms. away from the child's seating place.

Analysis

The utterances of the participants were transcribed using the International Phonetic Alphabet. Later, the utterances were divided into separate morphemes. For the purpose of reliability of identification of morphemes, another experienced speech language pathologist not concerned with the current study also identified morphemes for the language sample. The number of morphemes and number of utterances for each participant was tabulated. The mean length of utterance was calculated as number of morphemes divided by the total number of utterances for each participant. The mean

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MLU was calculated for both groups of participants with reference to auditory experience of CI, speech processor. The SPSS 17.0 software was used for statistical analysis to infer the results.

Statistical Analysis

The data obtained by the procedures was subjected to statistical software (SPSS) version 17.0. A descriptive statistical analysis was performed to obtain the mean and standard deviation of the MLU in children using cochlear implant and children with normal hearing. Independent samples t test was administered to find out the significant difference between the 2 groups. Pearson product moment correlation was used to find out the relationship between MLU of children using cochlear implant and their total auditory experience and auditory experience using CI alone. The interpretation of the data is explained in detail in the next chapter.

RESULTS AND DISCUSSION

The present study was aimed to investigate and compare MLU in children using cochlear implant and children with normal hearing.

The following objectives were formulated for the study:

- ✓ To investigate and compare the MLU in children using cochlear implant and children with normal hearing
- ✓ To find out the correlation between the MLU in children using cochlear implant with reference to their total auditory experience

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- ✓ To find out the correlation between the MLU in children using cochlear implant with reference to their auditory experience with CI alone.

The following hypotheses were formulated for the above objectives:

- ✓ There would not be any significant difference in the MLU in children using cochlear implant and children with normal hearing.
- ✓ There would be no positive correlation in the MLU in children using cochlear implant with reference to their total auditory experience.
- ✓ There would be no positive correlation in the MLU in children using cochlear implant with reference to their auditory experience with CI alone.

Objective I: To investigate and compare the MLU in children using cochlear implant and children with normal hearing

The mean length of utterance range in children with cochlear implant was 2.2 to 3.3. The average mean length of utterance was found to be 2.47 (SD=0.55). In normal hearing children, the average mean length of utterance was 5.1 (SD=0.65). The MLU range was 4.3 to 5.6. The results are also depicted in Figure 1. The MLU data was compared between the groups of children with cochlear implant and normal hearing children. The independent samples T- test revealed significant difference in mean between the 2 groups of participants ($p < 0.05$).

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Table II: shows Mean Length of Utterance in children using cochlear implant and normal hearing children.

| Participants | Mean | SD |
|--------------|------|------|
| CI | 2.27 | 0.06 |
| NH | 3.09 | 0.07 |

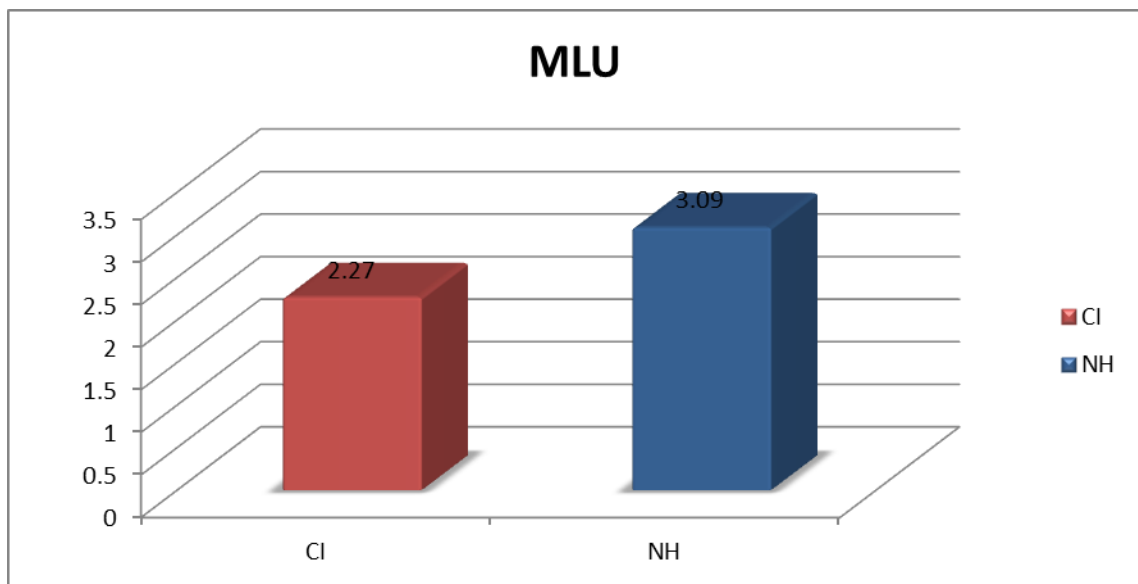


Figure I: shows the mean MLU of children using cochlear implant and children with normal hearing

The overall mean values of MLU obtained by CI and NH were 2.27 and 3.09 respectively. Children with normal hearing obtained higher mean values than children

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using cochlear implant. The mean values were subjected to Independent samples t test to find out the significant difference between groups. The results revealed that there exists a statistically significant difference ($p < 0.000$) between the two groups. Thus the null hypothesis stating that there will not be any significant difference in MLU by children using cochlear Implant and children with normal hearing was rejected.

Children with normal hearing obtained higher mean values compared to children using CI. This was consistent with the study done by Christine Ouellet & Henri Cohen 1999. This could be attributed to the reason that the actual amount of information that can be transmitted to CI users is severely limited by a host of additional physical and physiological factors such as the electrode-nerve interface, nerve survival, and brain plasticity. These limitations result in 6 to 10 functional channels and poor temporal and spectral cues, compared with most normal-hearing listeners, (Kong, Cruz, Jones & Zeng, 2004 and Nascimento & Bevilaqua, 2005).

Objective II: To investigate and compare the MLU in children using cochlear implant with reference to their total auditory experience

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Figure II: shows the correlation between MLU of children using cochlear implant and total auditory experience

Pearson product moment correlation was administered to identify the relationship between MLU and total auditory age. The results are shown in Figure II, indicating a positive correlation between MLU and total auditory age. ($r=0.233$)

The results supports and is correlating with the study done by Derek M. Houston, Jessica Stewart, Aaron Moberly, George Hollich, Richard T. Miyamoto, 2012 that suggests the children who have more auditory stimulation before implantation demonstrated learning in verbal task faster as well as higher measures of vocabulary size compared to children who were having very less or no auditory stimulation. This study also is in analogy with the research done by Gantz et al., 2000; Dolan-Ash, Hodges, Butts & Balkany, 2000; Zwolan, et al., 1997 reporting pre implant auditory experience at

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critical age is associated with superior speech recognition with a cochlear implant and may provide them with more advantages of early auditory stimulation than children who have no pre implant auditory stimulation with similar age though at same point of implantation.

Objective III: To investigate and compare the MLU in children using cochlear implant with reference to their auditory experience with CI

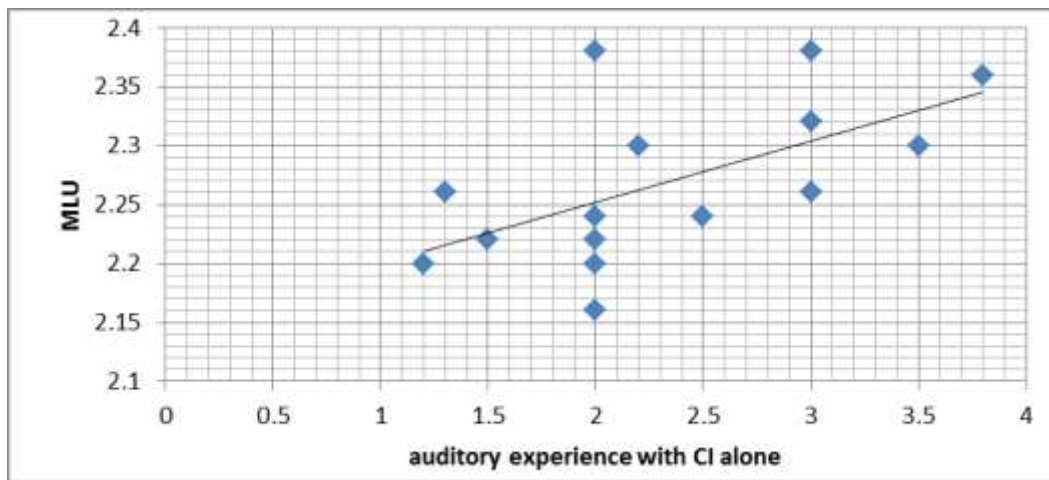


Figure III: shows the correlation between MLU of children using cochlear implant and auditory experience with CI alone

Pearson product moment correlation was administered to identify the relationship between MLU and auditory experience with CI alone. The results are shown in Figure III, indicating a positive correlation between MLU and total auditory age. ($r=0.589$)

The results correlate with the study done by Christine Ouellet & Henri Cohen, 1999 stated that language acquisition is improved after cochlear implantation in children

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with severe to profound hearing impairment and concludes that cochlear implants enable different degrees of improvement for deaf patients in the areas of speech and language perception, production and comprehension, depending upon the extent of their hearing loss and auditory experiences.

SUMMARY AND CONCLUSION

The MLU constitutes a language measure that has the objective to obtain data regarding syntactic and morphologic aspects of the performances of both children with typical development (TD) and children with communication disorders (Brown, 1973).

The current study was aimed to examine and compare the mean length of utterance in children using cochlear implant and age matched normal hearing peers. The participants included 15 children with cochlear implant (CI) and 15 children with normal hearing and the stimulus included a comprehensive single picture card depicting the typical urban home situation.

Objectives of the Study

1. To investigate and compare the MLU in children using cochlear implant and children with normal hearing
2. To find out the correlation between MLU in children using cochlear implant with reference to their total auditory experience
3. To find out the correlation between MLU in children using cochlear implant with reference to their auditory experience with CI alone.

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Hypotheses

- ✓ There would not be any significant difference in the MLU in children using cochlear implant and children with normal hearing
- ✓ There would be no positive correlation between MLU in children using cochlear implant with reference to their total auditory experience
- ✓ There would be no positive correlation between MLU in children using cochlear implant with reference to their auditory experience with CI alone.

Results revealed that:

- ✓ Children with normal hearing obtained higher MLU mean values compared to children using cochlear implant
- ✓ A positive correlation was observed for MLU in children using cochlear implant and their total auditory experience
- ✓ A positive correlation was observed for MLU in children using cochlear implant with reference to their auditory experience with CI alone.

The data reported here provide documentation of MLU levels for children with CI and age matched normal children. The results are intended to be used for clinical purposes, as an estimate of how a particular child's performance compares with age expectations for a group of children who perform in the normal range on external

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assessments of language and for a group of children who perform in the clinical range on language assessments. The results of the current study suggest that although cochlear implantation improves speech perception in children with hearing loss, the speech rehabilitation by way of intensive speech language therapy is highly vital for language development in these children.

Implications of the Study

- ✓ This study helps in understanding the normal, deviant patterns language production.
- ✓ It demonstrates the syntactic competency of children using cochlear implants
- ✓ It helps in finding out the efficacy of rehabilitation options for hearing impairment in language acquisition
- ✓ It also helps the educationist, speech therapists, auditory verbal therapists, acoustic engineers for revising the intervention strategies for the inclusion of activities related to aural rehabilitation and speech intervention programs for better perception and production of language.

Suggestions for Future Research

- ✓ Future experiments of the study would be desirable with a much larger group of subjects

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- ✓ The study could be carried out in CI with reference to age of identification, which would allow researchers to evaluate the effect of auditory and linguistic exposures on the ability to language production.
- ✓ The study could be carried out in prelingually deafened children using different amplification devices with different speech coding strategies having different experience levels and among different age groups.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Role of Mother Tongue in Teaching English as a Second Language to Tamil Students (Special Reference to Undergraduates of the University of Jaffna, Sri Lanka)

V. Suntharesan, M.Phil.

Abstract

Using the student's mother tongue in the ESL classes has been felt to be very productive as it is found to develop language accuracy and fluency. The objective of this paper is to discuss how mother tongue can be effectively used in teaching certain linguistic areas in order to motivate students and promote their language proficiency faster. Translation in ESL classes which enables the process of comparing students' first language with the second language would undoubtedly enable students to attain the ability of using the language in real life situations for communicative purposes.

The beneficial role of mother tongue in second language learning is studied in this paper with the help of authentic data elicited from an experiment carried out among learners. From the Faculty of Arts, University of Jaffna, 50 undergraduates studying in the 3rd year were selected at random and divided into two groups i.e. the Control Group and the Experimental Group. An identical Pre-Test was conducted among both groups and the results were found to have very little variation. Language skills were imparted with the use of Tamil, the students' mother tongue to the Experimental Group. Classes for the Control Group were conducted purely in English to teach the language skills. The duration of course lessons for each group was six months. At the

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end of this course duration, the students were required to sit for Post-Tests. Their performances in the tests showed that the Experimental Group fared much better than the Control Group. The findings stressed the benefit of using mother tongue in the ESL classes.

Key Words: Mother tongue, Monolingualism, Code Switching, Second Language, Language Skills

Introduction

Communicative Language Teaching which is currently in vogue emphasizes the greater use of English in teaching English as a Second Language. Yet, one should be alerted of the fact that neglecting the students' mother tongue may lead to adverse effects. It should be borne in mind that greater the use of mother tongue, higher the extent of cognitive thinking, sense of security and confidence among learners. Using the mother tongue as a resource for the promotion of language learning has gained currency recently as translation seems to promote the three qualities considered to be essential for language learning: accuracy, clarity and flexibility (Ross, 2000 as quoted in Kalvaliauskiene, 2009).

In the past, the adoption of Grammar Translation Method resulted in unsatisfactory results. This method failed to develop speech ability among students. Subsequently, it was proposed to avoid the use of mother tongue in the ESL classroom and translation was felt to be unproductive and uninteresting.

Nowadays there is focus on translation as there is an awareness of the inevitable use of mother tongue as a resource to promote language proficiency. The use of mother tongue and translation which are concomitant in the process of teaching are expected to develop language skills. This paper attempts to demonstrate how language areas can be effectively taught through translation that eliminates monotony, boredom and a feeling of hatred and creates enthusiasm among students.

Literature Review

In this section, views expressed by various scholars in relation to the theme of this article are discussed.

According to Auerbach (1993:13), "The international dominance of English native speakers who find absolution in the dogma of monolingualism when they can not understand the language of their pupils, together with the cheaper mass production of strictly English-speaking in the Anglo-American mother country, constitutes one of the reasons behind the sanctification of, and the demand for, monolingualism in the classroom."

Butzkamm (2003: 5) remarked,

“Using the mother tongue, we have learnt to think, learnt to communicate and acquired an intuitive understanding of grammar. The mother tongue opens the door, not only to its own grammar, but to all grammars in as much as awakens the potential for universal grammar that lies within all of us. The mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language”.

Bhushan (2010: 211) commented, “Some purposes of L1 use might be: for explaining difficult grammar, for giving instructions which might not be understood in English, for checking comprehension and for saving time which can then be used for communicative work in English etc.”

Carless (2008) explained that mother tongue may serve social and cognitive functions. He argued that students working in groups do not have to speak English all the time and use of mother tongue relates to learner identity. As the use of mother tongue provides learners with a sense of security, they learn with much ease and comfort.”

Hammerly (1991:151) stated that the appropriate use of mother tongue in L2 learning “can be twice as efficient without any loss in effectiveness, as instruction that ignores the students’ native language.”

Harmer (2001:131) viewed, “A principal cause of the L1 use is required by the activity, if students are linguistically incapable of activating vocabulary for a chosen task. Another reason is that translation is a natural thing to do in language learning and code-switching between languages as regarded as naturally developmental.”

The use of mother tongue provides students with comfort in reading difficult texts in the L2. But, when we have masterpieces like Dicken’s *Great Expectations* or *Oliver Twist* or Emma’s *Pride and Prejudice*, higher proficiency in L2 is required to read and enjoy such novels. In such instances, the author suggests that students should be allowed to read the available Tamil versions of these novels before reading the English versions. Once the students have acquired a clear perception of the theme of the novel in Tamil, their motivation will rise remarkably to read the same in English. Intrinsically they will attempt to make correspondences between a good number of Tamil words with their equivalents in English and thus they will develop their vocabulary. Juxtaposition of syntactic structures of both languages, in the minds of students would doubtless shed light on the main grammatical features of the L2.

Students may feel frustrated and tend to believe that their identity is jeopardized if their mother tongue is made to degenerate. It is only through the mother tongue that advanced concepts can be interpreted. The use of bilingual dictionaries, seeking teacher’s explanations etc. by students is evidence for the inevitable use of mother tongue in the L2 class. It should be borne in mind that

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language and culture are always interwoven and if the students' culture is neglected, it will result in the risk of damaging, radically altering or not preserving the students' identity.

Furthermore, translation is treated as the fifth skill together with the other four skills of listening, speaking, reading and writing. There may be some students who are able to read and understand authentic reading and listening materials but most of them are found to mentally translate the texts.

The Method

Fifty undergraduates in the 3rd year of the Faculty of Arts of the University of Jaffna were selected for the study. They were divided into two target groups of students. Group- A is considered as Control group and Group- B, Experimental group.

Medium of Instruction

Same syllabus was utilized for teaching English language skills to both groups. For Group- A, instructions on language skills were imparted purely in English. Group- B was taught with the use of Tamil, the mother tongue of the students.

Procedure

A pre-test was conducted among the two groups to assess the language skills that were to be taught to them. These groups were imparted instruction for a complete semester. The control group was given instructions in language skills without the use of Tamil. The experimental group was taught to promote their language skills with the use of Tamil. After the end of the programme, these groups were given post-tests.

Results and Data Analysis

The students' performances in the tests administered to the two groups represent the outcome of the current research.

The pre-test result of the control group is represented by Chart-A, and that of the experimental group is shown in Chart-B.

The results of the pre-tests reveal that the levels of the basic language skills of the groups remain almost the same, with very little variation that can be ignored.

Chart - A

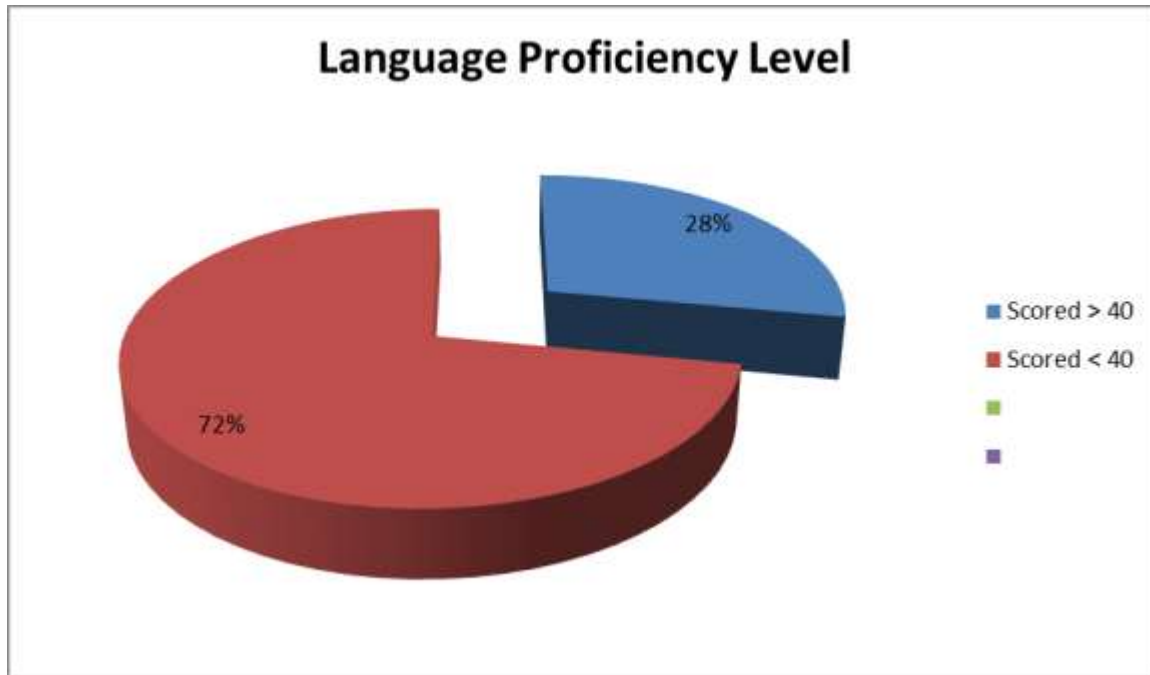
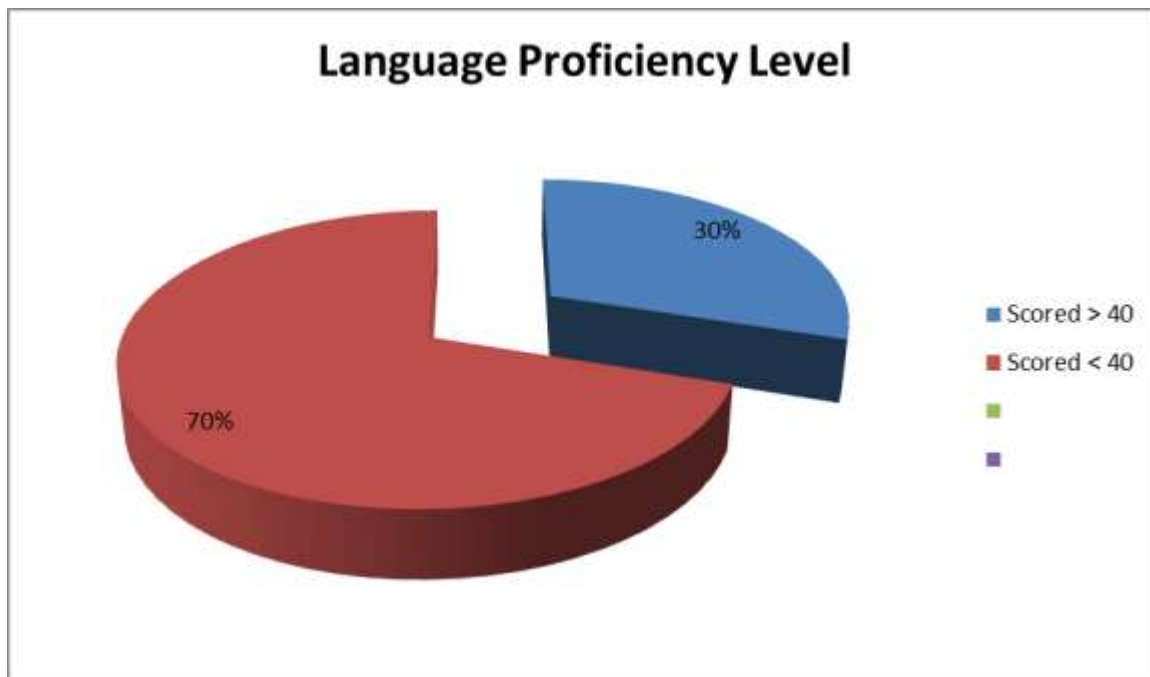


Chart - B



The post-test result of the control group is shown in Chart-C and that of the experimental group in Chart-D.

It is evident from the results that the language proficiency level of the students of the experimental group has risen dramatically. An informal discussion with the students by the author confirms the fact that students feel more comfortable, cheerful and secure in a bilingual class than in a monolingual class. Subsequently, they perform remarkably well in their studies. Their ability to comprehend the lessons is supported positively by the use of their mother tongue. Whereas, the performance level of the students of the control group almost remains the same, with no progress. They openly stated that they encounter severe impediments in understanding the lessons in many instances because of the teacher's failure in using Tamil to understand portions which inevitably require the students' mother tongue. They find the class monotonous, boring and difficult to follow.

Chart - C

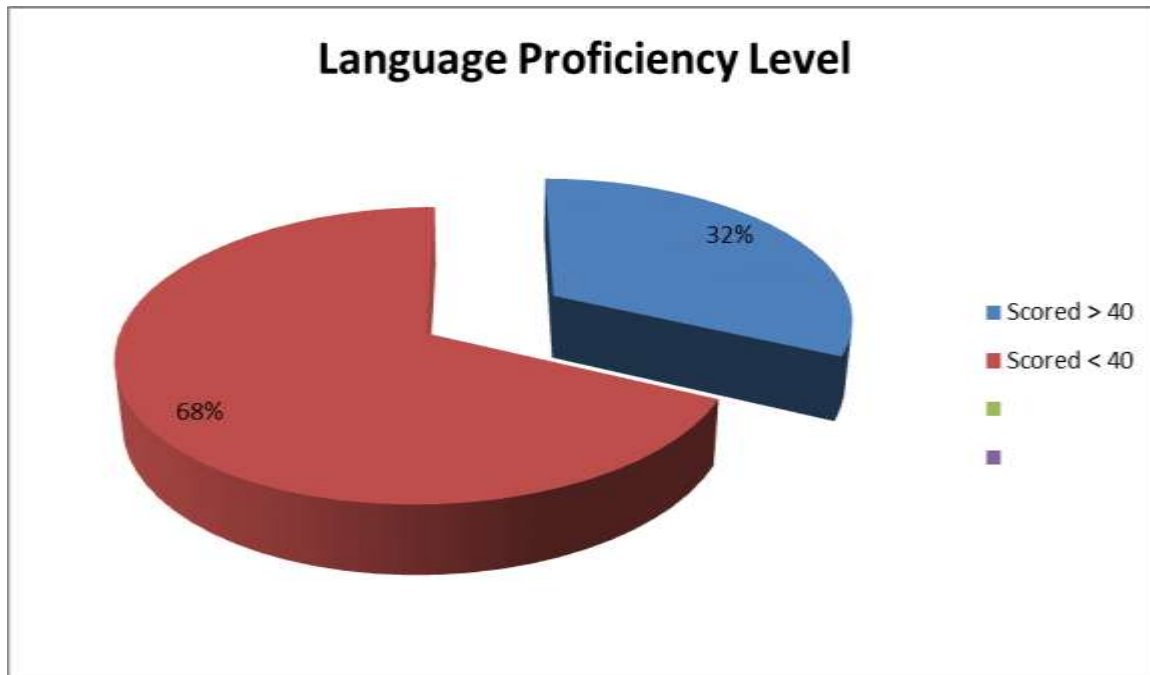
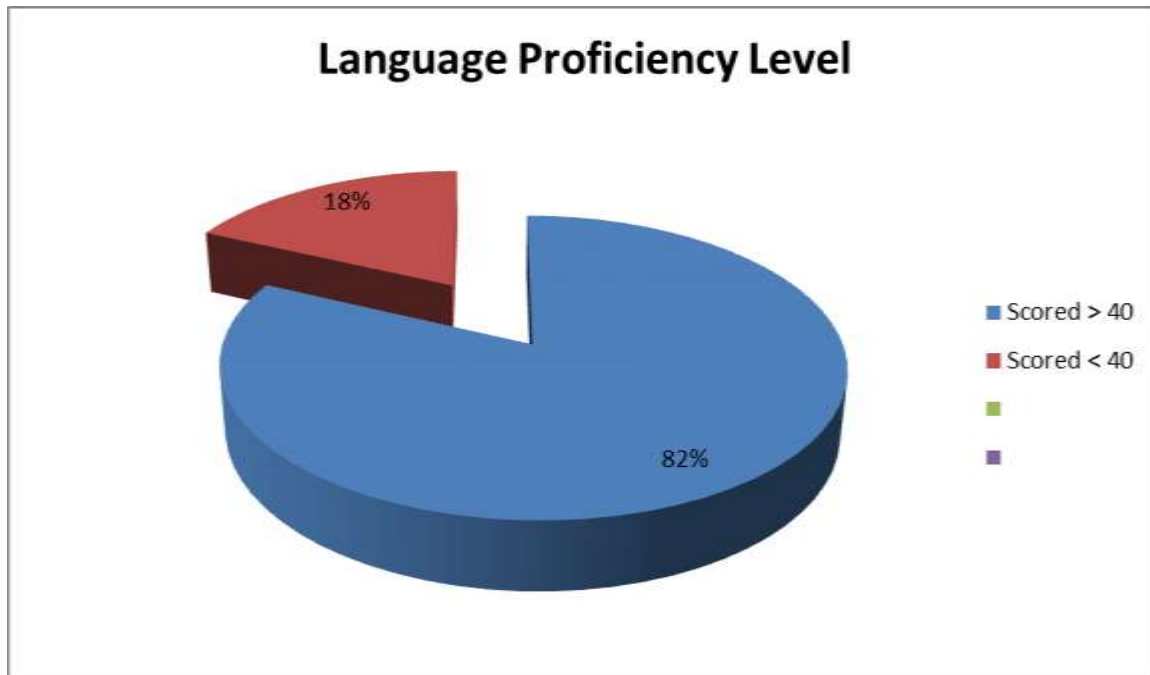


Chart - D



Teaching Areas Essentially Requiring the Use of Mother Tongue

In this section, the author demonstrates how Tamil can be used in teaching ESL to students whose mother tongue is Tamil, for better results.

Conjunctions

The use of Tamil seems to be a must in teaching conjunctions. Explaining the meaning of 'If' or 'Although' merely in English would only make the students have a blank face. When Tamil equivalents of these conjunctions are made available to the students, they find no difficulty in using them in the correct way. For example, contextually related two sentences in English may be written on the blackboard and the students may be asked to link the two sentences using a suitable conjunction. As an aid, the teacher could ask the students to translate the two English sentences into Tamil and find a linking word in Tamil to combine the sentences. The next step of the teacher can probably be to provide the English equivalent of the Tamil linking word. The students having thought it in the Tamil context will be able to approach the English sentences with much ease and comfort.

Pronouns

Though the personal pronouns can be taught with demonstrations, the pronouns in the objective case and the possessive pronouns may require the use of Tamil, to be explained. In Tamil, the pronoun of the objective case has two forms, whereas in English, it has a single form as illustrated below.

English

Me

Tamil

ennai

enakku

The use of Tamil will be helpful to show this difference in forms of the objective case pronouns between English and Tamil. Likewise the explanation on the function of the possessive pronouns too should involve the use of Tamil so that the students will be able to differentiate the functions of the possessive adjective and the possessive pronoun.

e.g: It is her pen (Possessive Adjective)

It is hers (Possessive Pronoun)

When the above two English sentences are translated into Tamil, the students will easily understand the distinction

Adjectives

The Adjective of Quantity, Demonstrative Adjective, Adjective of Number, etc., can be taught by demonstration with less involvement of verbal explanation. In case of the Adjective of Quality, the use of Tamil becomes inevitable to explain its function better. For example, adjectives such as proud, cruel, kind and witty cannot be taught by demonstration, and in such cases, providing Tamil equivalents of these adjectives would do much good to the students. Besides, the degrees of adjectives found in the English grammar are not so significant in Tamil except the use of the words like *ku:duθala:ha* , *miha*, and *miha aθihaLavil* referring to the English 'more' or 'most'. Therefore some extent of explanation in Tamil to compare the degrees of the English adjectives with those of Tamil will help the students for a clear understanding.

Adverbs

In the English grammar, there are certain adverbs that have the same form for adjectives. For example, words like Hard, Fast, Late and Early function as both adjectives and adverbs. Though the difference in the functions of adjectives and adverbs as modification of nouns and modification of verbs respectively could be pointed out to the students, the Tamil translation of

the English sentences in which the adjectives and adverbs occur will be beneficial to them for faster understanding.

e.g: He is a fast driver.

(Tamil translation: *avan oru viraiva:na ca:raθi*)

He drives fast. (He is a fast driver.)

(Tamil translation: *avan viraiva:ha va:hanam celuθuhira:n*)

By observing the difference in the inflectional endings in the adjective and the adverb underlined in the above Tamil translated sentences, and the corresponding Tamil forms of the adjective and the adverb to the respective English forms of the adjective and the adverb, students may easily comprehend the difference in the meanings of the same word functioning both as an adjective and an adverb.

Defective Verbs

The use of mother tongue in teaching defective verbs has been found to be very effective. For example, rather than teaching the students that the function of the defective verb, 'Must' is to show a duty, a necessity or an obligation, providing the Tamil translation of an English sentence in which the word 'Must' occurs would be very effective among the students to pick up the meaning of the word 'Must'.

eg.: We must obey our parents.

(Tamil translation: *na:m əmaθu petta:tukku ki:lpadiθal vəndum*)

When the Tamil translation of the above sentence is made available to students, they are able to link the sentence with the social context and catch on to the function of the defective verb very easily.

Tenses

The use of Tamil appears to be very compulsory in the teaching of certain English tenses such as the Present Simple, the Present Continuous, the Present Perfect Continuous, the Past Perfect, the Past Perfect Continuous and the Future Perfect, to keep students' attention steady.

For example, in Tamil the same form of sentence can represent the Present Simple Tense and the Present Continuous Tense.

eg. i) He drives slowly.

ii) He is driving slowly.

iii) *avan meθuva:ha va:hanam celuθuhinra:n*

In the above set of sentences, the third sentence expressed in Tamil can be used to denote either the action of driving slowly usually or the action of driving slowly at the present moment. The explanation in Tamil is the only means to explain the difference in the specific situations in which the Present Simple and the Present Continuous tenses are used.

Likewise, the instruction on the difference in the situations where the Present Perfect and the Past Simple tenses are used will require the use of Tamil. Besides, the perfect tenses seem to be significant in form and function in English and since Tamil lacks such features, it will be natural for teachers to add sufficient information on the use of perfect tenses and to switch to Tamil to avoid confusion among students.

Vocabulary

When technical terms are used in a text, providing Tamil equivalents for them will stimulate the students' interest. Providing Tamil equivalents is appreciable in the sense that it's an instant technique of meaning production. Besides, the students may have already come across the Tamil equivalents in a similar text in Tamil and once they hear the Tamil equivalent from the teacher, they will be able to comprehend the given English text with ease. For example, students learning Geography as a subject may have already been familiar with the word, *ærippu* in Tamil, meaning 'erosion'. The teacher who teaches a passage in which the term, 'erosion' occurs may produce the Tamil term *ærippu* himself or motivate the students to identify this Tamil term by offering some clues.

Conclusion

The use of mother tongue in second language learning has been a controversial issue for a long time. Most of the recent researches endorse that the use of mother tongue facilitates the learning process of second language. It has been pointed out that depending on the learners' target language proficiency level, the extent of the mother tongue use in the classroom should be determined without affecting the learners' opportunity for the exposure to the target language. Mother tongue is primarily used for translation and explanation in certain linguistic areas such as adjectives, tenses, vocabulary etc.

Further, mother tongue frees learners from psychological barriers like embarrassment, nervousness etc. and offers them mental comfort. It also creates a kind of rapport between the teacher and the learners; and the learners are motivated to have interaction with the teacher independently. Mother tongue provides a new dimension to the class and makes it pupil friendly and lively.

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Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Payame Noor University Students' English Learning Motivational Factors – A Case Study from Iran

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Abstract

Learning English means its perception and understanding and the capability to use it properly in different situations. It is obvious that learners' motivation plays an important role in learning English. Therefore, recognizing English learning motivational factors and their influence on the learners is an important issue. The present paper tries to investigate learning motivational factors and their influence on the Markazi province Payame Noor University (PNU) students, to provide a base for the successive experimental studies in the field to provide for quality promotion of English learning motivational factors in these universities.

The results show that the most influential motivational factors on Markazi province PNU students' English learning are: Increasing the students confidence level, teacher's role, social support, providing a suitable teaching atmosphere, use of computer and internet, and creating positive competition among students.

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Iran

Key words: Motivational Factors, English learning, Positive Competition

Introduction

The necessity for learning English is felt more than ever. English learning is a multi-dimensional process which should be considered when teaching that. It is obvious that learners' motivation plays an important role in learning English. Therefore, recognizing English learning motivational factors and their influence on the learners is an important issue which deserves to be put under examination in different situations.

The present study tries to investigate learning motivational factors and their influence on the Markazi province PNU students.

The main goal of the project is to determine English motivational factors and their influence on the PNU students in order to increase their motivation for learning English.

The sub goals are determining the relationship between English learning motivational factors and the students' sex, the students' social class, and the students' age.

The research hypotheses are as follow:

- 1- There is a relationship between students' sex and English learning motivational factors in Markazi province PNUs.
- 2- The English learning motivational factors has a positive influence on the students of Markazi province PNUs.
- 3- The influence of The English learning motivational factors is higher on the students who belong to the high class of the society
- 4- There is a relationship between students' age and English learning motivational factors in Markazi province PNUs.

Literature Review

On the motivational factors of learning in general and English learning in particular, so many researches have been performed. For example Harris (2011) has pointed to the external factors such as Teacher's personality and behavior, Classroom atmosphere, and Teaching method as the influential motivating factors in students learning. Sheikholeslami (2006) has emphasized that students' internal motivation has a positive relationship with their English learning. In a study on Language in India www.languageinindia.com
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teacher's role and learners' gender, Babaie (2010) showed that there is a direct relationship between motivation, teacher's role and students' gender. Sanchez (2010) emphasizes on reminding the importance of English in order to motivate students, and Arani (2011) in his research has shown that using Internet and computers in the classroom motivates students to learn.

The Research Method

The research contains two stages the first one is a descriptive- analytical one which begins with cluster sampling. By the use of Morgan Statically Formula the sample size is estimated about 800 male and female students of different Markazi province PNUs.

The next step is preparation of questionnaires. The questionnaires include questions regarding the students bio data, and 17 motivational English learning factors which were extracted from the authentic sources whose influence degree - none, little, average, much and very much- on English learning are to be decided by the students. These factors are as follows:

- 1- Team work
- 2- Students sitting position in the classroom
- 3- Students' mistakes correction method
- 4- Role playing
- 5- Teaching by the use of teaching aids
- 6- Encouragement through gifts
- 7- Students participation in teaching
- 8- Increasing students' self confidence
- 9- Appropriate teaching atmosphere
- 10- The effect of social-economic factors
- 11- Social support
- 12- Teaching through play
- 13- Teacher's role
- 14- Illuminating learning styles
- 15- The advantages of English learning
- 16- Use of net and computer and
- 17- Creating positive competition among students.

The reliability of the method is estimated from Cronbach's alpha Formula and is 0.885 which shows a high reliability.

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The next step is distribution of the questionnaires among the students incidentally. After filling the questionnaires by the students and data collection the final step which is the statistical analysis of the data is done.

The second stage, which is the experimental stage in which the accepted hypotheses and results obtained from the first stage, was used in two control and experiment groups in order to prove the influence of English learning motivational factors experimentally. The sample group is determined about 80 male and female students and it is done in Shazand PNU at 10 sessions. Parallel pre test and post tests on general English proficiency and different skills were taken from students in the first and last sessions respectively.

The results obtained from the first stage were applied in the experimental class, and the teacher was asked to apply some approved techniques of cognitive processing theory and achievement goal theory.

For example, to increase students' self-confidence the following processes would help as Mosel (2010) suggested: providing positive feedback to the students when appropriate, giving only genuine praise, setting realistic goals for each student, using teaching strategies that provide an opportunity for equal participation, creating an open, positive environment for learning, and showing enthusiasm for the subject you are teaching.

Similarly to create positive competition among students, as noticed by Nichols and Sullivan (2012), the following techniques are useful:

Cooperative small group learning activities are largely successful for student learning and motivation whether individuals or small groups were involved, classroom structures that emphasize academic comparisons among students tend to be more maladaptive to student motivation than structures that emphasize academic progress or mastery, and competition should not mean diminishing the opponent's chances of getting any rewards.

Results

The data gathered from the first stage and 765 samples were analyzed statistically using SPSS software.

The results show the following charts for each factor:

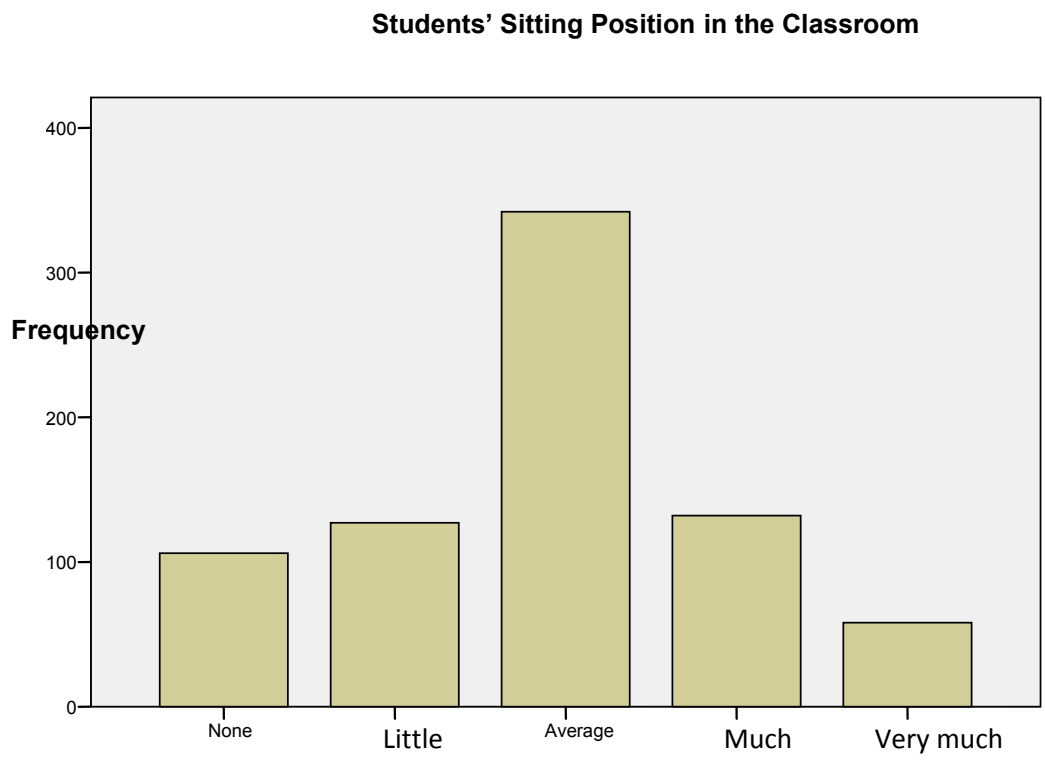
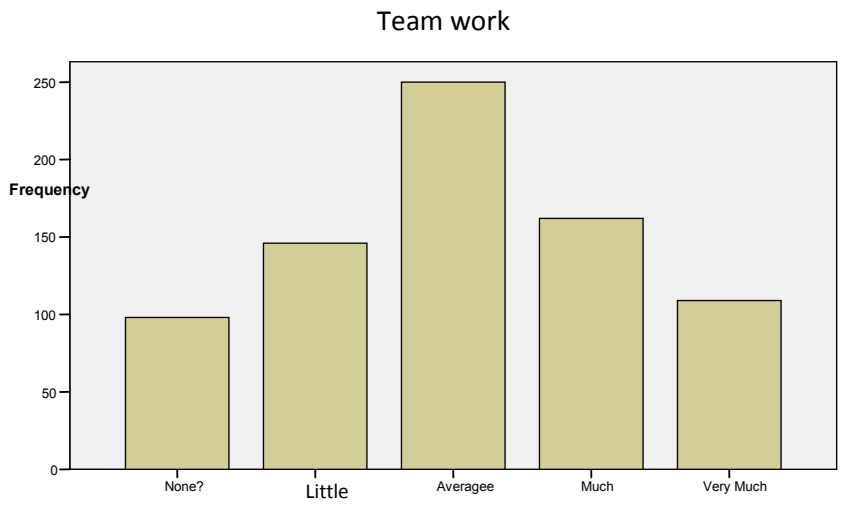
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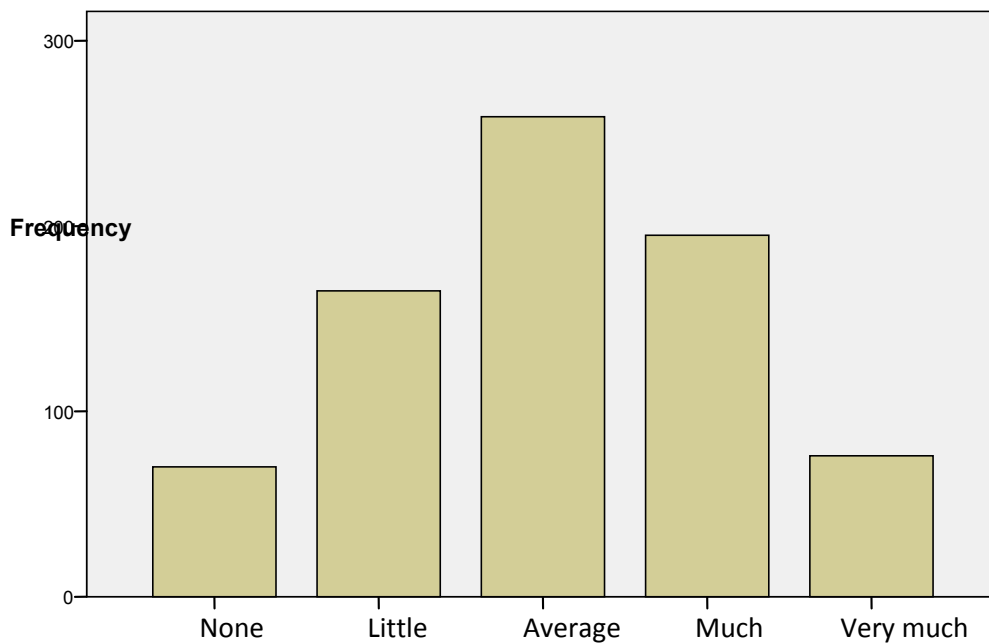
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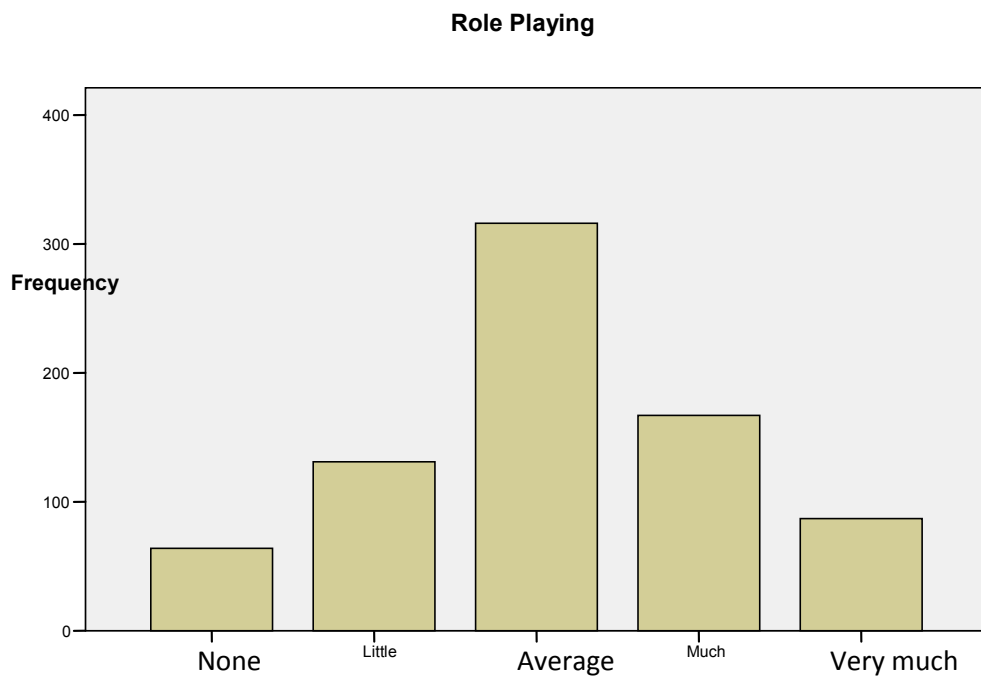
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Method of Mistake Correction





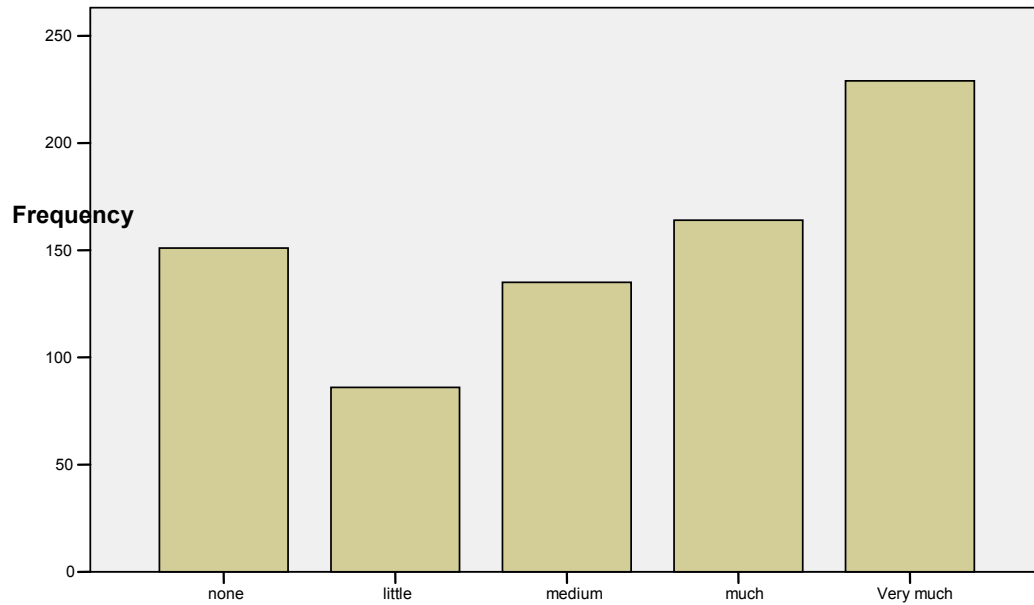
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Teaching by the use of teaching aids



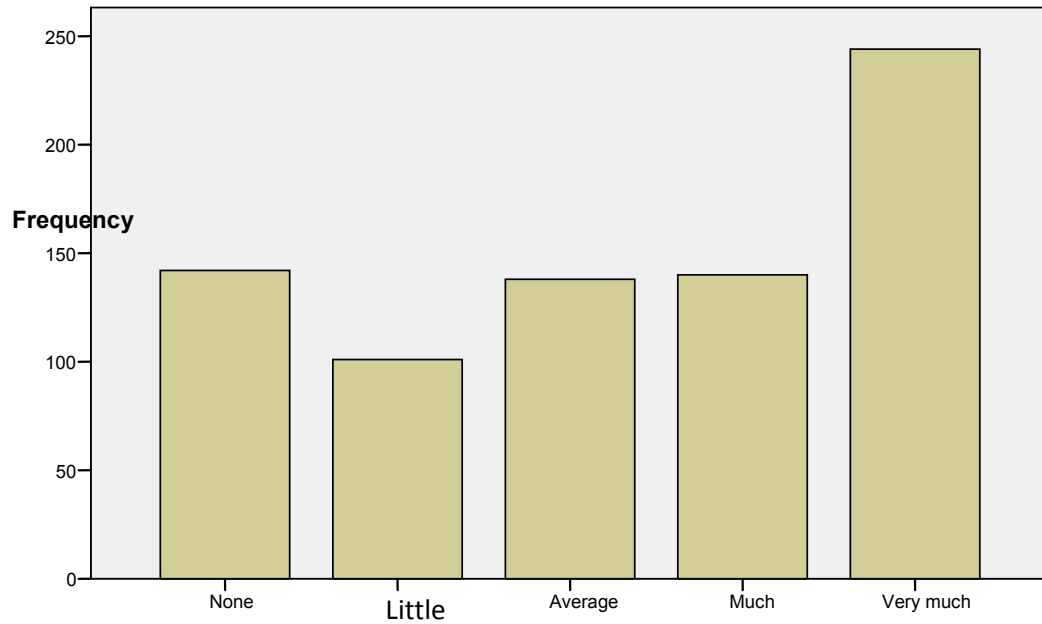
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Encouragement through Gifts



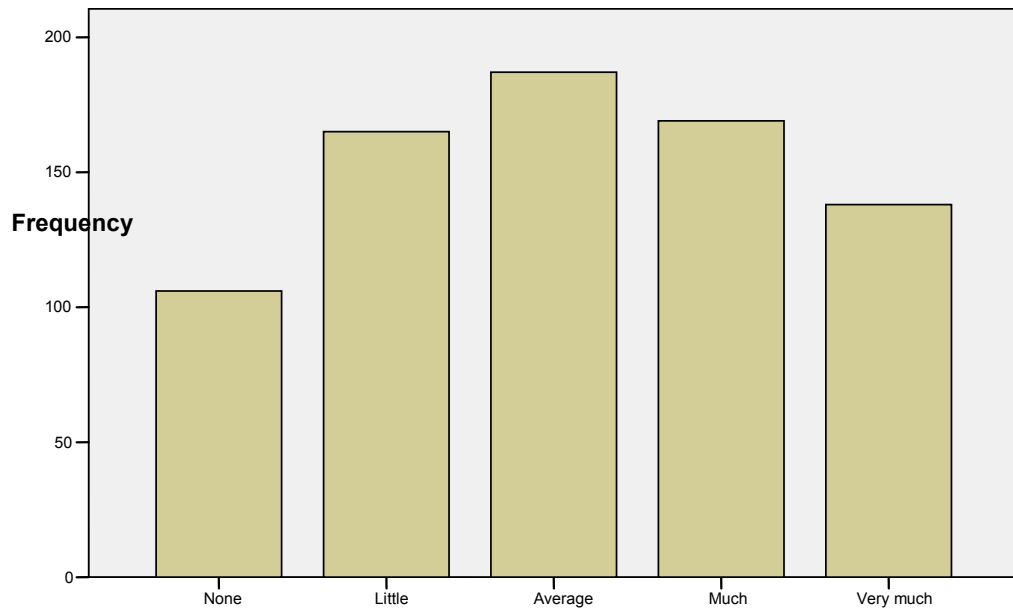
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Students' Participation in Teaching



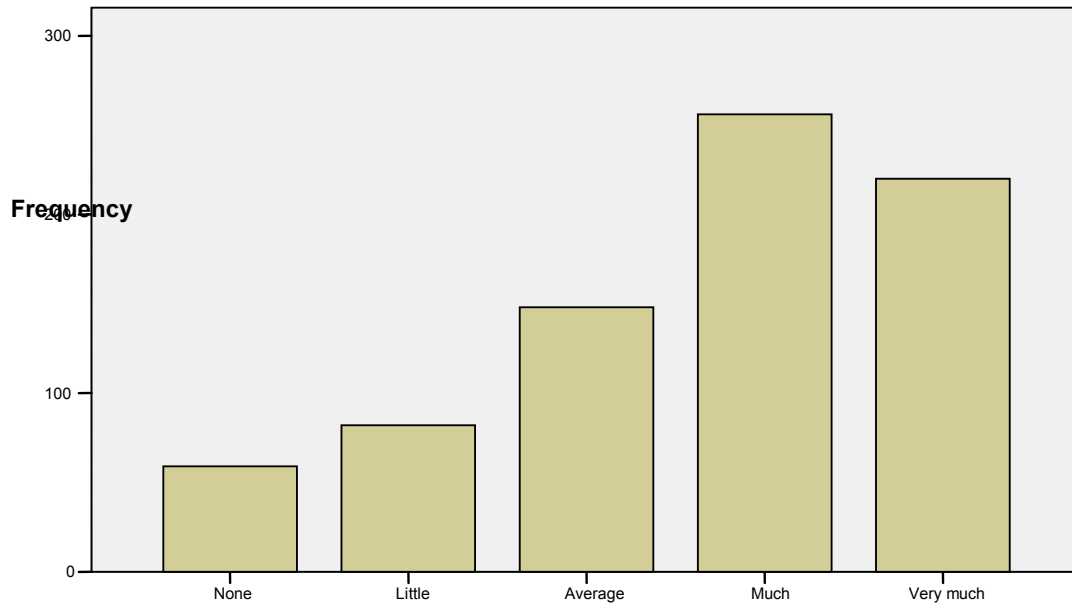
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Increasing Student's Self confidence



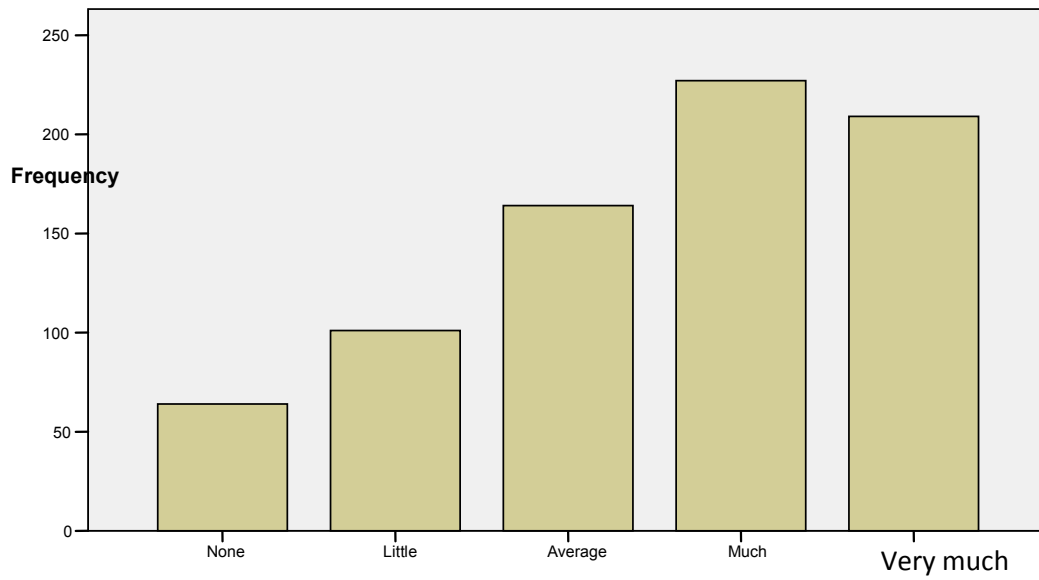
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Appropriate Teaching Atmosphere



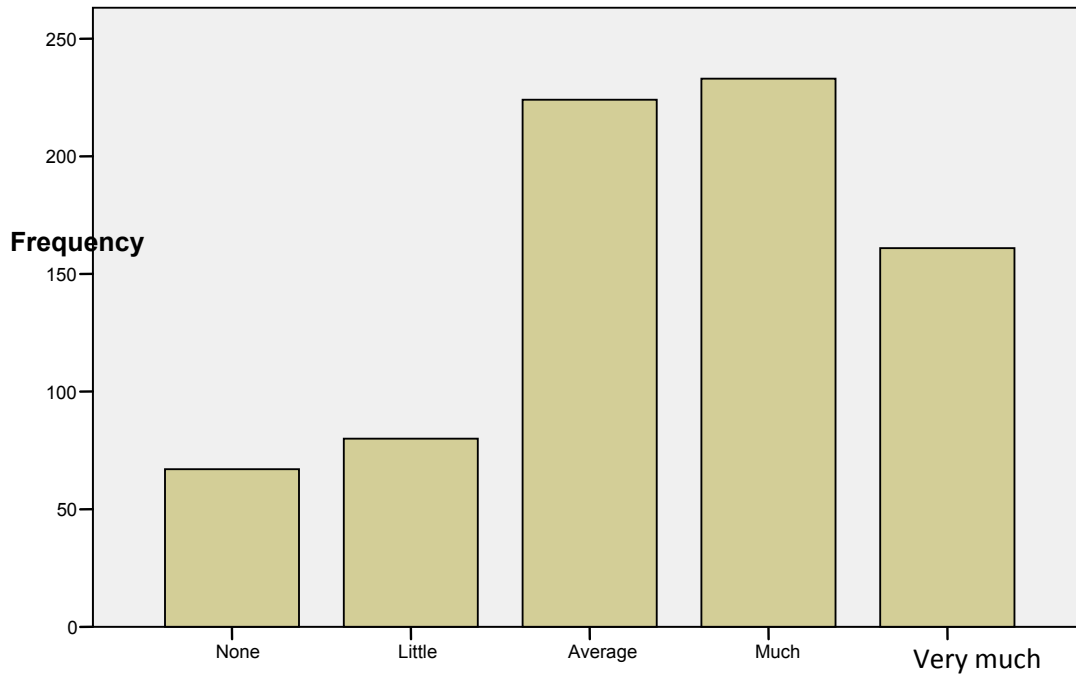
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Social Support



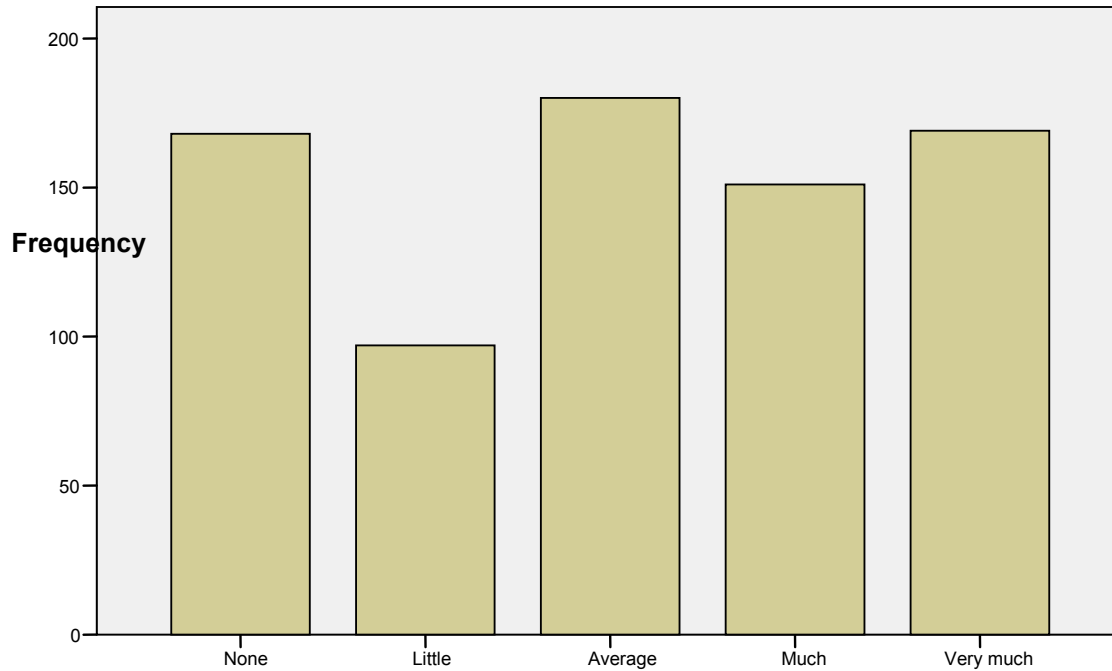
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Teaching Through play



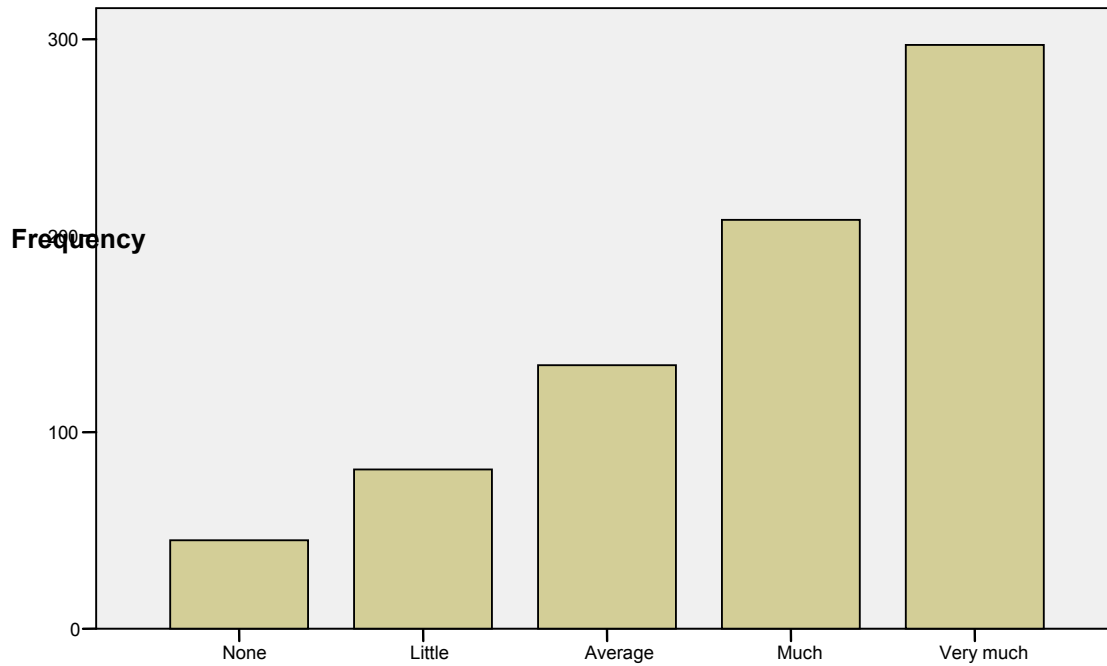
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Teacher's Role



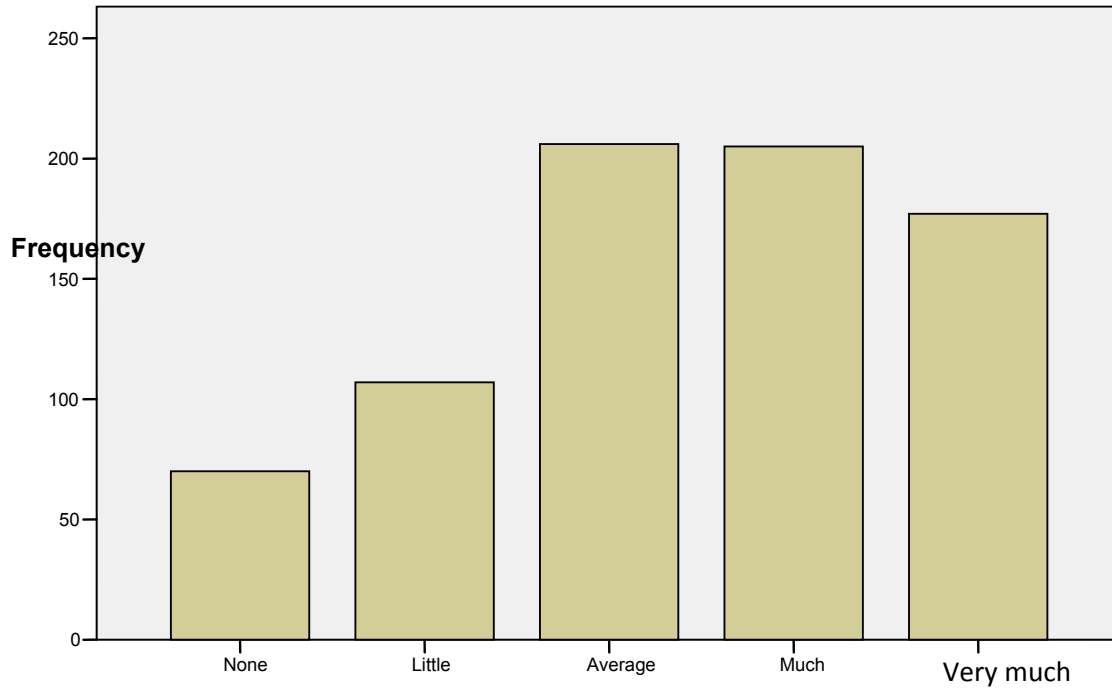
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Illuminating Learning Styles



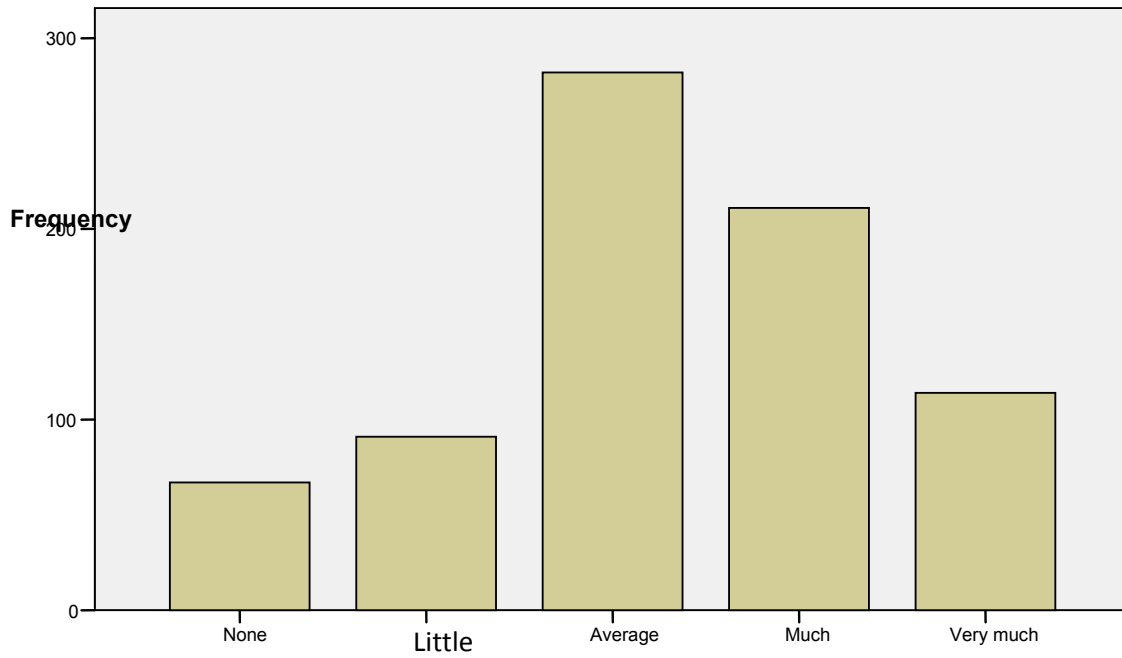
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Explaining English Learning Advantages



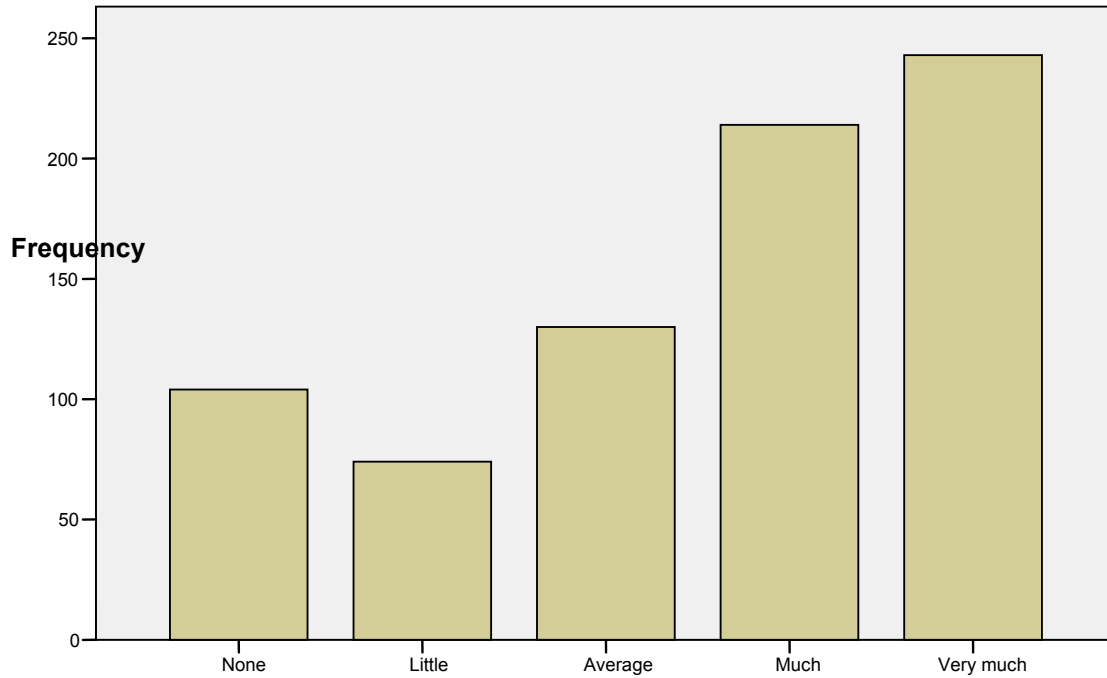
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The Use of Computer and Net



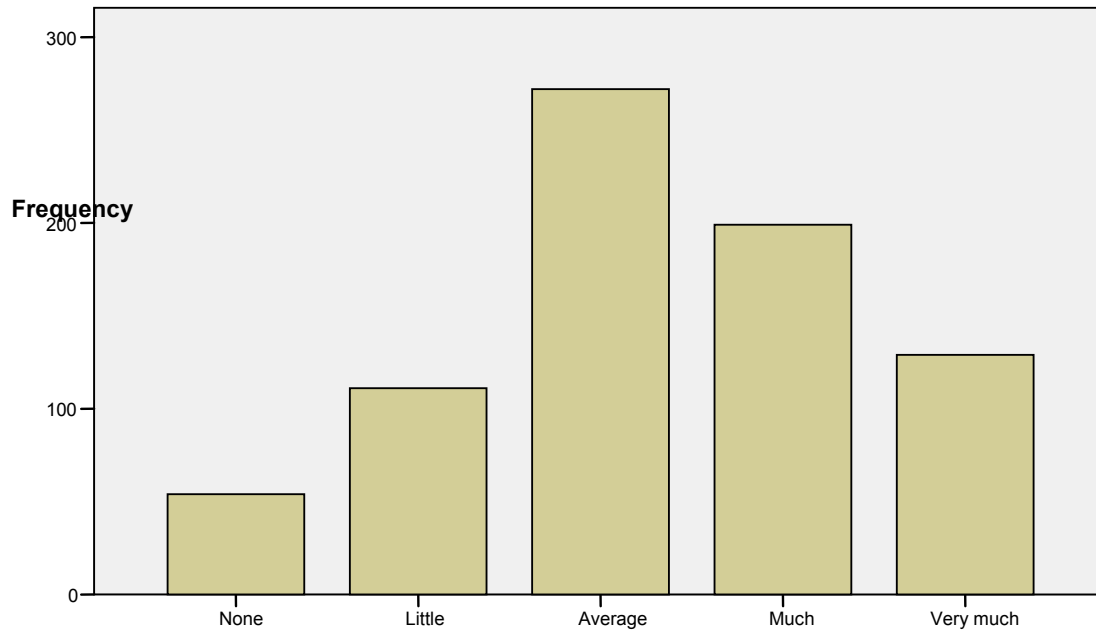
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The Effect of Social- economic Factors



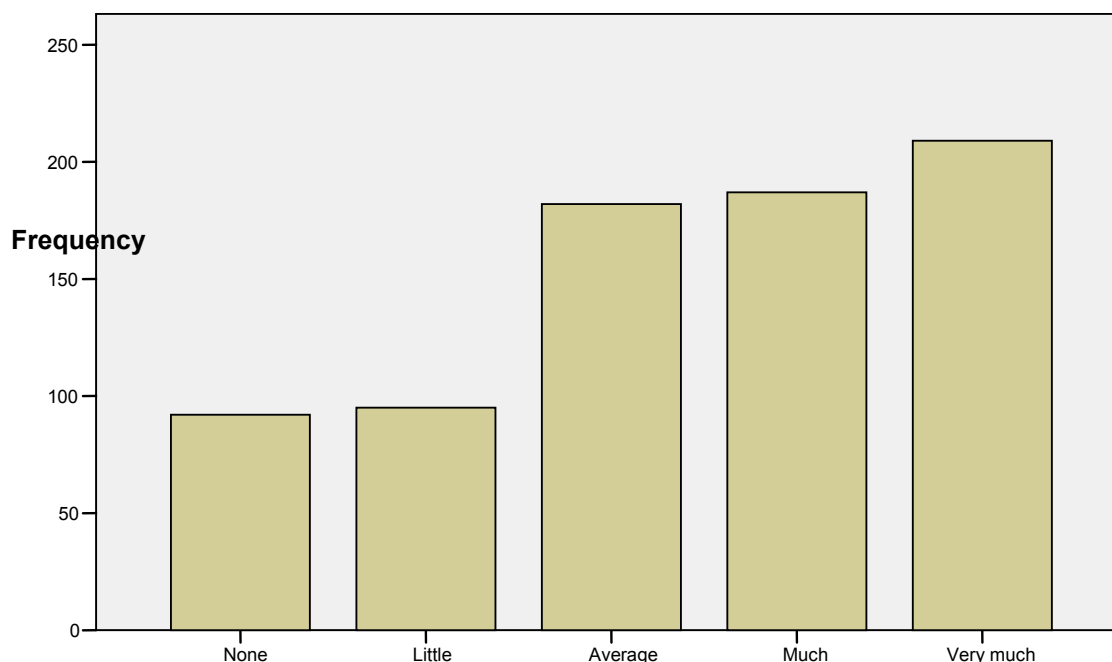
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Creating Positive Competition among Students



The obtained results show that 1- increasing students' self confidence 2- appropriate teaching atmosphere 3- the effects of social-economic factors 4- social support 5-Teacher's role 6- illuminating different learning styles 7- explaining the advantages of English learning, and 8- creating a positive competition among the students were regarded as influential motivational English learning factors among the students of Markazi province PNU.

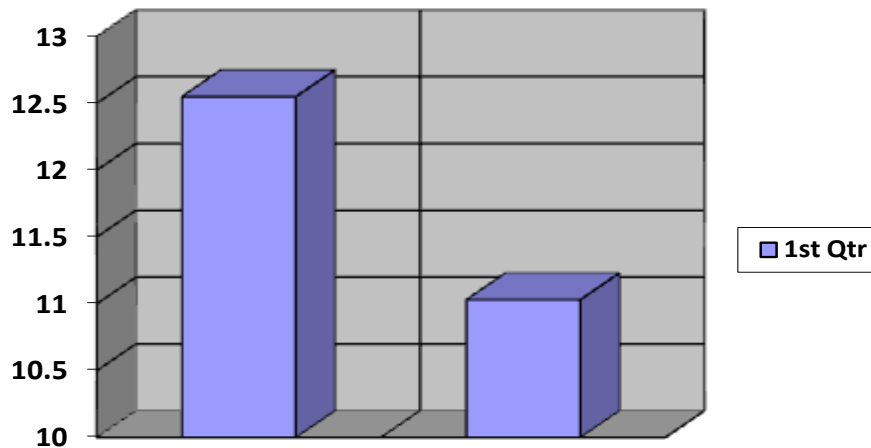
The obtained results from the first stage were put under examination in the experiment group of the second stage. The obtained results of this stage were obtained by the use of SPSS and explained through descriptive and referential statistics.

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For analyzing the influence of English learning motivational factors on educational development ANCOVA analysis is used. The figure shows that the average of educational development in experiment group is considerably higher than in control group.

For analyzing the effect of students' social-economic situation a one way variance analysis is used, which showed no considerable difference between low and average social class regarding English learning motivational factors. However a considerable difference is seen between lower and higher classes.

Pierson Correlation is used for analyzing the relationship between the students' age and the influence of English learning motivational factors, and it is shown that there is no such a relationship.

For analyzing the relationship between the students' sex and the influence of English learning motivational factors the one way variance analysis is used and it is shown that there is such a relationship in favor of male students.

Conclusions

1- There is a relationship between students' gender and English learning motivational factors in Markazi province PNUs.

2- The English learning motivational factors has positive influence on the students of Markazi province PNUs.

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- 3- The influence of The English learning motivational factors is higher on the students who belong to the high class of the society
- 4- There is a relationship between students' age and English learning motivational factors in Markazi province PNUs.

The first two are accepted totally, the third one partially, and the fourth one is rejected.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

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Feedback on Students' Essays/Assignments: An Appraisal

Munawar Iqbal Ahmad, Ph.D.

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Abstract

The purpose of the article is to understand and evaluate the importance of feedback on students' written work and its implications for their academic progress. The article takes into account various feedback related issues and ends with a conclusion that in Pakistani universities teachers are generally not conscious of the impact of their written words on their students' progress and are quite oblivious of its psychological implications as well. The writers point out that if feedback is not carefully worded it can be counterproductive. There is also a need to consider individual factors while feeding back to learners as each individual possesses unique set of qualities and learning styles. It is also observed that an immediate need to train university teachers in particular to draft feedback in a way that it

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encourages students to be creative and prevents fossilization of mistakes by following a strategy of being ‘positively critical’.

Key Terms: Second language teaching, Second language (L2), peer feedback, one to one conferences, learner centred approach, TELS (Transforming English Language Skills)

Importance of Feedback

Teacher’s feedback on learners’ written work has long been an area of discussion among the academics. The importance of feedback increases manifold when it is given to second language learners as studies indicate that second language learners attach great value to tutor’s written feedback on their assignments/written work (Ferris, 2003, Hyland, 2002). Second language learners are in a constant need of feedback which can be oral or written. Second language learning can be a challenging task where learners can end up in a maze if timely and meaningful assistance is not provided to them by the teachers and institutions.

Elbow (1999) observed that “Writing comments is a dubious and difficult enterprise” and will not do much good to students as they do not generally make use of these comments (p. 201, cited in Ferris, 2003). The problem cited by Elbow (1999) may arise from the casual or formulaic approach teachers sometimes follow while giving feedback. If learners know that teacher would scribble formulaic or vague comments on their written work they may not take feedback seriously as feedback would appear nothing more than a mere ritual.

Many researchers of second language writing such as Krashen, (1984); Zamel, (1982, 1985, 1987) have made similar observations and raised questions about whether the students ever use the feedback in a way that would help them become better writers. However, undermining the importance of feedback on this basis may not be a right approach as assessment and feedback can be taxing for teachers as it can get quite laborious when one is dealing with large groups of students- prompting teachers not to reflect on their remarks/comments. Moreover, without

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training teachers how to draft their written feedback, it may not be easy to exploit the true potential of the written commentary on students' assignments/essays/projects etc.

In contrast to these seemingly discouraging assessments (and others that followed in the 1980s) is the empirical and practical work of the 1990s, most notably by Straub (1997, 1999; Straub & Lunsford, 1995), which suggests that students read and make use of teacher comments and that well-designed teacher comments can be instrumental in developing students as 'writers' (Straub, 1997, p. 92). These comments are a clear endorsement to the importance of teacher's feedback.

Constraints for Teachers – Treading an Uncomfortable Path

However, the researchers' suggest that tutors need to be careful while giving feedback, if not carefully worded it can be counterproductive and may de-motivate learners. Writing is very personal and students' motivation and self-confidence as writers may be damaged if they receive too much criticism (Connors & Lunsford, 1993, cited in Hyland & Hyland, 2006, p.209). Teacher commentary can de-motivate students when it is excessively controlling (Knoblauch & Brannon 1982). It is important to understand that while teaching how to write, the underlying idea is to bolster learners' confidence and respect their writing processes, while at the same time helping them spot their mistakes and facilitate the correction process.

This may not appear as easy as it sounds; teachers are often treading an uncomfortable path as they need to respect that fine line between being 'controlling' and constructively critical without doing any harm to learners' confidence. When teachers wrest control of the text away from student writers, they remove the students' investment, engagement, motivation, and interest in writing. This affective consequence is ultimately far more harmful to students' development as writers (Brannon & Knoblauch, 1982). Turner's study (1993) of students' reaction to feedback at Lancaster University suggests some students felt daunted by detailed comments, other were frustrated by brief ones. They complained of feedback not comprehensive enough, not legible, not timely and at times too critical. It is important for a teacher to be aware of the fact that feedback that is not clear or too critical can de-motivate learners and shake their self-belief.

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Interestingly, confidence is not a linear curve; it keeps on moving up and down and thus affects the process of writing. An analogy can be drawn with public speaking- during public speaking a friendly audience can provide a positive impetus to a speaker and his/her flow of thoughts. However, a hostile audience can even distract and de-motivate a professional speaker.

Feedback with Clarity

A clear feedback that constructively highlights the problem areas without assuming an offensive tone can facilitate the learning process without shaking their confidence- something that is not generally followed by teachers in the sub-continent and it is often noted that a general tendency among teachers in the Indian sub-continent is not to word feedback keeping in view that each word may have its impact on the learners, especially on their motivation. Feedback is widely seen in education as crucial for both encouraging and consolidating learning (Anderson, 1982, Brophy, 1981, Vygotsky, 1978, cited in Hyland and Hyland 2003, p.1).

A Widespread Problem

It is difficult to contest the observation about teachers in the sub-continent. However, this is not only a sub-continental phenomenon. A study conducted by Razzi Syed (2011) at University of Wales, Newport shows that even tutors in British universities sometimes make similar mistakes. Some of the student participants in the study pointed out the effects of negative feedback on their motivation.

Wording of Feedback

Feedback should be carefully worded, as it could settle a learner in a negative frame of mind and can also impact their relationship with the tutor -- something that could eventually cast its shadow on the progress of a student (Razzi, 2011). Zamel (1985, p.96), in a study of teachers' feedback, concludes by advising teachers to rein in their reflex-like reactions to surface level and

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give priority to the meaning. Unhedged criticism can carry a possible threat to the ‘face’ or public self image of a learner, weakening their confidence and damaging their relationship of trust with teachers. L2 students need an assurance that they are on the track (Leki, 1992) and this assurance can only be given if teachers are constructively critical and do not use a harsh tone in their written or verbal feedback.

Feedback – Learner-Centred and Teacher-Centred and Peer Feedback

Timely and clear feedback prevents fossilization of mistakes and provides learners with the targets they have to achieve within given time frames. It goes without saying that feedback should highlight areas for further improvement by setting realistic targets for learners. Hyland (2003, p.1) notes that the importance of feedback emerged with the emergence of learner centred approaches to writing instructions. The concept of learner-centeredness has significant implications for the way materials are designed, lessons are planned and feedback is given. The modern theories of learner centeredness state that learners should be engaged in meaningful and interactive process of learning- and instead of teacher being at the centre-stage learners should also share responsibilities and may even take control of their learning at times.

Teachers following learner-centred approaches advocate for peer feedback (Ferris, 2003). In feedback by peers, learners present their feedback on their cohorts’ performance. Research on peer feedback to date has by and large indicated that students find it beneficial and consider and utilize peers’ suggestions in their revised texts.

However, in Pakistan peer feedback is not practiced at higher education and there is no study yet conducted in this area. It may turn out to be an interesting area of research to see how peer feedback works in Pakistan as most of our classrooms are teacher-centred.

Ferris (2003, p.8) suggest teachers not to overuse peer feedback especially when learners are from diverse and varied cultural; and academic backgrounds. The researchers suggest need for peer reviews sessions to be carefully structured and monitored by the instructor and to be

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mindful of the potential problems with social roles and cross-cultural dynamics within pairs or groups of peer reviewers, and to strike an appropriate balance between feedback from teachers, peers, self, and other sources. Peer feedback is practiced by almost all universities in UK. However it is generally limited to a few assignments/presentations during the entire course; hence not overused at all.

Students' Response to Teachers' Feedback

Ferris (1995) in a study conducted on students' response to teachers' feedback has shown that students sometimes find teachers' commentary confusing. Studies (Hyland, 2006, Ferris, 2003) clearly show that teachers' often take for granted that learners will contextualise and understand what teachers are feeding back. However, this may not be the case, the genre of academic writing with all its intricacies and complexities may not easily be decoded by a learner.

Studies also show that language teachers generally limit their feedback only to grammar- and thus the assessment is also grammar centred. The concept of holistic assessment often escapes teacher's minds. Though the importance of grammar cannot be downplayed, writing is not only coming up with correct structures and grammatically correct sentences. Since writing is increasingly seen as a process rather than a product; limiting feedback only to grammar may not be the right approach.

The Process Approach

The process approach incorporates brainstorming, researching, development of ideas and the gradual movement from an idea to the final draft, etc. It is not only focussing at grammar. Cohen (1987) surveyed 217 college students at a U.S. university on teachers' feedback and about student strategies for processing teacher's feedback. The student respondents claimed that their teachers' commentary focused mainly on grammar and completely ignored the other aspects such as organization, contents, ability to persuade, critical engagement and creativity. This approach of feeding back is also exercised by most language teachers in Pakistan thus negating Language in India www.languageinindia.com

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the concept of writing as a process and reducing the amazing world of writing only to structure and grammar.

Uniqueness of Each Learner

Another significant point to note is that a teacher while giving feedback may have to consider the uniqueness of each learner. A generic type of feedback or a very formulaic feedback may not achieve its purpose with all learners. It is important to consider the individual factors- seeing each learner as a different individual and making use of one's knowledge of learners and their backgrounds. Conrad & Goldstein (1999) note that individual factors that each student brings to the process of writing and revision of written material, can influence how he or she uses the feedback. One may argue that this can work in small classes- in Pakistani context where sometimes even language classes are quite large with as many as 40 plus learners, it may be real challenge for teacher to consider the individual factors. Writing can be quite personal, writer's personality his/her world view, and academic background and scores of other factors impact the end product he/she comes up with.

However, it is generally observed that, in Pakistani universities, while giving feedback teachers do not take these factors into consideration and on the basis of their first impressions of students' writing they give a 'reflex feedback'. As discussed earlier this can be quite discouraging for the learner and put them into a defensive mode. We, the teachers, often build euphoria about the importance of nurturing creative abilities of our students.

Impact on Creativity

Creativity can suffer gravely at the hands of a tutor who is quick to pass negative remarks on students writing (Ferris, 2003). A writer who is in a defensive frame of mind or made over-cautious by negative teacher commentary is not in an ideal situation to write creatively. Creativity entails thinking out of box- being experimental with words, expressions and ideas- it may not be possible without encouraging feedback from the tutor. For their own sakes as well as

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their students', teachers need to take practical steps to avoid becoming "composition slaves" (Hairston, 1986).

Feedback for L2 Learners

As already discussed, teacher's feedback has huge implications for L2 learners. For the last several decades, most of the L1 and L2 researchers have been making 'extremely negative pronouncements 'about the effects of tutors' written feedback on learners, these comments are often resented by students (Ferris, 2003, p. 19). Atwell (1998), Carnicelli (1980), Elbow, (1973) Zamel (1982) suggest replacing written feedback with 'one-to-one written conferences'. These researchers maintain that this may help in removing ambiguities, and vagueness which written comments may cause. Moreover, these conferences may afford an opportunity for clarification, and may also help learners discuss their problems and seek help in a more congenial environment. The warmth and friendliness of a one-to-one conference or tutorials can also help learners, especially L2 learners to understand their tutors' views, on the other hand written comments on assignments/essays often strike learners as being very cold and emotionless.

Razzi Syed's (2011) study conducted at University of Wales, confirm that students found one to one conferences/tutorials with their tutors and dissertation supervisors more helpful than the written feedback as these conferences help clear many ambiguities which written feedback couldn't.

Research conducted by Marzano & Arthur (1977) and Zamel (1995) suggest that teachers' feedback often emphasize on 'negative points' (cited in Cohen& Cavalcanti, 1990). The researchers also advocate for more tutorials and one to one conferences. Sommers, together with Brannon and Knoblauch, studied 35 university writing teachers. They examined comments that the teachers wrote on first and second drafts of student texts, interviewed a number of teachers and students, and asked their teacher subjects to write comments on the same set of student papers (cited in Ferris, 2003). The study also concludes on a similar note that teachers' comments are often vague, and not text specific- thus students find them not very helpful.

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Ideal Time for Giving Feedback

There is also a lack of consensus among the researchers about the ideal time for giving feedback. Results of a large-scale survey (Freedman, 1987) suggest that learners usually prefer feedback at the final stage, while teachers like to give feedback during the process of writing. This may be true with L1 learners, but in the case of second language learners, it is often observed that they like to get a regular feedback throughout the process of their writing, as observed by Ferris (2003). It may be attributed to the anxiety often associated with being a second language learner which prompts such learners to seek more support.

It is significant to note that training teachers how to draft their feedback and the principles involved is often a territory not treaded upon in Pakistan. It seldom occurs to teachers that their feedback may have a phenomenal impact on the progress of their learners. One of the reasons may be that our classrooms even at university level are still far from being interactive- we are conditioned to believe and often send such vibes to learners that they are just passive recipients of our verdicts on their work and have to take everything in their stride. We do not consciously leave room for negotiating our feedback with our students; it is just like a ‘done and dusted affair’. It is also quite a concern to note that until recently there hasn’t been any tangible realization about the feedback and its likely impact on learners.

A UK-Pakistan Project

In April 2012 a project named Transforming English Language Skills (TELS) was launched by the British Council and Pakistan Higher Education Commission in collaboration with The Open University UK. The purpose of the project was to develop materials for four new modules to be introduced in Pakistani universities for September 2012 intake. The authors working for writing materials along with their UK consultants also developed a module called Professional Development module, amongst other things the module covered, emphasis has been laid on training teachers how to assess learners and give feedback that is clear, meaningful and

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encouraging for learners while pointing out the areas for further improvement. This is a step in the right direction and may help teachers draft their feedback in a better and meaningful manner. It is also important to break away from the traditional approach of giving feedback.

Grades and Feedback

In Pakistani context feedback is generally limited only to grades/marks. The approach to limit feedback only to marks and grades hardly contributes to students' development as writers. A multidimensional feeding back approach is what we need as language teachers. This approach may require us to devise new ways of helping our students that may incorporate holding one-one feedback conferences where teachers may discuss in detail various aspects of students' writing and listen to the challenges students are facing in writing. The article demonstrates that such conferences may be a success and help teachers build and cement their relationship as students' mentors. Peer feedback as suggested in this article may be another option. Use of technology such as IT can also be exercised, for example if time and circumstances allow students may be given feedback through e mails- this will also guard against the apprehensions of such students who do not want teachers comment on their writing in public and in front of their peers. Perhaps most importantly, feeding back it is important not to be judgmental and refrain from assessing on the basis of one aspect of writing.

Revision Process and Feedback

Feedback is also directly associated with the revision process of students' drafts. It is important to see how students are interpreting and using the feedback. In this regard a strategy involving more than one draft may be practiced. This strategy entails that students may be asked to develop a rough/initial draft of their assignment/project and teacher gives his/her feedback on it. In the light of the first feedback students are asked to develop a second or final draft. This will serve as a quick litmus test whether students are making use or understanding the feedback or not. This can be an effective way to proceed with second language learners and to monitor their progress on regular basis. This approach is practiced by many institutions in UK, US, Australia and Language in India www.languageinindia.com

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Canada and international students/second language learners may benefit a lot from it (Hyland, 2003). However, there are certain constraints that teachers may face while following this strategy, amongst the constraints the biggest may be time constraints. This practice involves assessing and giving feedback on many drafts within a limited time frame. Besides in large classes it may not be effectively practiced as it is difficult to assess and feedback on a large number of drafts during a semester.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Grammar from Context: The Effect of Explicit Focus on Form Instruction in Learning English Question Formation

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Abstract

Investigating the effectiveness of explicit focus on form on the written performance of the EFL learners is the aim of this study. To provide empirical support for this study, sixty male English learners were selected and randomly assigned into two groups of focus on form and meaning-focused. English question formation was employed for data collection. The participants in the focus on form group were taught English question formation based on explicit focus on form (error correction and rule explanation), whilst those in the meaning-focused group were taught English question formation via communicative language teaching (CLT). The participants' output was coded then analyzed utilizing Independent t-test for grammatical accuracy and fluency. Results indicated that learners in focus on form group appear to benefit from error

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correction and rule explanation as two pedagogical techniques of explicit focus on form with respect to accuracy, but regarding fluency they did not yield any significant differences compared to the participants of meaning-focused group.

Key words: Focus on form; explicit focus on form; error correction; rule explanation; accuracy; fluency.

1. Introduction

Whether to teach grammar or not, foreign and second language teaching methodology seems to be in extreme positions. First, methods such as Grammar-Translation and the Audiolingual adopted form-centered approaches until 1970s. Second, with the introduction of the communicative approach in second language teaching and learning, there appeared a strong tendency not to focus on linguistic forms and a consequent downplaying of the status of grammar teaching for most of the 1980s. However, in 1990s second language pedagogy is witnessing an increasing interest in the idea of ‘focus on form’ and the suggestion that attention to form should be encouraged in second and foreign language classrooms (Doughty & Williams, 1998). This approach has developed as a reaction against communicative and form-focused approaches which advocated and focused the exclusive use of meaning-focused or form-focused activities in language classrooms.

1.1. Focus on Form

Many researchers and teachers in the field of second language acquisition (SLA) argue that exposure to language is not enough. Researchers such as Robinson, Lightbown, and Swain assert that activities which focus solely on message are inadequate to develop an accurate knowledge of the language. To compensate this inadequacy, there should be some kind of form-focused activity into communicative classroom contexts.

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Focus on form is a pedagogical technique that can compensate this inadequacy. Long (1991) originally coined “focus on form instruction” as a term referring to the occasionally, temporary, and explicit and clearly expressed oral concentration by the teachers and students on problematic grammatical or lexical items during communication. It used to draw learners’ attention to language form implicitly or explicitly. Focus on form refers to those form-focused activities that arise during, and embedded in, meaning based lessons; they are not pre-planned, as in the case with focus on forms, but occur incidentally as a function of the interaction of learners’ and their teachers’ predominant focus.

1.2. Why Focus on Form?

Focus on form instruction has arisen for two main reasons, (Ellis, Basturkmen, and Loewen, 2001a). Firstly, there should be a balance between form-centered instructions usually seen in traditional methods with communicative approaches. Although this kind of instruction leans more towards the latter due to its emphasis on real communication, it also validates the occasional incorporation of linguistic items during instruction. This is because teachers’ experiences have shown that drilling, repetition, and error correction can aid learning (Sheen, 2003). Secondly, learners need to use correct forms, particularly, while receiving ‘comprehensible input’ in order to acquire them. Therefore, focus on form instruction encourages students not only to use language in order to practice and automatize structures, but also the teacher and students may be able to identify the learners’ errors and form-based difficulties in order to help learners overcome them (Poole, 2005).

1.3. Explicit Methodological Techniques

A focus can be given to a task if learners are provided with explicit information relating to the targeted structure during the performance of the task. An explicit focus can be provided either proactively or retroactively. In the case of a proactive focus the teacher draws the attention to the targeted feature by asking a question or by making a meta-lingual comment. A retroactive

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focus occurs through negative feedback involving explicit attention to the targeted feature. This can be achieved in various ways, for example, by means of an explicit correction (No, what you said was wrong, or you don't say...) or a meta-linguistic comment.

Long and Robinson (1998) discuss a number of experimental studies that have compared the effectiveness of implicit and explicit teaching-learning conditions. Taken together, these findings certainly suggest that explicit focus on form is better for simple rules than implicit learning is. The findings are less clear-cut for complex rules, which generally appear to be difficult for learners in all conditions (DeKeyser, 1995; Robinson, 1996b). On the other hand, N. Ellis found an advantage for explicit instruction over implicit learning. In another study Carroll and Swain (1993) also suggest that those students who received explicit instruction combined with meta-linguistic feedback performed better in extending their knowledge to novel exemplars than did those who received implicit feedback.

2. This Study

The research undertaken here is designed to test the way error correction and rule explanation as two instruction techniques of explicit focus on form impact language production.

2.1. Rationale and Research Question

There are two cases that EFL/ESL learners, even though exposed to certain structures of the ESL, will fail to perceive in naturalistic input. In other words, the input does not become intake (Corder, 1967).

The first case is related to those aspects of EFL/ESL that the learner may neglect it. For example, some English questions are formed with the auxiliary verb 'do', as in (1):

(1) a. Does Mary like cheese?

b. Where do you work?

Such sentences are likely to be quite frequent in the EFL since learners are exposed to a variety of questions even from the first day of learning; nevertheless, they may fail to perceive the presence of 'do', deleting it because the interlanguage (i.e. the learner's production) grammar cannot analyze it.

The second case is related to those aspects of the EFL/ESL which the learner may analyze incorrectly. For example, a learner who is trying to change the sentences (2a) below to question may form the question (2b), on the basis of other question forms with auxiliary verb 'do'.

(2) a. Mary can play tennis.

*b. Do Mary can play tennis?

In this case, the learner has learned incorrect analysis of the EFL/ESL that is; she/he does not have the information about forms not possible in the English language.

Given these problems, the researcher aimed to examine the effect of explicit focus on form instruction (error correction, and rule explanation) on the learning of "English Question Formation".

For this purpose the following question had been raised:

"What is the effect of error correction, and rule explanation as two pedagogical techniques of explicit focus on form instruction on learning English question formation?"

2.2. Research Hypotheses

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In the light of the above-mentioned purposes and based on the stated research question the following hypotheses had been proposed:

1. Error correction and rule explanation as two pedagogical techniques of explicit focus on form will lead to more fluent performance on English question formation.
2. Error correction and rule explanation as two pedagogical techniques of explicit focus on form will lead to more accurate performance on English question formation.

2.3. Participants

The participants for the study comprised 60 male students, aged between 15-17 years old enrolled in intermediate EFL classes in a private institute in Mahabad-Iran. All of the subjects had finished the same English textbooks and they had achieved the average necessary for them to be accepted as intermediate students. A characteristic of this sampling was that all the students shared the same background knowledge and experience resulted from their course of study. Almost all the students had the same objectives and interests. Thus the effect of the type of course study eliminated. They were selected on the basis of their scores to ensure homogeneity.

2.4. Setting and Procedures

To investigate the effect of independent variable, the participants of the study were randomly assigned into two groups of focus on form and meaning-focused. After that, both groups were prepared for instruction. The units seek to develop in students certain abilities which prepare them for authentic or real-world topics. Units consist of conversational language, natural recordings with a variety of accents, and vocabulary-building exercises. In short, they provided opportunities for the students to share opinions and ideas. Therefore, the subjects had good reasons to increase their interest towards the materials.

The time of the instruction to the groups was the same (either in the morning or in the afternoon) with a difference of almost two hours. The materials and session time spent were the same. Both groups undertook the instruction in twelve weeks, three sessions a week, and 50 minutes each session. Meaning-focused group was taught through communicative language teaching method. For the focus on form group, instruction was based on explicit focus on form (error correction and rule explanation). The teacher is supposed to give correct forms or explain the rules when the students commit an error in “English Question Formation” field.

2.5. Measures

2.5.1. Fluency Measure (Number of Dysfluencies)

The total number of words a participant reformulated (i.e., crossed out and changed) divided by the total number of words produced (Ellis and Yuan, 2004).

2.5.2. Accuracy Measure (Error-free Clauses)

The percentage of clauses that did not contain any errors. All errors in syntax, morphology, and lexical choice were considered. Lexical errors were defined as errors in lexical form or collocation (Ellis and Yuan, 2004).

3. Results

To find out the way the independent variable affect the dependent variables, the raw scores of the participants were fed into the computer software SPSS (version 20) for further data analysis. In the following section, the results are analyzed according to the hypotheses of the study.

The first hypothesis predicted that error correction and rule explanation will lead to more fluent performance on English question formation. Thus, the paired samples t-test was employed to find out the impact of error correction and rule explanation, on the participants' performances. The results of the t-tests are presented in Table 1. Table 1 presents the results under explicit focus on form and meaning-focused condition. As it's indicated in this table, error correction and rule explanation don't affect fluency (.320 > 0.05). As a result, the first hypothesis is rejected with regard to fluency. In other words, error correction and rule explanation as two techniques of explicit focus on form have no effect on the fluency of performance compared to meaning-focused instruction. That is, explicit focus on form doesn't lead to more fluent English question performance.

Table1. Independent T Test to Compare Fluency and Accuracy in Focus on Form and Meaning-focused Instruction

| Measure | Group | Mean | Std. Deviation | Sig. (2-tailed) |
|-----------------|------------------------|-------------|-----------------------|------------------------|
| Fluency | Explicit Focus on Form | .0373 | .02738 | .320 |
| | Meaning-focused | .0443 | .02664 | |
| Accuracy | Explicit Focus on Form | .8497 | .06250 | .043* |
| | Meaning-focused | .8070 | .09403 | |

The second hypothesis also predicted that error correction and rule explanation will lead to more accurate performance regarding English question formation. As it's indicated in Table 1, error correction and rule explanation affect accuracy (.043 < 0.05). As a result, the second hypothesis is supported with regard to accuracy.

In sum, the results showed that explicit focus on form instruction affected the accuracy of language production but not fluency compared to meaning-focused instruction.

4. Discussion

The present study addressed the impact of explicit focus on form on the accuracy and fluency performance. Consequently, two hypotheses were proposed earlier predicting this impact.

The first research hypothesis claimed that **“error correction and rule explanation as two pedagogical techniques of explicit focus on form will lead to more fluent performance on English question formation.”**

Results of the present study indicated that error correction and rule explanation as two pedagogical techniques had no effect on the fluency of the English question formation.

The second research hypothesis was **“error correction and rule explanation as two pedagogical techniques of explicit focus on form will lead to more accurate performance on English question formation.”**

Data analysis revealed increase in accuracy of the performance of explicit focus on form group compared to meaning-focused group. As a result, the second hypothesis is supported regarding accuracy.

Supporting Long and Robinson’s (1998), contention that *focus on formS instruction* emphasis on specific forms within a communicative context, gives a better chance for addressing grammatical needs of English language learners in a contextualized fashion than does *a pure communicative approach*.

This implies that explicit focus on form instruction is an effective factor in learning English question formation and had caused statistically meaningful difference in English question formation knowledge of the subjects in explicit focus on form group compared to meaning-focused group. In other words, the difference among the scores of the two groups is systematic and is not due to chance.

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In conclusion, the results of this study suggest that explicit focus on form helps learners improve their linguistic accuracy while they are engaged in meaning-focused FL lessons.

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Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Phonetic and Phonological Skills of Three to Five Year Old Telugu Speaking Cleft Palate Children

Udayashree Bhatt, M.Sc. (ASLP)

Abstract

Introduction: The acquisition of a phonological system entails learning both the phonetic and phonological features of language. The children must not only learn to articulate sounds and sound sequences correctly (phonetic mastery) but also they must use the sounds in accordance with phonological patterns of the adult language. In many instances the two aspects of acquisition are not in synchrony, with phonological learning preceding phonetic mastery.

Aim: The aim of the study was to study the percent of consonants correct, type and

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frequency of phonological processes and the “compensatory” articulation patterns occurring in speech of 3-5 years old Telugu speaking cleft palate children and matched typically developing in the age range of 3-5 years.

Method: Sixty native Telugu speaking children between 3 to 5 years of age were included. The subjects were divided in to two groups, that is, Group I (3-3.1 yrs) and Group II (4-4.1 yrs). Fifteen children with repaired cleft palate and fifteen typically developing children were included in each group. Hundred words from Telugu test of articulation and phonology (D. Vasantha, 1990) were used. Pictorial presentations of the words were presented one by one to all subjects. The samples were transcribed and then analyzed for percent of consonants correct, phonological processes and “compensatory” articulation patterns.

Results & Discussion: A comparison between the groups indicated that although the children with cleft palate exhibited more errors overall, they were similar to their non cleft peers in their phonological processes usage with few exceptions. Additionally, few “compensatory” articulations were noted in the speech of these children.

Conclusions: The findings reveal that the phonological disorder in children with repaired cleft palate has characteristics of both delay and deviance. The

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phonological processes reported are helpful to identify those patterns that might serve to differentiate children that need intervention from those who can catch up on their own by the end of the preschool years.

Key words: Phonetic development, phonologic development, age of surgery , compensatory articulation errors

Introduction

Children with cleft lip and palate frequently demonstrate speech and resonance disorders following primary surgical repair of the palatal cleft. Although factors such as postsurgical velopharyngeal insufficiency, poor dental or occlusal status, and developmental delay for many of the problems observed in these children, age at the time of primary palatal surgery is often considered one of the most important factors affecting speech development.

The relationship between age at the time of palatal surgery and speech proficiency for children with cleft palate has been examined by many investigators (Jolleyss, 1954, Lindsay et al., 1962 ; McWilliams, Morris,1978; Dorf and Curtin, 1982,1990; O’Gara and Longemann,1988). In spite of method differences, the findings of most studies are fairly consistent and suggest that children who receive

early palatal repair demonstrate better overall speech than their peers who receive surgery at a later age (McWilliams, et al., 1990). There is also evidence to suggest that children who receive late palatal surgery are at greater risk for developing atypical patterns (Dorf and Curtain, 1982, 1990; O’Gara and Longemann, 1988).

The atypical patterns of articulation noted in children with cleft palate have been previously described by other authors (T Rost, 1981; McWilliams, et al., 1990) and include glottal stops, pharyngeal stops or fricatives, velar stops or fricatives, posterior nasal fricatives, and mid-dorsum palatal stops. Early palatal surgery is often recommended to circumvent the development of these “compensatory” articulation patterns.

Recent studies have documented the presence of language deficits in addition to speech impairments, particularly at the beginning of language acquisition (Broen et al., 1998; Chapman et al., in press; Estrem & Broen, 1989; Scherer, et al., submitted). Specifically, young children with clefts exhibit limited sound inventories and small vocabularies when compared to typically developing children of the same age (Broen, et al., 1998; Chapman, et al., in press; Estrem & Broen, 1989; Scherer, et al., submitted).

Chapman (1993) evaluated phonological processes in children with cleft palate at three, four, and five years of age. The children with clefts produced significantly more phonological processes than the noncleft children at three and four years of age, which indicates that children with cleft palate usually produce common phonological processes and produce them for a longer period of time than typically developing children (Chapman, 1993). Research has not specifically evaluated language development at the preschool age; however, based on findings that show speech and language development to be commensurate before the preschool age suggests that children with clefts, as a group, are behind their peers in speech and language when they enter preschool.

Need for the Study

Due to limited studies in Indian languages the present study is aimed to study the percent of consonants correct, type and frequency of phonological processes and the “compensatory” articulation patterns occurring in Telugu speaking cleft palate children.

Phonological development in typically developing children has been studied in various Indian languages. Phonological processes have been studied in typically developing Telugu speaking children from 2-to 3-years of age (Vijaya, 2005) and

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from 3- to 5-years of age (Srilakshmi, 2005). These studies have documented a decrease in syllable structure processes with age and increased number of substitution processes until the age of five years. A total of 18 phonological processes were identified in children until the age of five years. Examination of the types of processes showed that although there are universal tendencies in children phonological acquisition, language specific features play an important role in determining the phonological development of the children of a given language.

Objectives of the Study

- □ To analyze the speech of children with cleft palate and typically developing children using percent of consonant correct.
- □ To study the type and frequency of phonological processes in the productions of children with cleft palate and typically developing children in the age range of 3-5 years.

Method

Participants

Sixty children served as the subjects for the present study. They were taken from age range of 3-5 years The subjects were divided into two groups as group – 1 (3-

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3.11 years) and group – 2 (4- 4.11 years) based on their age. In group- 1, 30 (15 cleft and 15 noncleft children) in age range 3 to 3.11 years were taken. In group -2 ,15 were cleft children and 15 were non cleft children of age range 4 to 4.11 years .Subjects for noncleft were taken from kindergarten and preschools for this investigation.

Subjects for cleft palate were taken from a cleft Rehabilitation Centre situated in Hyderabad. All subjects are Telugu speaking children .They were having no history of congenital anomalies, neurological impairment, sensorineural hearing impairment or intellectual deficits. No restrictions in subject selection were made on the basis of surgical management except palatal surgery be performed prior to testing. Socioeconomic status variable was controlled as far as possible. Children having adequate language were included in this study. The mean age for 1st palatal surgery was 12.3 in Group I with a range from 11months to 13months 11 days and was 12.4 in Group II with a range from 11months to 13months 11days. The mean age for 2nd palatal surgery was 16.5 for Group I with a range from 16 months 2days to 17 months 7 days and mean age for Group II was 16.8, with a range from 16 months 4 days to 17 months 14 days. All children participated in study were administered REELS scale to obtain Language age. All children were able to produce at least two – word combinations in their spontaneous speech at the time of testing.

Stimuli

The Telugu Test of articulation and phonology (TTAP) developed by Vasanta.D (1990) was used as a tool for this study. The test consists of 100 words which were picturised for the purpose of this study. However, a few non-picturable items

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(around six words) were also used for the study. The words are classified into categories like stops, affricates, fricatives, laterals/trills, semivowels and clusters. The test items such as ‘/sp:nu/, /brassu/, etc. which were commonly used in day to day conversation of native speakers of Telugu were also included .

Recording Procedures

For eliciting the response, picture cards, real objects and toys were used. To get acquainted with the children and build rapport before testing, the clinician had an informal interaction with all the subjects to obtain a spontaneous speech sample. All the subjects were individually tested. The target words were elicited by the examiner by showing the picture to the child and asking “what is this?” In instances where spontaneous utterances could not be elicited, questions were asked related to the item to which the target word is expected to be answered. If still the child failed to give the target word, imitation task was used. An interview was conducted along with the parents to obtain the case history information. The responses were recorded on a Samsung tape-recorder with unidirectional microphone.

Analysis Procedure

All samples were transcribed using broad transcription and using Edward Klein’s rules with certain modifications. Similar processes were combined such as palatal fronting and velar fronting to fronting, initial voicing and final devoicing as voicing glottal replacement and backing to velars as backing. Data for each age group was analyzed separately. The mean percentage of occurrence for each phonological process was computed by dividing the total number of opportunities for the occurrence of the process .A significant percentage scale of Hodson’s

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(1990) criteria was taken to identify the significance of the percentage of the phonological processes was as i)high significance : 25- 50 %, ii)significance :24- 50%,iii) less significance : 9- 0 %. The use of idiosyncratic processes was noted.

Results and Discussion

The first analysis compared the size of the consonant inventories for the two groups of children.

| S.N O. | GROUPS | | % of consonants correct |
|-------------------|---------------|----------|--|
| 1. | Group-I | CLEFT | 60% |
| | 3-3.11Yrs | NONCLEFT | 90% |
| 2. | Group-II | CLEFT | 82.1% |
| | 4-4.11 Yrs | NONCLEFT | 92% |

As seen in the above Table I, it was found that in Group –I ,there was significant difference on the size in consonant inventory , while in Group –II , there was no significant difference in patterns. The possible reason for this difference could be as children begin to overcome their phonetic deviance and expand their phonetic repertoire, they tend to acquire more normal phonetic inventories for speech.

The second analysis compared the cleft and noncleft children use of the various phonological processes. To obtain the percentage of occurrence of phonological processes Hodson’s criteria (1990) was used.

Table II : A Sample of all the Phonological process in cleft palate children.

| S.NO. | PHONOLOGICAL PROCESS | EXAMPLE | Percentage of occurrence of Phonological Processes in Cleft Childern (3-3.11Years) | Percentage of occurrence of Phonological Processes in Cleft Childern (4-4.11Years) |
|-------|----------------------------|------------------------|--|--|
| 1. | Degemination | /duwwena/→/duwene/ | 30 % | 30% |
| 2. | Initial consonant deletion | /gadiyaram/→/adiyaram/ | 40% | 45% |

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| | | | | |
|-----|----------------------|------------------------|-----|-----|
| 3. | Cluster reduction | /sku:taru/→/kutaru/ | 40% | 43% |
| 4. | Affrication | /pustakamu/→/puccakum/ | 45% | 35% |
| 5. | Final vowel deletion | /gla:su/→/glaš/ | 25% | 20% |
| 6. | Stridency deletion | /sabbu/ → /tabbu/ | 46% | 40% |
| 7. | Palatal fronting | /ša:ppu/→/sappu/ | 44% | 30% |
| 8. | Velar fronting | /kukka/→/tutta/ | 44% | 35% |
| 9. | Deaffrication | /cakramu/ → /ʃakramu/ | 35% | 30% |
| 10. | Lateralization | /kattera/→/kattela/ | 35% | 30% |
| 11. | Word final devoicing | /e:nugu/→/e:nuku/ | 37% | 25% |
| 12. | Gliding | /uya:la/→ /uya:ya/ | 45% | 40% |
| 13. | Nasal assimilation | /ganta/→/ganna/ | 40% | 41% |

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| | | | | |
|-----|-------------------------|------------------------|-----|-----|
| 14. | Deaspiration | /janda/→/janda/ | 40% | 35% |
| 15. | Stopping | /a:fi:su/→/a:fi:tu/ | 40% | 40% |
| 16. | Fricativization | /kurci/→/kursi/ | 40% | 45% |
| 17. | Final syllable deletion | /suriyudu/→/suriyu/ | 45% | 45% |
| 18. | Devoicing of stops | /bassu/→/passu/ | 30% | 25% |
| 19. | Metathesis | /pustakam/ → /pukatam/ | 35% | 30% |
| 20. | Denasalization | /nimma/→/dimma/ | 40% | 35% |
| 21. | Glotalization | /ko:ti/→/ko?/ | 40% | 40% |
| 22. | Medial consonant | /dra:ksha/→/dra:sha/ | 46% | 40% |

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| | | | | |
|-----|----------------|------------------------|-----|-----|
| | deletion | | | |
| 23. | Backing | /re:diyo/→/ladiyo/ | 40% | 30% |
| 24. | Palatalization | /brassu/ → /bra ʃ ʃ u/ | 45% | 40% |

The highly significant phonological processes that can be observed from the table in the cleft group were gliding, initial consonant deletion, cluster reduction, palatalization, denasalization, glotalization, backing, deaspiration, final syllable deletion, affrication, fronting, deaffrication, glotalization, nasal assimilation, stridency deletion, stopping, fricativization, Devoicing of stops, Word final devoicing, Backing .

The phonological processes that were less significantly occurring in the cleft group were final vowel deletion, lateralization devoicing of stops, word final devoicing, degemination, and deaffrication.

The frequent usage of processes such as stopping and stridency deletion was likely related to high pressure requirements for fricative and affricate production. The

explanation for the increased frequency of occurrence of deaffrication among the cleft palate 3-year olds is based on developmental considerations and or ease of production. The child exhibiting difficulty with affricate production would reduce an affricate to a stop.

A more posterior articulation is a common error in cleft palate children as reported by Peterson-Falzone, et al. in 2001. Backing was the only processes that reached productive status in the speech of a child from the cleft group, but not the noncleft group. Backing occurred when a child produced a sound with a more backward place of articulation. For a child with cleft palate, the use of this process is usually associated with efforts by the child to compensate for a velopharyngeal mechanism. Backing has been noticed in the speech of phonologically impaired children and less frequently in the speech of normally developing children, this is supported by the study done by Stoel-Gummon and Dunn in 1985.

The majority of the subjects in the cleft group demonstrated compensatory errors were analyzed as either glottal stops, mid-dorsum palatal stops, or both. Other compensatory patterns of articulation that have been associated with velopharyngeal insufficiency like pharyngeal fricative were noted. The large number of compensatory errors produced by the cleft palate children in this study

included mid-dorsum palatal stops. These findings would appear to have implications for the interpretation of past and future research.

Dorf and Curtin (1990) reported that 90% of their cleft subjects who received palatal surgery between 12 and 37 months of age demonstrated compensatory articulation patterns. So, it is important that the information regarding the type and frequency of the compensatory articulation patterns be provided when attempts are made to characterize the speech of children who undergo late palatoplasty. Without such information, it is not possible to full describe or appreciate the impact of surgery on speech production.

Conclusion

The results of this study suggest a complex relationship between the age of surgery, onset of meaningful speech, phonologic development, and the acquisition of compensatory articulation patterns for children with cleft palate. Although all children has surgery after the onset of meaningful speech there was considerable individual variation in the children's overall speech proficiency. So, further future research is warranted to examine the development of compensatory patters and factors associated with them for a better surgical speech management.

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Acknowledgements

The author would like to thank all the children who participated in the study. The author expresses her gratitude to Mrs. Swathi Ravindra, Ph.D., Sweekaar for her help with diagnosis of children with Cleft palate. The author would like to thank Dr. P Hanumantha Rao, Founder-Chairman, Sweekaar Rehabilitation Institute for Handicapped for granting permission to conduct the study. The author extends her thanks to Mr. Sudheer Bhan, Linguist, for his encouragement throughout this study.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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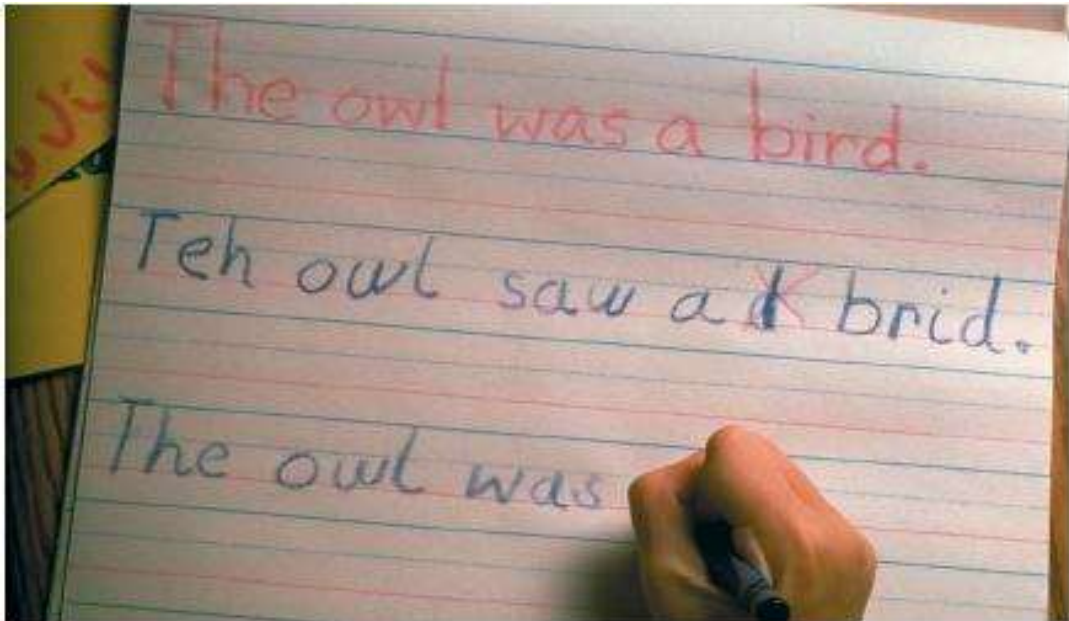
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Dyslexia: A Critical Study of Language Deficiency in Children and Adolescents

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Dyslexia: A Critical Study of Language Deficiency in Children and Adolescents –
M.Phil. Dissertation

Dyslexia: A Critical Study of Language Deficiency in Children and Adolescents

A
Dissertation
Submitted to Sardar Patel University
In partial fulfilment of the requirements for the Degree of
Master of Philosophy in English

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Certificate

Certified that the work incorporated in the Dissertation entitled “Dyslexia: A Critical Study of Language Deficiency in Children and Adolescents” submitted by Ms Vaishali Narbheram Punjani (Seat No.36 of MPhil Examination in April 2006) comprises the result of independent and original investigations carried out. The materials that have been obtained and used from other sources have been acknowledged in the Dissertation.

Vallabh Vidyanagar
08 April 2009

(Vaishali Narbheram Punjani)
Research Student

Certified that the work mentioned above is carried out under my guidance.

Vallabh Vidyanagar
08 April 2009

(J H Khan)
Research Guide

Forwarded with compliments to the Registrar (Examinations), Sardar Patel University with a request to get this evaluated.

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DEDICATED
TO
My Father

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ACKNOWLEDGEMENT

For me, personally, two things are the most fascinating: nature and language. Particularly, language is necessary to describe the 'nature'. Whenever I listen to the word 'language', I am enthralled to know more and more about this social phenomenon. Thank God for language! Else, we would have been left 'deaf and dumb' bodies without language. Language propelled 'soul' in our body. With this study, I wish to discuss the connection between language and nature which is sometimes found disturbed in Children who are Linguistically-Challenged.

First of all, I am very grateful towards my Guru and Supervisor, Dr. J. H. Khan, Professor and Head, Department of English, Sardar Patel University, Vallabh Vidyanagar, for guiding me painstakingly and methodically. He has shown great interest, enthusiasm and patience for this work to be done. He cooperated to comprehend each and every idea which was put in front of him. He helped give shape to what I had finally come to understand on the subject.

I wish to thank my Department for helping me in every phase of research work, especially Dr. DS Mishra, former Head and Dr. PS Joshi who retired some time back, senior members of the faculty, Dr. RK Mandaliya and Dr. PJ Dave have contributed to my studies at the Master's.

How can I forget my soul mate, My husband, Shiv, has done so many things for me that the space is too little to enumerate all of them? He was always by my side facilitating whenever I was in a perplexed state of mind. His support and love have given me enormous strength to compete the work systematically. My friends - Nilesh, Niraj, Pikesh, Imran, Kapil, Krupang, Parikshit – helped me to great extent to make this dissertation possible.

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My offshore friends and elders, Dr. Patricia Wetzel (Prof & Head, Japanese Literature, Portland State University, Oregon, USA), Ms Karen Popp (Foreign Languages and Literature, Portland State University, Oregon, USA), Ms Linda (Coordinator, Heritage Language Initiative, Portland State University, Oregon, USA) Ms Zafreen Jaffery, Elena, Marjaan, Naveen, Nital, Ashok, Komal, Ranjit – had taken a lot of care while I was working on my dissertation during my stay in USA under the FLTA Programme.

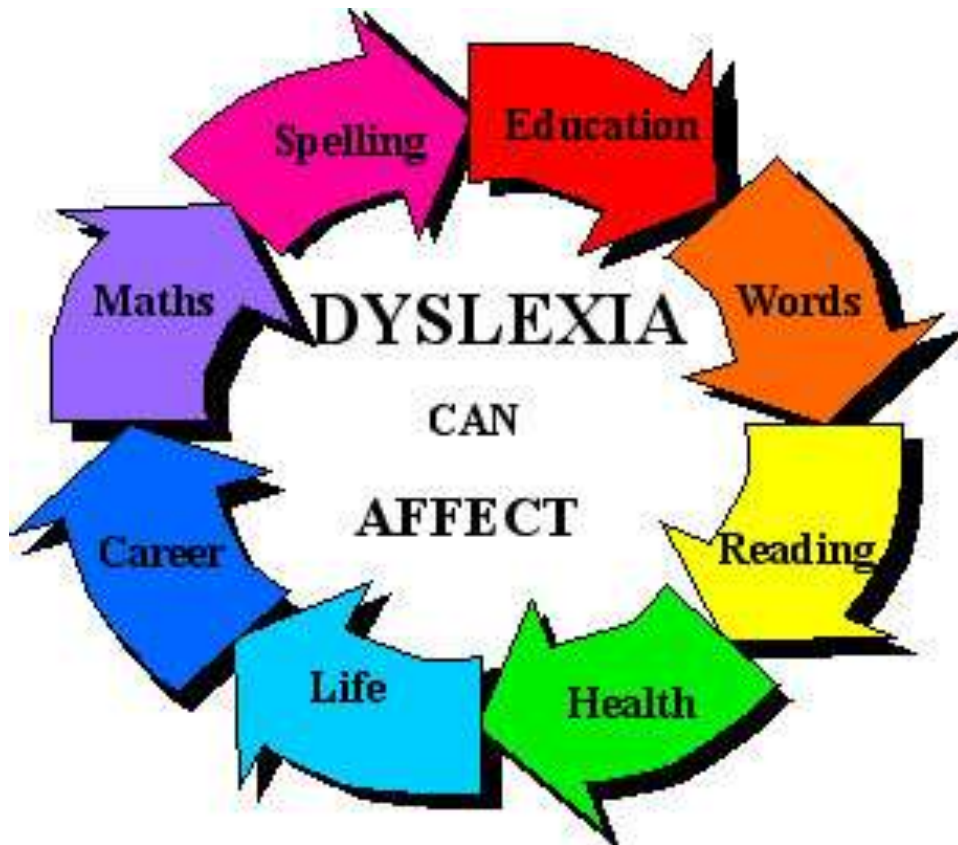
Dr Sharifaben Vijliwala, a respectable scholar, Dr. (Prof.) Sudha Menon and Ms Varsha Vanza, my colleagues, were always on their toes to help me out whenever I needed their help and a big ‘thank you’ to all of these friends.

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Chapter-1

Introduction



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A language teacher encounters quite a few students with some or the other kind of psychological disorientation or mental disorders. These are cases of mentally challenged that we have around, though in small numbers, in the society. It is natural, then, for anyone who is confronted with such a sight to set thinking about learning disabilities. This was how we zeroed in on our

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topic for research. The idea was to discuss even the smallest type of dyslexia, a neurological disorder.

We would also wish to discuss acquired dyslexia and its effects because acquired dyslexia is not a neurological disorder but occurs largely due to the situation in which a particular person may find himself or herself. Learning disability is a neurological disorder, and it occurs when a person's brain works differently than others in processing information. We would like to think it is the result of the malfunctioning of the brain-wiring. If a child has a learning disorder, it is quite possible that s/he would have a related problem too, because the main parts of the brain function together for many skills.

The brain wiring is developed slowly as we grow older although all of us have the brain cells from the birth. After the birth, the brain develops slowly and the wiring is activated. During this process, a child finds something very difficult in the beginning but somehow, after some time, s/he can solve that problem. We call these maturational spurts. When we discuss this growth, we have to discuss the parts of the cortex which are involved not only in language skills but also in motor skills, cognitive skills as well as organizational (executive function) skills.

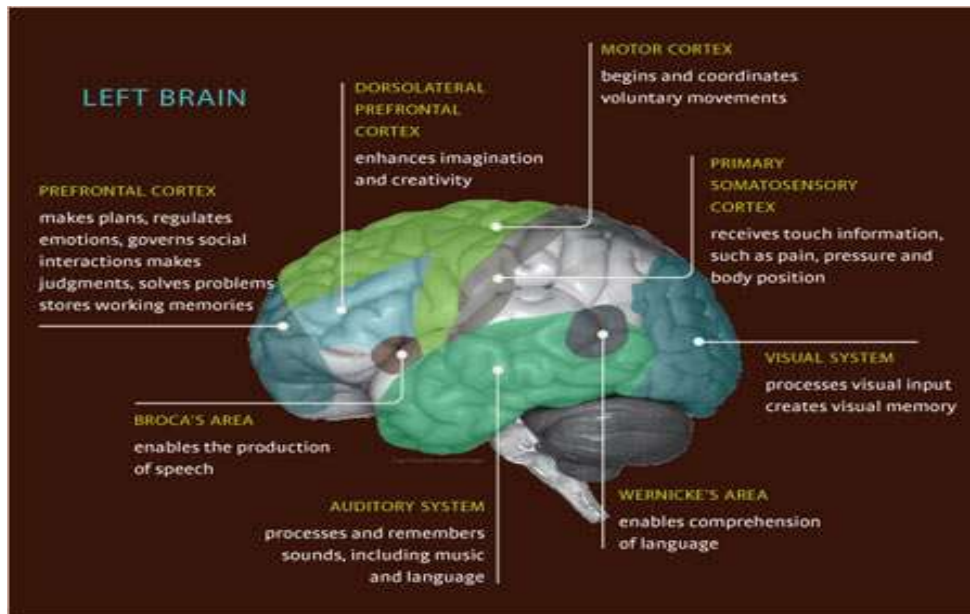
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It is natural, therefore to first talk about the brain and its parts in some detail.



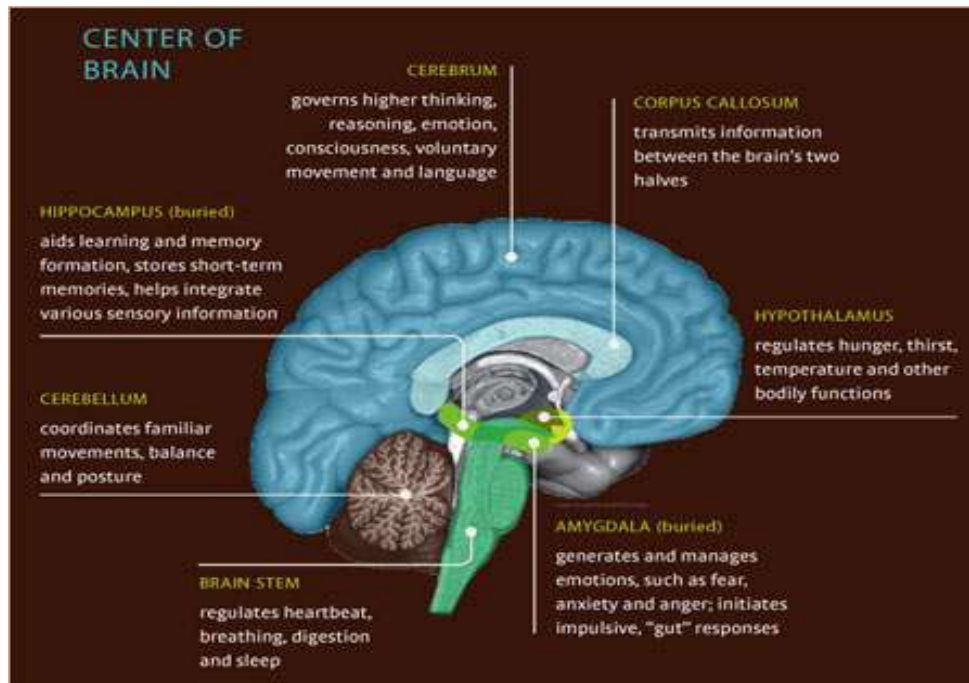
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[http://www.amnh.org/exhibitions/permanent/humanorigins/human/images/lg/402b_cb_center_of_brain.jpg]

The brain is the master in the nervous system. It is one of the largest organs in adults with around 100 billion neurons and 900 billion glia. Generally, it weighs about 1.4 kg (3 pounds). Neurons in the brain undergo mitotic cell division only during the prenatal period and the first few months of postnatal life. Although it grows in size, there is no subsequent increase in numbers thereafter. Trends in recent research in neurogenetics have begun to point out to the possibility of the growth of DNA as well as new neurons in place of the damaged ones in a particular part of the brain.

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Malnutrition during the crucial prenatal months of neuron multiplication is reported to be a hindrance in the process and results in fewer brain cells. This is so specifically in case of the spindle cells which make us human and different from other animals and help the brain develop in this period. They develop after four months in a human baby because they cannot develop in us as they do in case of chimpanzees, orangutans and gorillas.

It will be easy with this description to understand that the brain has three main sections – the hindbrain, the midbrain, and the forebrain. The central core also known as (medulla oblongata, pons and midbrain are referred to collectively) the brainstem. It would be easier to discuss the structure along with the function various parts perform through Table 1.1.

| Structure | Function |
|---------------------|---|
| Cerebral cortex | The cortical areas include the primary motor area, the primary somatosensory area, the primary visual area, the primary auditory area, and the association areas. |
| Corpus callosum | Connects the two hemispheres of the cerebrum. |
| Hippocampus | Plays a special role in memory, particularly for episodes. |
| Amygdala | Involved in mediating emotion, especially fear. |
| Thalamus | Directs incoming information from the sense receptors to the cerebrum; helps control sleep and wakefulness. |
| Hypothalamus | Mediates eating, drinking, and sexual behavior; regulates endocrine activity and maintains homeostasis; has a part in emotion and response to stress. |
| Cerebellum | Concerned with the coordination of movement and motor learning. |
| Reticular formation | Plays a role in controlling arousal and in ability to focus attention on particular stimuli. |
| Medulla | Controls breathing and some reflexes that help the organism maintain an upright posture. |

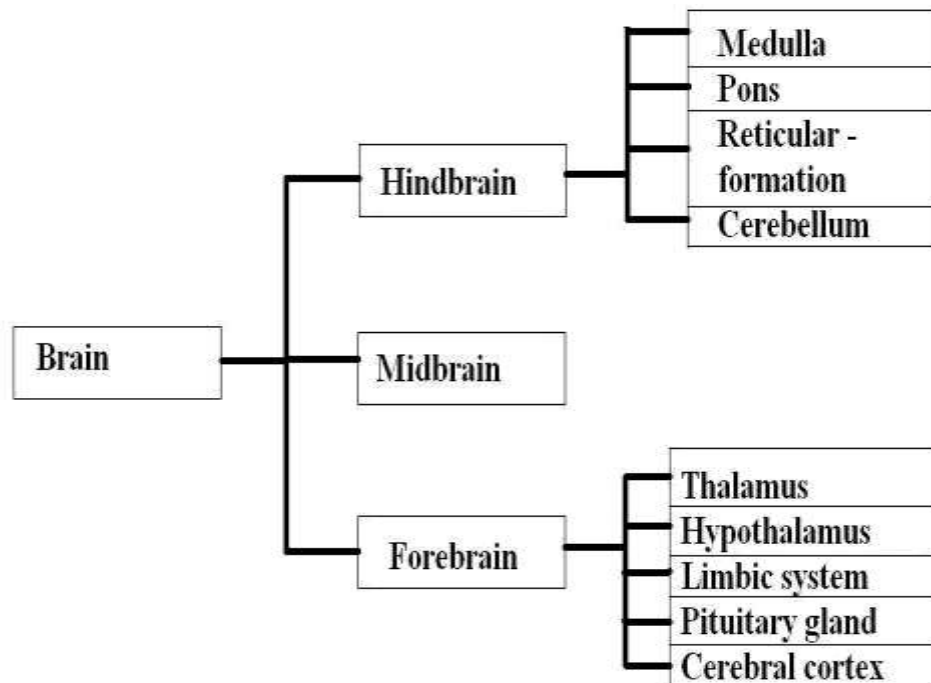
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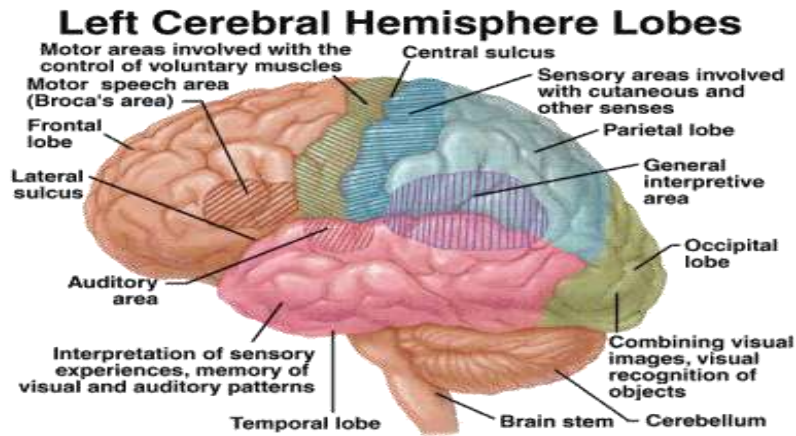
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We need to take a look at the following diagram of the brain and its parts.





[<http://pages.slc.edu/~ebj/educ-cog04/dyslexia/basic-brain.gif>]

Integrative functions of the cortex

“Integrative functions” is an unclear phrase. It designates some of the obscure neural processes consisting of all events that take place in the cerebrum between its reception of sensory impulses and its sending out of motor impulses. These functions of the cerebrum include consciousness and mental activities of all kinds. Consciousness, use of language, emotions, and memory are the integrative cerebral functions. We would need to digress a little from our main thread of our argument and talk about language here before getting back to our discussion.

Language functions consist of the ability to speak and write and the ability to understand spoken and written words. Certain areas in the frontal, parietal and temporal lobes serve as speech centres – as crucial areas, that is, for

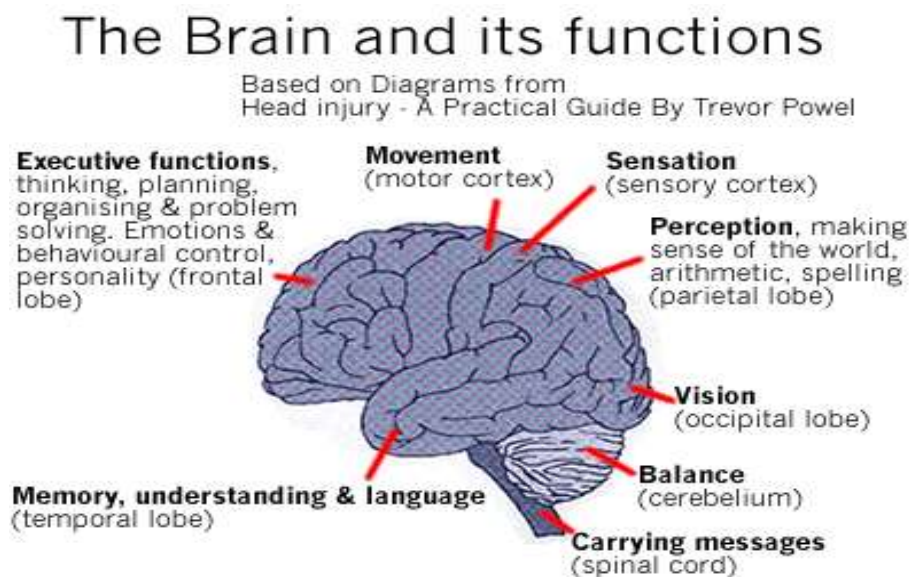
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language functions. The left cerebral hemisphere contains these areas in about 90% of the population; in the remaining 10%, either the right hemisphere or both hemispheres contain them. Lesions in speech centres give rise to language defects called *aphasias*, e.g., with damage to an area in the inferior gyrus of the frontal lobe (Broca's area), a person becomes unable to articulate words but can still make vocal sounds and understand words heard and read.



[\[http://bp3.blogger.com/_rIVa_Q66ZYU/Rbripp81riI/AAAAAAAAAAM/xcizUs4VDrQ/s400/brain.gif\]](http://bp3.blogger.com/_rIVa_Q66ZYU/Rbripp81riI/AAAAAAAAAAM/xcizUs4VDrQ/s400/brain.gif)

Specialization of Cerebral Hemispheres

The right and left hemispheres of the cerebrum specialize in different functions, e.g., the left hemisphere specializes in language functions – it helps

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us do all the talking/speaking. It dominates the control of certain kinds of hand movements, notably skilled and gesturing movements, too.

Most people use their right hands for performing skilled movements, and the left side of the cerebrum controls the muscles on the right side that execute these movements. If one were to observe a group of people who are talking, then one can observe their gestures. The chances are about 9 to 1 that they will gesture mostly with their right hands which indicate left cerebral control.

The right hemisphere of the cerebrum specializes in certain functions. It seems that one of the specialties of the right hemisphere is the perception of certain kinds of auditory stimuli. Some studies show that the right hemisphere perceives non-speech sounds such as melodies, coughing, crying and laughing better than the left hemisphere. The right hemisphere may also function better at perception and in perception and visualization of spatial relationships.

Despite the special functions of the both parts of the brain, both communicate via the corpus collosum to complete many of the complex functions of the brain.

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We have started this chapter with the discussion of what learning disabilities are and then I discussed, here, some parts of the brain very briefly. We would like now to go on the theme on which we would like to focus more of our attention.

The term “Dyslexia” has a root in Greek language: “dys” means “trouble/difficulty” and “lexia” is “word/s”, which is how dyslexia is formed and means ‘trouble with words’. To simplify it further, we can say that dyslexia means trouble with reading, writing and spelling. This trouble can be different from person to person.

According to Professor Julian Elliot of Durham University, UK, the label dyslexia is a myth which is why he suggests that we should not take it seriously, for the term is no longer useful. Other theories suggest that it is a medical problem and which is why it should be treated outside the school and with the help of the medical practitioners. However, these types of children, though they may not really be doomed, their future would not be safe if they do not get adequate and proper help. It is well known that people like Tom Cruise, Dame Agatha Christie etc were dyslexics and yet had their place

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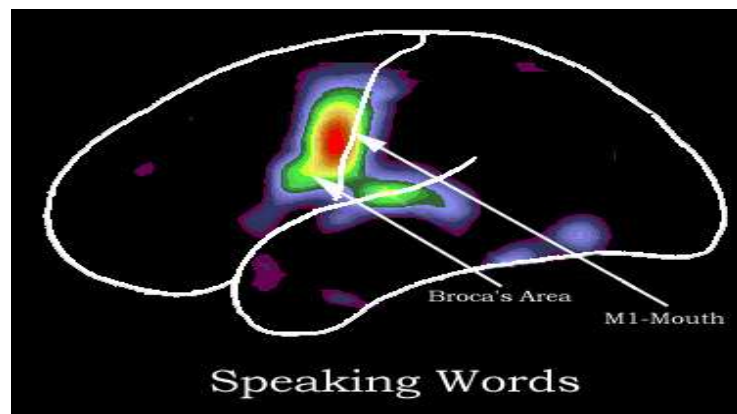
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under the sun and did acquit themselves well in their respective areas of work. So it is possible for the dyslexics to be well-known and have a bright future than do normal people.

Different parts of the brain function together in helping us acquire language. A good look at the following pictures that show the parts of brain working on different skills would enable us to understand the working of the brain.



[http://www.alz.org/nationalimagessubpage_people_brain_scans_03.jpg]

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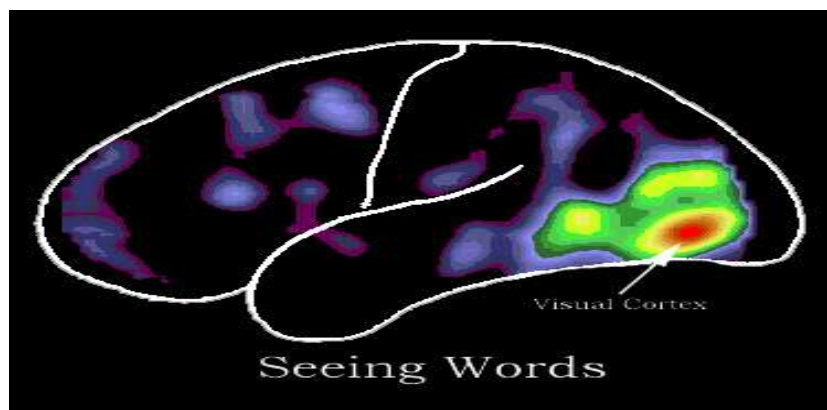
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We can see that figures 1 and 2 shows the parts of the brain which are used in functions like speaking and hearing. We have said that dyslexia can be defined as the disability to read, write and spell words, despite seeing and recognizing letters. Some of the features of dyslexia are discussed below.

1. Delayed Speech

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Generally speaking, it is in the very first year after birth that children should be able to use single words, two- to three-word combinations during the second year, and small simple sentences in the third year. If there is any delay in this process, especially if the process delays even in the fourth year or after that, one needs to understand that the children concerned need special treatment.

2. Stuttering

Stuttering is common among children during the process of language learning, especially in the beginning because constructing sentences is the function of the left hemisphere, with the right side of the brain becoming active with regard to the gaps between the words and prosody. However, 90 to 98 per cent children with learning disability have problems in the right brain and it is that delay in the maturity which develops as a problem later.

3. Ear Infections

Middle ear infections, eczema and asthma are common in learning and behavioural problems and also can be identified as some of the symptoms of this. Again, this is a problem of right brain because the right side of the brain

controls the immune system as a whole although it seems that it affect the ears in the main.

4. Poor coordination

Poor coordination seems to be more a feature of dyspraxia than dyslexia but sometimes, it is to be found in a dyslexic child because anyway, these disorders are not diseases but the symptoms of the developmental delay syndrome. Human beings and some kinds of apes have a specialized area of the brain which controls the movement of hands and fingers in activities like writing and painting. A malfunction in this area sometimes leads to inability in a given child to hold the pen properly and write well.

5. Confusion over left- and right-handedness

According to scientific theories, the left brain should develop first in the matter of maturity and this is the reason why the most human beings are right handed people, in which case the left brain controls the right part of the body. The spindle cells are present in both sides of the brain but are concentrated on the right side. So this can spur on left handedness if there are any delays in the development. Alternatively, this can create confusion for a child for about

whether he/she is right handed or left handed and, therefore, which hand he/she should be using in order to write.

6. Convergence problems or reading words difficulty

When we read a text, our eyes make movements of rowing moving from one part of the page to the other. One such movement is called a saccade. Our eyes need to move with the words towards the nose and then away from it to the other side.

Sometimes the left eye of a child fails to move with words and consequently the child has problems in reading the text. If aggravated, this may give a child an illusory feeling as if the words on the page or the page itself were moving. It is the same illusion of movement that happens after one has had a drink too many. These problems of convergence are very dangerous for a child's development, especially when it comes to language learning.

7. Light sensitivity

Dyslexic children encounter another problem in the form of light sensitivity. This is so when they are hyper-sensitive to lights. Only a quick flash of light during the examination can cause their eyes to stream. It is a problem of the

brain stem and may seem quite alarming, but can be improved with the parallel improvement in the developmental delay. Until then, the child concerned may often complain about the headlights of approaching cars at night or the bright sunlight.

8. Coexisting conditions

Disorders like ADD (Attention Deficit Disorder) and ADHD (Attention Deficit Hyper Disorder), dyspraxia, dyscalculia or dyslexia are closely associated with each other and some other behavioural problems, though not as diseases but mere symptoms of the developmental delay syndrome.

Dr Manuel Gomez, paediatric neurologist, Mayo Clinic sounds a warning when he observes that “There are more dyslexic children needing recognition and special teaching than all of the deaf, blind and retarded put together.”

Frances K. McGlannon, Director of the McGlannon School notes that

It would be difficult, if not possible, to find any other disability affecting an estimated six million children in the United States today, on which so much research has been done, so many thousands of articles written, and yet concerning which so very little information has reached the average teacher or paediatrician, to say nothing of parents and public. These children are as handicapped by the ignorance surrounding their problems as they are by the problem itself.

Chapter-2

Literature Review

The term *dyslexia* is used to describe children who have significant reading problems. Some professionals use this terminology for all types of serious reading deficiencies. For others, according to Greene, the term points at a reading dysfunction that is neurologically based.

Some of the best specialists in the world like Silver and Hagin of the Department of Neurology and Psychiatry, New York University, Bellevue Medical Centre opine that “If a child is seriously retarded in reading and has normal intelligence, chances are about 9 in 10 that he has a specific language disability (dyslexia).”¹

How cruel it is to think of reading in front of the class for a kid who cannot recognize the difference between *b* and *d* or *p* and *q*! The whole thing might appear to a child as if the teacher were trying to run him/her down in full public gaze. The resultant failure accelerates the process of developing a reading-phobia in him/her and the child concerned acquires a defensive mechanism against that reading problem like denial, blaming, laziness,

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dependency, irresponsibility etc requiring some sort of psychological or neurological intervention from a trained psychologist or a neurologist. Delay in doing that may further aggravate the problem.

25 per cent of children in Asian countries are usually said to have some major or minor reading problems. That means one child in every 4 children may have lower or higher level of reading dysfunction.

We need to understand that dyslexia is not a disease but, as Robin Pauc (2006) notes, it is a syndrome which may even co-exist with some other learning disorders, motor dysfunction or behavioural problems like ADD (Attention Deficit Disorder) or ADHD (Attention Deficit Hyperactivity Disorder).² Dr Pauc is of the view that this is more like a symptom than a disorder because it comes with other neurological problems.

We know that the brain uses its many parts together to ensure that a given activity/action is completed. It is impossible to learn reading and writing with only one or two parts of the brain working. The left hemisphere uses almost three big portions to make a person a good reader. They are *Broca's area* (Inferior Frontal Gyrus) which is used for articulation or spoken word

analysis, *Parito-temporal area* which is used for word analysis or sensory speech and *Occipito-temporal region* which is used to form words. The forth major region which connects posterior language areas is *Angular Gyrus* which has believed to have functional links with these regions. Horwitz, Rumsey, and Donohue (1998), a strong regional cerebral blood flow in the left angular gyrus makes it possible to show a person strong within-task, to do things properly and across subjects' correlations in a normal human being.³

The studies we have been able to access reveal that reading disabilities cover at least 80 per cent of all learning disabilities. Among children with learning disorders, a majority may have reading dysfunction. This may happen when a kid listens to sounds, he/she can imitate these and that is how he/she can speak these out but the process of reading and writing are slow and complicated. With their growth and development, children progress from very early babbling stage to single words and so on, communication becomes easier, natural and automatic. This is the point where the distinction between good speakers but bad readers begins.

The main difference between speaking and reading is something remains beneath the surface. When a person speaks, he/she can just imitate the sound

that he/she might have heard but when he/she tries to read, first he/she sees the word or character written somewhere, then understands what it is and only then tries to recall the symbol from his/her mind so he/she can read that particular word or letter. This is a complicated process because the brain cells have to recall every symbol each time one wants to read a particular word or letter.

History tells us that human communication began in oral form first, and written language was developed much later. We can, therefore, say that writing is a relatively recent phenomenon in comparison with spoken language. Greene cites this belatedness to suggest that reading does not have any genetic imprints or the facility of natural acquisition. The things which cannot be acquired naturally have to be taught methodically. The problem starts here. Some learn it with relative ease but for some children, there is struggle in store to make sense out of the symbols written on the board.

Rawson, past president of the Orton Dyslexia Society, argues in *Annals of Dyslexia* (1985):

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Dyslexia is a condition manifested by difficulty with learning to read and write efficiently despite the presence of normal intelligence, adequate educational opportunities, and normal psychiatric make-up.⁴

Turkington and Harris are of the view that the ability to read requires a rich, intact network of neurons that connect the brain's centres of vision, language and memory.⁵ Thus, a person with dyslexia may have the inability to distinguish or separate the sounds in spoken words. All of us have the image or symbol related to any particular word in our minds. When one says 'c-o-w', a listener can immediately think of a huge milch animal with four legs, a huge body, 2 eyes, 2 ears a tail etc., but for dyslexics sounds, sometimes, do not make any sense and so 'c-o-w' would mean nothing to them when the class is playing rhyming games for retention.

In its literature on the subject of dyslexia, the Texas Scottish Rite Hospital, Child Development Division observes

Specific dyslexia is a developmental language disability that involves difficulty with the symbols of written language. By definition, this disability includes basic problems in learning the alphabet and its phonic properties, in word recognition, reading, reading comprehension, copying and spelling.⁶

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Moreover, children with learning disabilities have a significant gap between their intelligence and the skills they might have achieved at each age. That means a girl whose IQ is 100 or 120 is intelligent enough to understand every subject but he/she cannot read or write a simple sentence without mistakes probably have reading disability, but if a severely retarded girl of 10 may speak like a 5 year old, she does not have any language or speech disorder because she has mastered the language that measures up to her intelligence, say Turkington and Harris.

The term dyslexia was first used in 1887 by Rudolph Berlin, who used it to refer to larger family of language disorders known as aphasia or difficulty either in understanding or producing spoken language or, perhaps, both.⁷ In 1895, in the famous medical journal *The Lancet*, Dr James Hinshelwood, an ophthalmologist in England, discussed one of the cases. One of it was that of a well-read man of 58, who discovered one morning that he could not read anymore. It was a case of acquired difficulty in reading and not a case of being visually incapable. After this type of acquired difficulty case, Dr Hinshelwood turned towards the congenital word-blindness, and has published a series of papers and books about cases of such children in 1912.⁸

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This acquired word-blindness is common in elders and congenital word-blindness happens in kids which comes with heredity and is inherent. It gave the physicians a chance to think about this sort of a problem where people can think, understand oral conversation, and speak easily but face great difficulties when they might have to read something that is written, for they feel that they do not know how to read. They can see the words but cannot read them. Sometimes, they can read the figures and can find out the solutions for numerical problems or are good at arithmetic. It is very unusual to believe and understand that this mis-wiring in the nervous system creates the situation where the '7' is readable but when 'seven' is written in letters, it becomes tough to understand for the dyslexics.

It is more troublesome in case of children because they feel embarrassed and if they are told to read in the class full of normal kids, they know that they will be ridiculed by others. Some search for alternatives for themselves or the other best art in which they can get fame like Leonardo Vinci did but it does not happen with everyone.

W Pringle Morgan, another ophthalmologist of Seaford, writing in the British Medical Journal in 1896 about a boy of 14 who was word blind.⁹ This was in support of a German neurologist, Adolf Kussmaul who had coined the word “word-blind”. Samuel Orton, a specialist in neurology and neuropathology coined the word ‘strephosymbolia’ which was described as word-blindness.¹⁰ Samuel Torrey Orton, who is very famous for his books like his famous work *Reading, Writing and Speech Problems of Children (1937)*, announced in 1925 that he was going to conduct research on cerebral physiology for his patients who showed “a very special disturbance of the ability to learn to read.”¹¹ However, in the absence of funds, this plan was postponed until Galaburda made a discovery that supports Orton’s theory:

the localized section of the brain that directs all aspects of reading skill is different in dyslexics. The anomaly or altered development exists in the formation of the cortex on the left side of the brain and is considered a significant cause of dyslexia.¹²

In her book *Overcoming Dyslexia*, Sally Shaywitz¹³ has given details about how dyslexia was increasing rapidly in the countries. She reported that it was not only in Great Britain but in Holland (1903), in Germany (1903), and

France (1906). In 1903, this awareness travelled across the Atlantic to South America and then to the United States in 1905.

The most surprising matter is what ophthalmologists first stumbled upon in the course of their work. What seemed to be a problem with the eyesight of the patients turned out to be something quite. This was discussed by these doctors within the society they served because they were curious to know the reason why this apparently happens in normal children with good or high level IQ or why a person of 40 or 50 suddenly loses his/her capacity to read after a brain injury, tumour, or stroke.

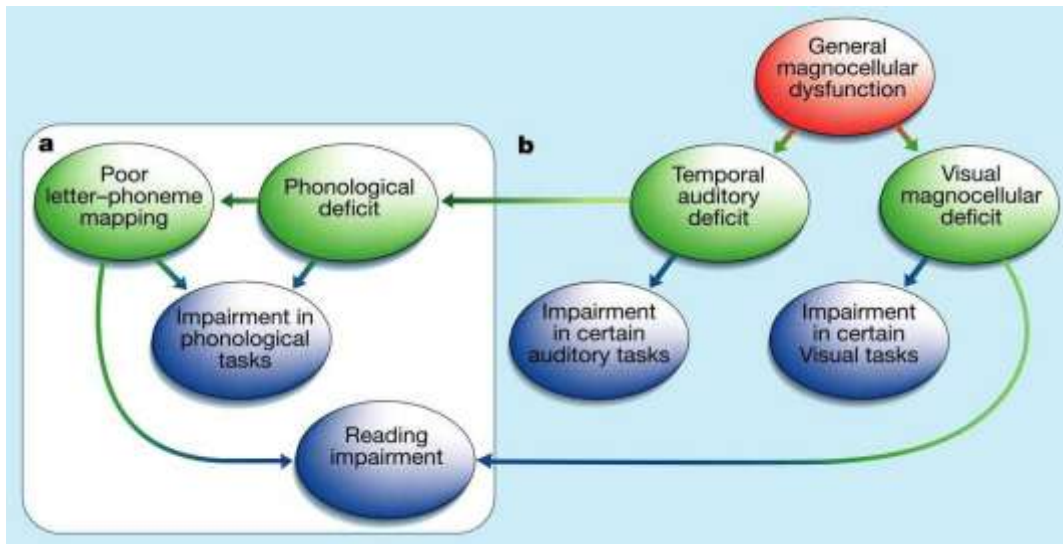
Brain circuits work in groups and these groups flow information when one needs it. Dyslexia is a flaw in some specific brain circuits which controls rapidly flowing information. The fast processing auditory and visual cells are the major workers in a normal person to make a person good learner but in a dyslexic, this system does not work properly. The main step taken, then, was to point at the causes of the malfunction and whether it was related to any genetic cell deficiency, involved larger brain circuits, and occurred during brain development. 1994 saw dyslexia acquire a gene-basis theory.

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Diagrammatic Representation of Language Deficiencies
 [http://www.google.com/imagesearch/phonemicstructure_diagram.jpg]

Dyslexics are special because no one programme would suffice by way of remediation for all these children. Every child needs a different remedial programme especially designed for him/her. This happens, as Tuttle and Paquette says, because none of the children in any group share the same IQ and interest. Moreover, they suggest that these children might have trouble taking the information in or might have problems using the information once it is stored or might have trouble recalling it out on time.

Dyslexia, thus, is a syndrome or reading disability which occurs due to either phonological deficit, auditory impairment, or visual deficit. We will see more details about reading impairment and dyslexia with clues in Chapter 3.

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Chapter-3

Language Acquisition

I

Language is something with which we can express ourselves and it affects the language abilities, especially the reading or writing skill when language acquisition is poor or improper.

The first level for acquisition of knowledge of language is phonological level, which should be perfect if there is to be some knowledge of pronunciation, sounds of each and every letter etc. Phonological level is the most basic level because phoneme is the first thing to be learnt when one learns a new language. Phoneme is the root from where any word begins. Some vivid sounds make a word when they get together. For example, ‘k’, ‘a’, and ‘t’ are three different sounds but when they put together, they make the morpheme ‘cat’ or the phonemic group /kæt/, which refers to a wild or pet animal belonging to the family of canines.

The definition of reading in Gough underlines it as “the ability to decode written symbols into spoken sounds.” This is a definition that emphasizes

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more of the mechanical aspects of reading involving the turning of the squiggles on a page into sound so as to comprehend it. However, there is another definition of reading which, in the words of Markman, “is the ability to recognize inconsistent information”, wherein the emphasis is on readers’ usage of higher level of thinking process (comprehending) to extract meaning from printed page and then to clarify that meaning by matching what the reader expects to find on the page with what is actually there. Gough and Tunmer (1986) put this in an equation: $R = D * C$.

The major elements of reading, according to two definitions given above are: decoding and comprehension. Decoding is a technical term used for converting the written symbols into spoken or heard language or the equivalents. The knowledge of phonology, mechanisms of reading, semantics and syntax are all very important and even necessary in reading. One cannot decode anything unless one knows the letters, the direction of reading, and how to blend sounds together. Wilder and Williams (2001) also suggest that there is need for proper and considerable attention skills and cognitive strategies in comprehension. If one has adequate knowledge of these sub-elements of decoding and comprehension, then it would be easier for one to learn how to read.

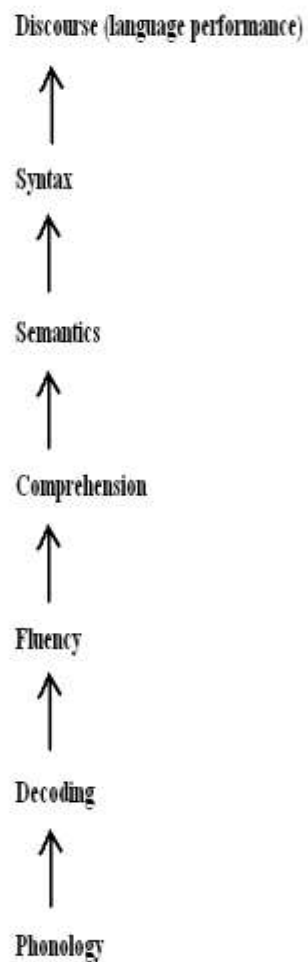
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Hallahan et al (2001) argue that reading disabilities were, at the early beginning, believed to be caused by visual perception difficulties. The students with reading problems are confused about the letters and their mirror opposites sometimes (e.g., b and d, p and q) and sometimes they read words backward (saying 'saw' for 'was' or vice versa). These types of reversals are the main indicators of dyslexia or reading disorders. They also just switch the place of any letter in a simple word and change the words meaning or make it meaningless. (e.g. 'enemy' word can be made as 'emeny'). Sometimes, they cannot find the exact word and they use the word which is close but not the correct phoneme (e.g. 'lotion' for 'ocean' or 'humanity' for 'humidity'). It is natural to ask why this happens with dyslexics if they have good IQ and are intelligent in every subject but cannot read even the simplest words which are normally acquired by other class-fellows easily. Sometimes until Grade 3, no one can know that this hidden disability is destroying an intelligent child but when she has to read in front of the class, she is always ridiculed by others because needs extra time but still cannot finish. At this point, the child feels frustrated and just wants to get rid of reading at all. We need to go back to the root of the problem of why reading is a nightmare for dyslexics.



A model of reading and speaking, language system

Phonology Model

Phonology is the basic need for reading whatever is written. The problem in the root means the problem with everything. For dyslexics, phonology is the

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main cause for not acquiring reading skill properly. The difficulty lies in phonology there.

Phonology is a science of phonemes. Phoneme is the smallest but the most important particle of speech. Phonemic awareness – the understanding that oral language is made of phonemes and because of this knowledge, one is able to understand and blend sounds, make words, rhyme and manipulate the sounds of the spoken words everywhere – is necessary tool for reading. Through repetition and retention, students acquire this ability and then they think that it's natural and that's why automatic but reading can be acquired only and that's why dyslexics have problems acquiring it. They don't have the same ability to acquire the reading skill as the other students do have. Speaking is a natural process and it comes through imitation of the surroundings but reading is the converse of speaking and that's why one has to grasp phonological background to be a good reader.

For being a competent reader, one needs to use her understanding about letters, their features, sounds, groups of letters and even words – identifying words. Pullen (2002) is of the opinion that blending and segmenting are component skills in decoding. Segmenting is related with taking apart the

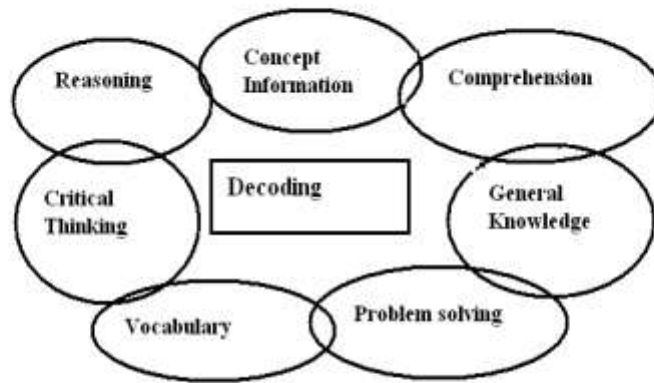
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words into their smallest units. Blending means the combination of different sounds to make a new word. Decoding is connected with so many other processes as indicated in the diagram below.



Sea of Strengths: Model of Dyslexia

Decoding is associated with fluency, accuracy, blending, grapheme-phoneme associations and automaticity. When a student cannot get this information properly or fail to get these skill components, she feels frustrated and discouraged because decoding is the process which cannot be natural in dyslexics. Before decoding, one must understand that words are made of phonemes, printed words can convey thoughts, ideas and experiences. The

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phoneme blending is the skill through which one can recognize letters and break the code. It can be developed in recognizing morphemes / higher- level units of the language. It can be developed further in reading sentences and then, paragraphs. Fluency is smooth and effortless decoding, reading which sounds like talking. It includes three components: - rate, accuracy and expression. That's with confidence and so it is necessary because it allows the reader to decode automatically, which leads to greater comprehension.

If one has problems with comprehension that means she has trouble with decoding, fluency and accuracy, too. For good comprehension, one must have proper working memory and good attention span. Comprehending is naturally connected with word/ letter recognition, decoding and spelling skills but if a student or a phrase to get the gist / meaning out of it, the comprehension would be very poor. With cognitive skills, general language abilities – syntax and semantics – are to be discussed with the reference of comprehension.

Syntax is the base to understand a new language because grammar is the base of any language whether it is spoken or written. Word order is the first matter to be discussed here. Morphological base should be good to get decoding skill. For phonological variations, one needs fluency, accuracy in decoding. If

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she cannot read fluently with automaticity, it becomes tough to understand for her how syntax works or if she cannot get the automatic consistency in understanding the basic rules and regulations about how to understand the spoken or heard language, it becomes definitely sure that she has developed some decoding and comprehension problems and therefore to adopt a new language is a difficult task for her to perform.

Semantics is the science of the meanings. Words are special because of their meanings and they can get meaning in some context only so one has to get knowledge about semantics. To understand the theme of the given sentence, passage or even a single word, it becomes necessary to get/ remember/ recall the meaning of that particular given matter. The comprehension problems/ deficits affect this performance in an individual, too (Golinkoff and Rosinski, 1976). Because of being slow in reading, sometimes dyslexics change the meaning or forget what they have read before reading disabled students have common problem of naming pictures with long names and sometimes they cannot get the exact word for the thing or picture they are describing. Reading words in context is easier than reading the words in lists for them (Goodman, 1965). This happens because decoding becomes easier in such context. Moreover, if they can get the word easily, it makes them more

confident about every reading task afterwards. Reading disabled have minor vocabulary deficits also with lower scores in comprehension tests. Pronouncing the word is easier than getting the meaning of it. One has to remember it and it has to be repeated every time it is needed. Dyslexics/ learning disabled have specific difficulty getting the main points of the passages and that's why they cannot approach the nearby options/alternatives/answers or themes and give more importance to some minute things in the passage (Gerstein et al., 2001) and that's why teaching remediation should be done for higher-order thinking skills also (Carnine, Jitendra and Silbert, 1997) with phonemic awareness and good comprehension skills.

How might you recognise a learner with dyslexia in your group?



[http://www.google.com/imagesearch/recognizelearnerwithdyslexia_chart.jpg]

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II

Studies show that girls generally don't have as many learning problems as boys have but in fact, some research say that this might be wrong and those studies might be done by some biased people or teachers. According to Sally Shaywitz (2006), the girls are also affected in the same category or sometimes worse than the boys do. Sometimes, teachers have this bias in mind that girls are very sincere and they can do all the exercises easily or learn easily because they are paying attention but it is not a truth. Research has proved that girls who were never diagnosed as a learning disabled had severe learning problems but they could hide it with their other performance skills.

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Chapter-4

Case Studies on Dyslexia

The supervisor of this research and the researcher spoke to the authorities in Maharashtra Dyslexia Association (MDA), Mumbai and tried our best to get them to help the researcher collect data from there. However, we were disappointed when we found those in authority quite reluctant to help, giving us a feeling as if they wished to keep on doing a hush-hush job.

A student of Modern English Language and Linguistics, English Language Teaching in Higher Education and Applied Linguistics, this researcher was more concerned with the language part rather than the remedial feedback as we know that we are technically not as well-equipped as trained neurologists to suggest remedial for the students affected by and undergoing counselling for dyslexia or some other learning disability. Since the researcher is not a student of psychology at any level whatsoever, she could understand that MDA might have felt anxious about the possibility of her disclosing the information about the students and, hence, they did not support her research. We were, therefore, left with no alternative but to use cases used by other authors in their books and seek solace in the data available on the Internet.

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Case-I: Jamal Smith

Jamal Smith was a six years old boy in the first grade at Hereford Elementary School when his teacher, Ms Alice Hamilton, found some problems with his reading skill. He was a boy with lots of friends everywhere. He liked to talk about TV shows, dinosaurs and rockets and was a very good leader, too. He was good at sports and unusually happy all the time. He was the most eager student when a new lesson is taught in the classroom and wanted to move ahead. He was a helping hand to the peers for everything in the classroom and in the playground. Sometimes even he helped to organize the games on the playground. Alice contacted his mother and discussed the feelings she had for Jamal and the doubts, too, in detail.

The problems were discussed with the educational team and they came at the conclusion that Jamal had some learning difficulty. Let's talk about Jamal's difficulty in detail:

1. According to his teacher, Ms Alice Hamilton, he could read one or two whole books very well but when the same words were in front of him on a piece of paper, written on the black board or in a different book, it became too difficult for him to find out what the word was all about. She thought that he could not read but memorize the whole books and that is why he had those

books in his memory but he could not identify the different words or syllables. So everyone could see his reading something while he was just speaking the words he memorized before.

2. He could not take words apart into syllables and take sounds and blend them to create a new word.

3. Clinton Brown, Special Educator, evaluated Jamal's achievement using both standardized and informal measures, including the Woodcock Johnson Psycho-educational Battery-III (WJ - III) which is used to evaluate the achievement across the language arts and math domains. He also administered the Boehm Test of Basic Concepts and the Comprehensive Test of Phonological Processing, aiming at specific areas of difficulty mentioned by his teacher, Alice. At last, he also collected some informal writing samples and completed an error analysis and holistic evaluation.

He talked with Jamal's mother and told her that this boy was really a wonderful boy in himself and full of energy but he lacked some reading skills which were normally developed in every kindergarten kids of his age.

4. Maria Rivera, School Psychologist, collected data related to his intelligence, social relations and his behaviour and participation in the classroom environment giving him a standardized, norm- referenced test to measure intelligence, the Wechsler Intelligence Scale for Children – III (WISC - III) and completed a classroom observation to assess social relations and classroom context.

Maria noted deficits in his memorizing and repeating of digits and abstract assembly of objects. Sometimes only because of that reason he was disruptive and tried to recruit other fellow students in this activity, too. He had some behavioural issues might have been affecting his learning process and she because of this reasons, believed that Jamal was not a Learning disabled kid but having some behavioural problems and anxiety.

5. Clinton Brown determined that Jamal had some weaknesses in the areas of oral language, reading and written language. Specifically, he had difficulty with decoding words, spellings and comprehending text that does not include picture clues. He was not achieving as would be expected for his world knowledge and intelligence.

6. Jannette Jones, Speech – Language Pathologist, found out that Jamal had difficulty with rapid repetition of isolated sounds, in manipulate sounds or phonemes. In short, the skills that are really important in reading were Jamal’s cup of tea. He had difficulty segmenting words into their distinct sounds. For example, he could say ‘cat’ but /c/ /a/ /t/ became insignificant for him as he could not understand what it meant.

7. At last, Maria accepted with everyone else that Jamal needs help as he had some learning problems. (Hallahan, Daniel P., Lloyd, John W. et al.)

Case-2

According to Suzanne Bateson – Winn, U.K. who is a concerned teacher, her one of the students talks about his difficulties copying from the board. She puts them in this sequence:

1. He cannot find enough time to copy from the board but he also does not like to stay in the classroom after the other students leave to copy homework from the whiteboard.
2. When his written work is checked, he has plenty of mistakes.

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3. He has problems writing down the joined letters because he does not know always what letter he is writing.
4. He is never sure about what he has written.
5. The biggest problem is when he is trying to copy words from the whiteboard as he feels the words moving around and sometimes even two words become the same from him.
6. He feels better and can read in this dyslexia support group because his teacher uses blue background to write down.

Case-3

AJ is a healthy 10 year old girl having a professional family behind her. Instead of having an amazing vocabulary and imagination, she has had some difficulty learning to read and to write.

While speaking, she uses words in 'context' always, although, sometimes she does mispronounce some of them. She very often needs coaching before she

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can articulate a word correctly. Her teacher says that she has been helped to make a correct pronunciation by breaking down the word syllable by syllable.

Until she was 7, she occasionally did mistakes in writing letters backwards, but it is improved now. She still has some problems with letters 'b' and 'p'. She often misspells words even when she is copying them.

She has had some visual tracking problems also because of which she cannot find her way out from the copying homework, spelling words from the board in the school. But it is improved now vastly. She still skips especially the basic sight words in the sentences when she reads.

Her memory is a big problem for her. From the beginning of her Pre-school days, she has shown alarming incapacity to remember the simplest details. Some letters in the alphabet, number order, nursery rhymes, even the names of the friends and teachers are the biggest problem for her to remember and so she mixes them up all the time. For her, multiplication tables are the horrible nightmares. Telling time on a regular clock face is not her cup of tea even now. One can say that she does not have any time concept at all. For

e.g., she says, “it happened six or three minutes, or an hour ago” when she has to remark an event took place.

She also has problem with verbal multiple directions. According to her teacher, she performs very poorly on the written test even when her teacher knows that she can read the words on the given paper. Sometimes, her teacher feels confused that it is her low self-confidence for reading alone or her inability to read and understand the things altogether. (J.H., TN, USA).

Case-4

A teacher in U.K. faced the same problems with two dyslexic boys aged 9 and 7:

1. They make up the story using the illustrations which do not have any relations with the original text, rather than admit they can't read it.
2. They can sound out the various parts of the words but are unable to synthesize the sounds to make a whole word.
3. They read only using present tense.

4. Sometimes the words come in reverse order from them. For e.g., ‘on’ for ‘no’.
5. Very often they add little words in reading which are not at all in the original text while reading.
6. They misread words which look quite alike, e.g., ‘house’ and ‘horse’
7. They substitute or misread little words. For e.g., ‘the’ and ‘a’; ‘from’ and ‘for’. (R. B. Suffolk, UK)

Case-5

Who does not know the story of Ishaan – the boy who is a dyslexic and badly treated everywhere and at last, finds a person who can identify his problem and try to solve that problem by raising confidence level in Ishaan. Yes, we are talking about *Taare Zameen par* – the movie produced and directed by Amir Khan recently. The movie is based on the problem of dyslexia in the children and how they are treated in our Indian society. The boy who is trying his best but cannot concentrate on a task simply because he has some neurological problems which are not very common in other kids of his age. Actually, it can be seen clearly when other children who are playing on the street ask him to give the ball and he just throws it in a different direction

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than it told to be thrown at. He tells his teacher that he cannot read because the letters are dancing but the teacher cannot understand his problem and ridicules him in front of the class and that is the reason why he feels like not to be in the class anymore. He wants to be out in the world because no one knows him there and he can enjoy each and every moment of his life and get experience which he likes to gain in life. He goes home and paints the picture of that ice-dish which he ate during that short visit of the outer world but when he is scolded by his father repeatedly and held responsible for his doomed present and future, he feels horrified. His father certainly takes the decision to leave him in a boarding school which is not again a very good idea as this kid needs special attention and nothing else.

If he would have got the guidance how he should read and write in his school by his own teachers, there would not be any need of Amir Khan as a special educator in this movie. But like a very real situation, the boy could not get any help from his teachers and he is thrown there in a totally different world far from his home, and his mother with whom he is attached more than anyone else. The scrapbook which is made by him in the very last days before he has to leave his place and come to the boarding school shows his condition in his family – slowly moving far from everyone physically as well

as mentally. I personally believe that sometimes the parents are too much concerned for the success of their kids in every field that they cannot understand the slow learners of this type.

Ishaan feels that he is not needed anywhere and he is too alone in this world as no one can understand his problems but then like an angel a teacher enters in his life being an Art teacher who had a problem of dyslexia in his childhood and now working as a special educator. Identifying Ishaan dyslexic in the short time, he talks about the famous people in history who were dyslexics but got fame because of their own perspectives for life. He meets Ishaan's family and tells them what type of problem Ishaan is facing right now and why. Luckily he convinces the head master of the school to give Ishaan a special remedial teaching for some time and the mistakes in grammar and math are to be ignored by the teachers and meanwhile he will try to increase his level of confidence slowly.

He gives him the full time teaching material like cassette which is helpful for telling the stories of the textbooks in audio so he can listen and understand what the lesson is all about. He tells him to be free in his imagination and create whatever he wants to create from any waste thing or draw whatever he

likes. He also tells him that he as a kid was a victim of dyslexia and now he is a reputed teacher to motivate him from inside and these stuff work as Ishaan got motivated by these activities slowly and gets the fame as a Best Painter in his school and as a very good student, too.

When we look at the character like Ishaan, we need not feel pity for him but understanding of his kind of problem and try to support the kid in every possible way. Motivation can move a person towards her success and not the pity or hatred. The society of Indian background knows how to develop, to get success, to get fame. We are so much concerned for success and fame that we throw apart our sisters and brothers when they really need some help and support from us.

A developed country like USA knows about this syndrome for almost 100 years and working very hard to protect the kids who are dyslexics in anyway. They try to understand which type of problem the child is facing and the psychiatrist in the school helps the teacher to do so. They design special curriculum for these kids and different programs for varied children as the children differ in the IQ level, EQ level and grasping power also. If the kid is diagnosed with dyslexia, or some other kind of learning disability,

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ADHD/ADD, or some other disability which can be a hurdle in their overall development, they talk with the parents during the Pre School period or the beginning of elementary school and send the child for those specific programs so the kid can come out with the strategy through which she can fight the syndrome and finds out the way to success in life.

The countries of the third world like India, Pakistan and Sri Lanka are still developing and basically Indians are very ambitious so obviously they will not like their kids falling back in their studies because of some LDs but naturally the mechanism of brain is not under anyone's control and 1 kid in every 10 children is dyslexic according to some psychiatrists in South Asia as we are the developing countries. India is well known for her intelligent software engineers, best administrators, very good managers and best businessmen, etc. so it is natural that it is hard to believe that even we have this syndrome in our kids but it is everywhere and we are not even conscious about it till now.

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Chapter-5

Conclusion

We have talked in the last four chapters how can a kid diagnosed with dyslexia and in which way the mechanism in her brain is working differently than other normal kids. They are not abnormal and not even mentally challenged students. These are the kids who can be the famous authors like Agatha Christie, or a famous painter like Leonardo-Da-Vinci. They have special ability in their own but they fall back in their studies because of their slow learning process and their finding math and letters tough to understand as they are. We normally create an image in our mind for every letter and every word we come across but they are not able to do so and here starts the problem. The language areas in their brains are not developed properly or may be having some different type of mechanism that cannot work in the way our brain does.

A person who is working in a different way can be correct also and there cannot be just one way of doing something.

This can be the only path on which we can support our kids being motivated rather than thinking that being dyslexics they do not have any chances in the

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world and their world just ends there with their own doomed future. What a kid wants is motivation and if he or she is dyslexic or learning disabled, s/he needs attention and extra care, some more support and motivation, some sort of inspiration, too. It is not very easy to do so but it is the demand of the time and situation for the parents of dyslexics as well.

The suggestive and effective programs which can help their learning reading in an appropriate way may have the phonemic awareness – noticing, identifying, and manipulating the sounds of spoken language in the first place and then phonics – how letters and letter groups represent the sounds of spoken language, sounding out words which also means decoding, spelling portion, reading sight words, vocabulary and concepts and reading comprehensive strategies. Afterwards, we may go for practice in applying these skills in reading and writing. We may train them for fluency and slowly by telling stories and listening to and talking about experiences, we can enrich some language experiences in these kids, too. We need not send them in special education but develop some strategies which can be helpful for their studies in future and they will be motivated to do some further development as everyone has her own choice of work and field in which s/he wants to dedicate her/his life. Powerful and effective programs can change

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the whole world for the dyslexic kid as she can get the knowledge she wants and she can remember it as well as she can talk about it and read and write about it. The students with reading disability can develop some kind of inferiority complex in themselves and this feature demoralize the student as s/he becomes a good for nothing person in the future.

Students can be helped by the CD-ROMs and other effective ways of teaching in which way it seems enjoyment and not the burden for them. The programs can be more scientific and based on the proper studies or research in the past. The visual training and sight words training can help, too. The Acts like No Child Left Behind and IDEA work for this field for years in USA. In India, the story is different. We have many Acts which can support our kids if they are differently able but we feel ashamed of accepting this fact in public that our kids may have some disability or some kind of reading problem. Our government has passed so many Acts for the disabled children but in the school when they are thrown out the parents believe that the kids do not have the caliber to face the school and the difficult and complex education system and they fall backward throwing them in business or something else than study. They even do not try to understand why this happened with that kid believing that the kid is so notorious that s/he doesn't

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pay attention in the class and that is why s/he fails continuously. There can be plenty of reasons why the student is not paying attention to the studies or cannot do some simple things like tying her shoe-laces, combing her hair or throwing a thing to a particular target. Sometimes, these poor kids cannot button their shirts in an appropriate way. They try to live in the dreams because they find this world too harsh to understand or totally boring. Many things are just out of reach for them because they cannot understand the instructions, identify the letters and remember the names by looking at the pictures. They know what is rocket but they can describe it very nicely if they are interested in it but they forget that it is called rocket and the image for everything merged up in their minds as they write the letters and math sums up-side down and even cannot read her/his own writing as it is always poor and full of mistakes. They may write many spellings for just one word as they do not know which is the right one and which is used by her before. In India, we are living in a multilingual society where everyone has different kind of language and that is why there is no need to teach the mother tongue to us but the second language and third language needs attention. We teach Hindi and English as second and third language respectively in Gujarat and the most common mistake we make is to teach the letters before the sounds. This is the biggest fault in our teaching system where the language starts with the letters

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and not with sounds. It starts with writing and structural practice of grammar rather than with identifying and speaking the sounds and then reading it in a proper manner. Look at the warning signs for the children in the elementary school and the adolescents who may have dyslexia:

In School Years

- Very poor printing or writing, formation of letters and numbers in non-conventional directions.
- Works poorly situated on page, inability to “line up spelling word list” for instance.
- Difficulty cutting with scissors, coloring, and printing inside lines.
- Cannot tie shoe laces, button clothes, or hold a pencil well. (Finds a non-conventional way to hold pencil or pen.)
- Does not know the difference between (or late in understanding) the concepts of “up” “down,” “top” “bottom,” “in” “out,” “in front of” “behind.”
- Problems discriminating between letters, sounds and numbers.
- Verbal ability affected by stammering and/or repeated words & phrases.
- May have good verbal ability, but has trouble reading or putting thoughts or ideas onto paper.
- Reads but does not comprehend. (Understands it when it is being read but it is “gone” as soon as they look up.)
- Poor spelling.
- Difficulty playing with more than one child at a time, may prefer to play alone.
- Has trouble catching a ball, batting a ball, and/or kicking a ball.
- Has trouble copying from a blackboard.
- Difficulty expressing ideas or relating events in sequence.
- Emotional over changes in routines, easily frustrated.
- Seems unable to judge the consequences of actions.
- Difficulty remembering the names of things, seasons, months, streets, etc.
- Confused sense of time, trouble learning to tell time. (Difficulty with Math involving story problems to calculate length of time.)
- Confused sense of distance, trouble learning forms of measurements.
- Abnormal level of activity; either excessive purposeless activity or is “slow as molasses.”
- Short attention span, seems to be a “poor listener,” forgets or misunderstands verbal instructions. (When given three simple instructions to go do...they MIGHT get one instruction and confuse or forget the rest.)
- Very uneven results in areas of performance on testing with unusual highs and lows.
- Insomnia.
- Frequent stomach aches.

Parents and teachers should remember that these children may not pick up information from day to day living as others do. These children have had all the opportunities to learn at home that other children have enjoyed but need more time, and need to be taught in a step-by-step fashion. Parents can do a great deal to ease the way for such a child, such as tying his laces for him, (or buying shoes without laces) without comment and being ever-sensitive to materials and tasks that he can manage. Be careful not to set these children up for possible failure. (such as giving a clumsy child the grocery bag with the eggs to carry in from the car.)

In Adolescence

In adolescence, many of the symptoms, though likely still present and causing difficulties, will not be so readily observed. Maturation, peer pressure, emotional overlays, as well as survival and compensation techniques have become an influence in a child's life. They have incorporated their own COPING MECHANISMS to get them through each day.

If the disability has not been recognized, years of frustration and bitterness alongside a reduced level of academic progress produce the overall appearance of an "unmotivated and slow learner," and possibly disruptive "behavior problem."

Characteristics may appear as;

- Poor and laborious handwriting
- Bizarre spelling mistakes.
- Disorganized. Books in a mess, notes not in order, loses things.
- Does not plan ahead
- Poor judgment, doesn't learn from experience.
- Poor social skills, few friends or prefers to socialize with younger group.
- Lacks insight into his own future, knowing their own strengths and weaknesses.
- Lacking in logic, sometimes draws poor conclusions due to poor reasoning ability. (Can also come up with obscure logic which is correct & accurate.)
- Frequently good or better in one-person sports instead of team competition. (For girls it can be dance class, gymnastics, or sports. (Driving a car is uncomfortable, not natural.)
- Difficulty persisting with tasks, especially if difficult task.
- Average or above average in some academic areas, poor in others.
- Natural attraction to "artistic endeavors" painting, dancing, music.
- Tendency to be very literal, humorless, and gullible. (Efforts to have a "quick come-back" in an effort to be funny are usually inappropriate or nonsensical.
- Rarely relates past events or experiences in sequence or with detail.
- Vulnerable to peer pressure, often the scapegoat in situations. (This can manifest itself in dishonesty.

[<http://pages.slc.edu/~ebj/educ-cog04/dyslexia/basic-brain.gif>]

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These are some of the signs which may be seen in the dyslexic kids and adolescents. There are plenty of programs which can be helpful in this area and the kids can be motivated by the teachers' attitude in the classrooms. Dyslexics need care and extra support as they are very special among the normal children.

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Strength for Today and Bright Hope for Tomorrow

Volume 12: 12 December 2012

ISSN 1930-2940

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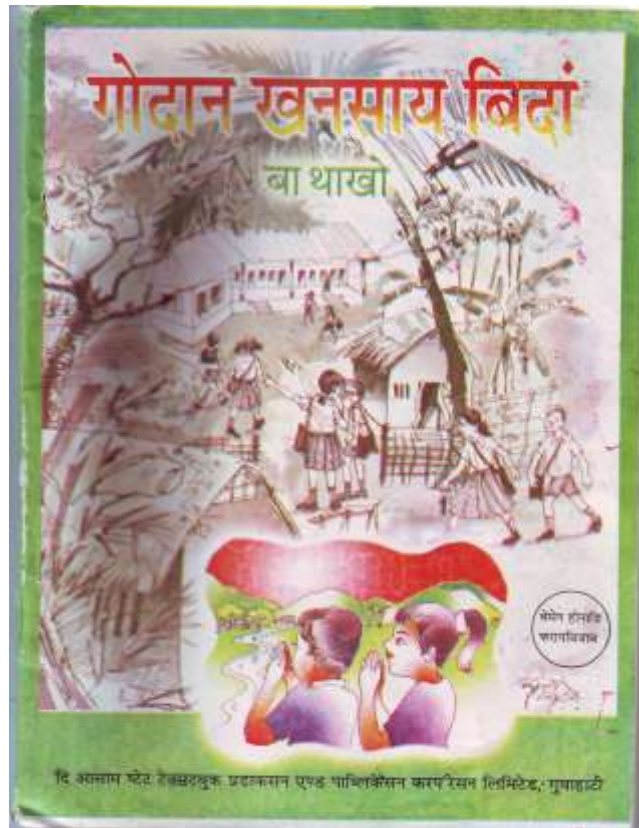
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History of the Recognition of Bodo Language as Medium of Instruction in Assam

Kusum Brahma, M.A.



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Abstract

The Bodo are known as earliest indigenous inhabitants of Brahmaputra valley. They were the dominant people group of Assam till the Ahom came to Assam. Racially they are of Mongoloid origin and linguistically they belong to Tibeto-Burman family of Bodo-Naga sub-group. But this important people group has no written record about their past educational system as well as the development of their language. Because of the lack of written mode their language remained confined to spoken form till the twentieth century. In this paper an attempt is made to analyse the historical development of Bodo language as medium of instruction in Assam.

Introduction

Bodos are known as the earliest indigenous inhabitants of Brahmaputra valley. They were a dominant people group of Assam. They had their own kingdoms, religion, culture and language. In earlier times, they were not known by the name of the Bodos, they were known by different names in different times and different ages. In epic period they were known as Kirata, Danava or Asura, in ancient and medieval periods as Mech, Kacharis and Bodo. But with whatever names they are known to others, they like to call themselves as Bodo or Boro (Sydney Endle: 1997, 4). It is interesting to note that racially the Bodo groups belong to Mongoloid origin whose homeland might have been somewhere in Mongolia, Siberia, China, Tibet or Central Asia but linguistically they are included under the Tibeto-Burman speech family of Bodo-Naga sub-group. It is seen from the writings of different historians that they came to Assam at about 1000 B.C. (S.K. Chatterji: 2007, 26) along the bank of the Brahmaputra River.

In the present paper, Bodo will mean only those Bodo speaking people whose language has been included in the Eighth Schedule of the Indian Constitution.

Emergence of Bodo Language as a Medium of Instruction at the Primary Level – Formation of a Literary Club

The emergence of Bodo language movement began with the formation of Bodo literary society, known as Bodo Sahitya Sabha (BSS) on 16th November, 1952 (Bijoy Daimary: 2005, 121). The students of the Dhubri Government Higher Secondary School and the local businessmen first established a literary club of the Bodos in 1952 for the development of the

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Bodo language and literature. Birendra Narayan Patgiri was the president, and Rajendra Nath Brahma was the nominated Secretary of the club. Bandhurarum Kachari, Modaram Brahma Kamini Brahma, Sikendra Brahma, Barada Kanta Basumatary and some other well-known educated Boros were the active members of this club.

However they soon realised that confining the activities of the literary club within Dhubri alone would not serve the purpose of the community. Hence, they decided to expand their activities including all the Bodos of Assam and other states in its meeting held on 8th and 9th September 1952.

Accordingly, a general meeting was held at Kokrajhar High School on September 1952, which was presided over by Satish Chandra Basumatary. In this meeting a decision was taken to call for a two day educational convention at Basugaon on 15th and 16th of November, 1952 with a view to forming a larger literary organisation for the Bodo community as a whole at Basugaon. A preparatory committee was formed to go ahead with the resolution of the convention under the chairmanship of Jogendra Basumatary. A reception committee was also formed on 7th of October, 1952.

The Convention

The convention was thus held as per the scheduled with two days programme on 15th & 16th November at Basugaon. The convention was chaired by Dharanidhar Basumatary M.L.A., and also was attended by Rupnath Brahma, the Ex- M.P., writer and social reformer of Assam.

Founding of Bodo Sahitya Sabha

On the second day of convention, i.e., on 16th November 1952 ‘the Bodo Sahitya Sabha’ the apex literary body of the Bodo was formed. Jaybhadra Hagjer was elected as the first president of the society and Sonaram Thaosen as the secretary and Jogendranath Basumatary as the joint secretary of the society. One of the main purposes of the formation of B.S.S. was to develop and expand Bodo language by introducing it as the medium of instruction for Bodo children in the primary schools of the Bodo majority areas of Assam.

Hence Bodo Sahitya Sabha passed a resolution and on 26th February, 1953, the Sabha submitted a memorandum comprising of the demands for introducing Bodo language at the

primary school level in the Bodo dominated areas to Bishnuram Medhi, the then Chief Minister of Assam. A copy of memorandum was also submitted to Mr. Bimala Prasad Chaliha, the then Congress President of Assam State Committee.

The Use of Assamese Words in Body Textbooks

In 1956, the Assam Government composed some books in Bodo language. But Bodo Sahitya Sabha rejected the books as they contained a number of Assamese words. At the same time, the Assamese speaking peoples' movement regarding the introduction of Assamese as an official language of the then entire Assam became a dominant force. In spite of the strong opposition raised by the other ethnic groups of plains and hill areas, Assamese was declared as the official language of Assam in 1960. As a reaction, the hill people demanded English as their official language; the people of Barak valley demanded Bengali as the official language in their Barak valley and the Bodo Sahitya Sabha demanded implementation of Hindi language as the official language which is acceptable to all. But ultimately the government of Assam accepted the three language formula, i.e. Assamese in Assam, English in Hill areas and Bengali in Barak valley as viable alternatives.

This posture of the Assam government and the fear of Assamese domination among the communities awakened the Bodo Sahitya Sabha and some Bodo intellectuals to start its language movement afresh.

The Issue of Census Enumeration

In the Executive meeting of the B.S.S. the issue of 1961 census enumeration was raised. The Executive Committee strongly demanded that the Bodo people would show their language not as Assamese but as Bodo, religion as Bathou, Brahma or Christian in the next census enumeration.

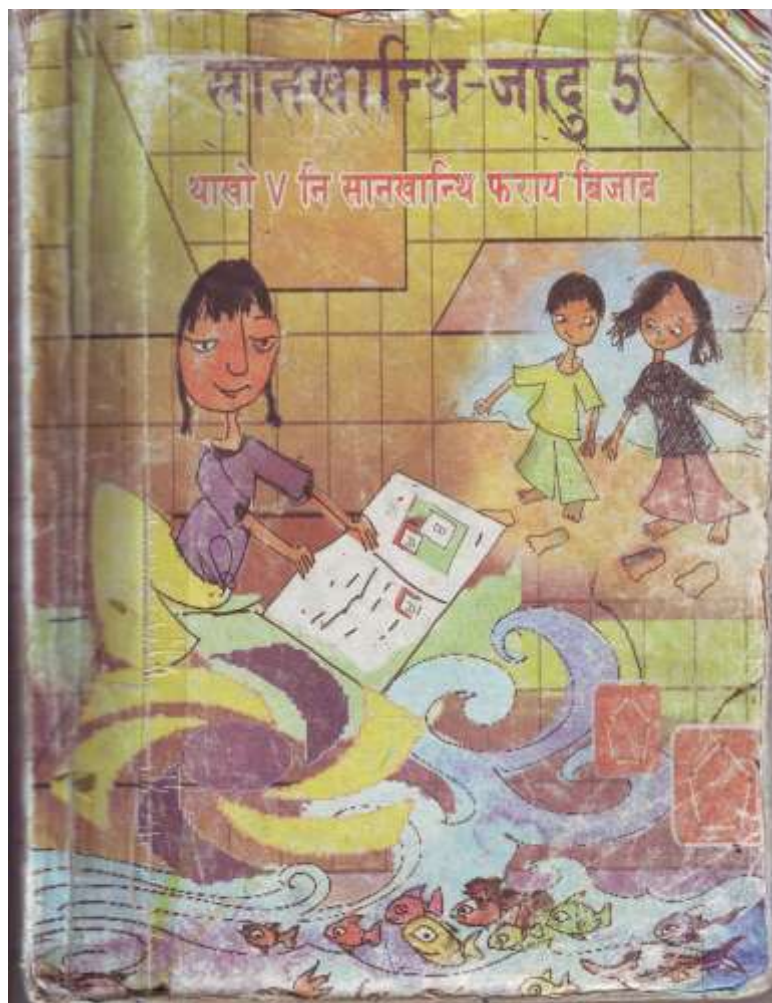
Plea for the Introduction of the Bodo Language in the Schools

Again, for the second time, the Bodo Sahitya Sabha submitted a memorandum to the then Chief Minister entitled 'Scheme for the Introduction of the Bodo Language in the schools situated in the Bodo Speaking Areas.' This memorandum attached a detailed scheme relating to the appointment of teachers, formation off the Text Book Committees, etc.

On its birth day, i.e. 16th November 1962, the Sabha organised a rally. More than twenty thousand people gathered in Kokrajhar town and participated in rally. The rally gave the slogans in unison demanding introduction of Bodo language in schools of majority Bodo populated areas.

At that time Bimala Prasad Chaliha became the Chief Minister of Assam. Soon after this event he assured the leaders of the Bodo Sahitya Sabha to fulfil their demand. He constituted a committee named 'Study Committee' under the leadership of the then Forest Minister Rupnath Brahma to look into the feasibility of the Bodo demands. The committee submitted its report in February, 1963. On the recommendation of the Study Committee, Chief Minister Bimala Prasad Chaliha officially announced government decision to introduce Bodo language as the medium of instruction in primary schools in a ceremonial function held in Kokrajhar Higher Secondary School field on May 18, 1963.

Implementation



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Thus the Bodo language was first introduced as medium of instruction in the Lower Primary schools of Kokrajhar Sub-division from the academic year of 1963. The Bodo students got an opportunity to study in their own language.

As per the conditions of the order of implementation, the state government was bound to take the responsibility to supply a special kind of textbooks to enable the students to cope up with the new syllabus. But the government failed in performing this responsibility. The first batch of 415 Bodo medium students after completion of their primary education (class III) in 1967 faced lots of problems in pursuing their higher study (Sonkosh: 2010, 21). The Assam Government had not taken any immediate steps to solve this problem. Hence, the Bodo Sahitya Sabha demanded the extension of Bodo language up to Middle Elementary school level in its Central Committee meeting held at Gossaigaon on 10th and 11th October, 1967. This demand was discussed on the 1st and 2nd February 1968 at Shillong between the Government and the representatives of the Bodo Sahitya Sabha. But the meeting failed to bring any positive result.

Mass Movement

The annual session of the Kokrajhar District Bodo Sahitya Sabha was held at Ramfalbil on 14th February, 1968. In the meeting the Bodo Sahitya Sabha gave an ultimatum to the Government of Assam that if the government would not accept their demands within 14-15 days, they would start a mass movement. They extended their ultimatum up to 27th February 1968. But no response came from the government till 27th Feb, 1968. Hence, the Bodo Sahitya Sabha started mass movement from 28th February, 1968. As a part of the movement a Mass rally was held throughout the Kokrajhar town. Many schools and colleges were boycotted. The agitation turned into a serious situation.

On 7th March, a team of Ministers and M.L.A.s came to Kokrajhar. On that day a meeting was held between the government representatives and the representative of the Kokrajhar District Bodo Sahitya Sabha at the premises of the Kokrajhar Tribal Rest House. But the meeting failed to bring any solution. Bodo Sahitya Sabha informed the government team that the coming H.S.L.C. (final) examination which is scheduled to hold from 12th March would be obstructed on failure of the fulfilment of demand. In the meantime the Assembly Session started. In the Assembly Session the demand of the Bodo Sahitya Sabha was recognised by passing a Law and this message was sent to Bodo Sahitya Sabha.

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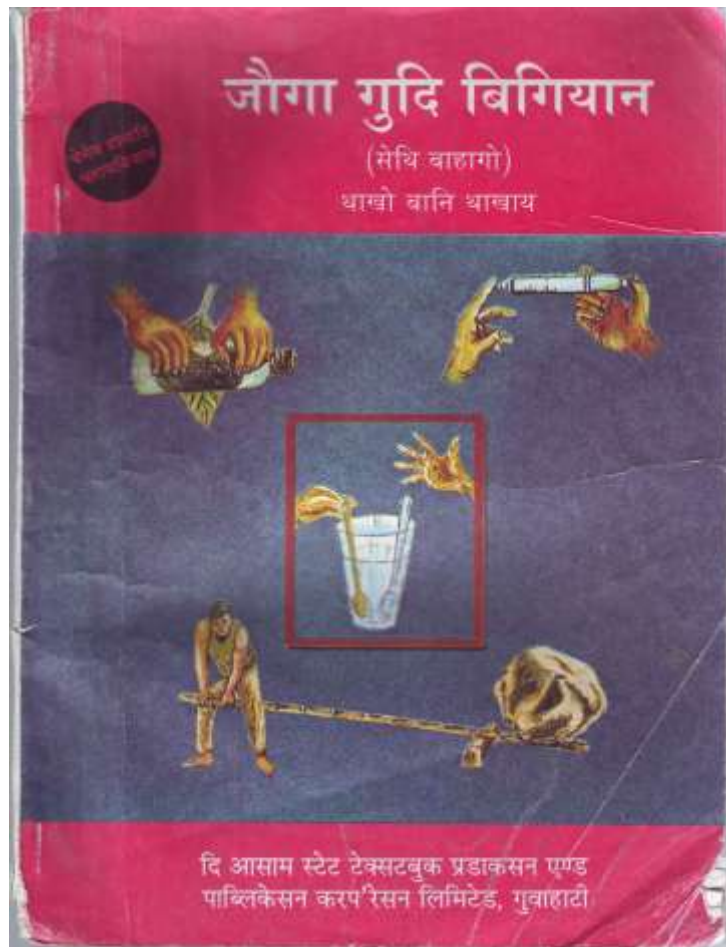
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Kusum Brahma, M.A.

History of the Recognition of Bodo Language as Medium of Instruction in Assam

The government of Assam called a joint meeting of the representative of the state government and the representatives of the Bodo Sahitya Sabha on 31st March in Shillong to discuss the issue of medium of instruction. The government of Assam accepted the demand to introduce Bodo medium up to Lower Secondary stage, vide their letter no.EMI/167/66 pt.2 dated Shillong the 2nd April, 1968, from the Secretary, Govt. of Assam, Education Department). Therefore, on the 23rd September, 1968, in a ceremonial gathering at Kokrajhar Government Higher Secondary School's premises Sayed Ali Ahmed, the then State Education Minister inaugurated the introduction of Bodo language as the medium of instruction in M.E. Level.

On the demands of Bodo people in general and Bodo Sahitya Sabha in particular, Bodo language has been introduced as a medium of instruction in High school also when the Bodo medium student passed M.E. level education in due time , vide Government Notification No. EMI/16/71/267-A, dated Dispur the 25th June, 1973, Government of Assam, Education (G) Department.



Thus slowly but steadily Bodo people were able to achieve a suitable status for their Bodo language in school education. The first batch of the High School students of Bodo medium appeared in H.S.L.C examination in the year 1977. In 1976 Bodo language was introduced as the Modern Indian Languages at the Pre-University level under Gauhati University. In 1978 it was introduced at the graduate level, in the same year in North Eastern University and in 1995 in Dibrugarh University. In 1996, Gauhati University started Bodo major in M.A. level. In 1985, it was recognised as an Associate Official Language in the Bodo inhabited areas of Assam, as a subject of Orientation course in 2002, Bodo M.I.L. as a subject of SLET in 2003. Bodo language was included in the 8th Schedule of the Indian constitution in 2003 by an act of the Parliament of India. From 2006, it was introduced as Major subject in Kokrajhar College.

These are the significant achievements of the Bodo people in relating to their language identity and use of their language in various levels of education. Now the Bodo people can study through their own language. They can appear in the state level and national level competitive examinations in their own language independently without bearing the heavy burden of other languages.

Conclusion

It has been observed that although Bodos were once a dominant people group in Assam, in course of time, they become a minority. For the revival and uplift of their language and identity they have successfully organized several institutions and movements. Today they have their own recognised language and identity. Since 1963 they have made great progress in terms of language identity and use of their language as medium of instruction and of competitive examinations for jobs with the government. Further progress of the Bodo language is now largely in the hands of its own leaders and intellectuals. The numbers Bodo speaking people are also increasing (from 1221881 in 1991 Census to 131571 in 2001 Census). Similarly, the Bodo medium schools are also found everywhere in Bodo language region. But it is unfortunate that there are already signs of declining enthusiasm for their own language, culture and education among the Bodos. Except a few, most of them still opt for study through other languages like English and Assamese. In some places, there are Bodo schools with teachers but no students, while in others there are students with good premises but no teachers and no textbooks, teaching aids; there are schools with enough students but

no proper infrastructural facilities, no regular inspection, etc. There is still no Bodo newspaper or journal with good quality that can be compared with those published in other languages. It is now time for Bodo people to come together and develop their language with the help of the government and non-governmental organisations to make their language a fit vehicle for all domains including culture, literature, education and business. Otherwise whatever is achieved till now will be lost soon.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Assessment of Knowledge Attitude and Practices of Parents towards Imparting Sexual Health Education for Their Intellectually Challenged Children

Venkat Lakshmi H., Ph.D. & Navya S.

Abstract

Preliminary study was conducted to assess the knowledge, attitude and practices of parents towards imparting sexual health education to their intellectually challenged children. A self structured tool was developed by the investigator to assess the parent's knowledge, attitude and practices towards imparting sexual health education to their intellectually challenged children. Purposive sampling procedure was used to select the schools catering to the educational needs of the intellectually challenged children attending special schools in Bangalore city. A total of 20 sample 10 fathers and 10 mothers of intellectually challenged children aged between 09-17 years was selected for the pilot study. They were further subdivided into experimental group and control group [Experimental group comprising of 5 fathers and 5 mothers and Control group comprising of 5 fathers and 5 mothers].

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The intervention program was given to the respondents of experimental group. Descriptive statistical analysis has been carried out in the present study. Pre-assessment data revealed that respondents of both control and experimental group do not differ in their knowledge, attitude and practices on imparting sexual health education to their intellectually challenged children. The Post-assessment data revealed that respondents of experimental group who received intervention program had better knowledge, attitude and practices towards imparting sexual health education when compared to control group. The study highlights that an awareness on sexual health education to the parents through intervention program in the upbringing of their intellectually challenged children right from early years of life will enable them to encourage their children to develop an 'self identity'.

Introduction

“Intellectual disability is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18” (AAIDD, 2011).

Development plays a significant role in children's life. Unlike any other normal children, intellectually challenged children also grow in developing the physical, cognitive, emotional, motor and social aspects but at a slower pace. Physical development is one of main aspects of development. According to Siddiqi (1999) intellectually challenged children have same physical development as any other normal children. Changes in physical development are more observed during the period of adolescent for both normal and challenged children.

An adolescent year is not just marked by growth in height and weight, but also brings about a host of other physical, physiological and psychological changes. A prominent change is seen with the onset of puberty, in both males and females which marks the beginning of sexual maturation in adolescents. While for girls, her first menstruation is the sign of puberty, for boys it is the appearance of the first few whiskers. The average age for sexual maturation is 12.5 years

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for boys and 10.5 years for girls. Intellectually challenged children are also sexual persons like other normal children (Elias ER, 2006).

At the age of puberty, intellectually challenged children may also demonstrate the same curiosity as normal children, but their abilities to distinguish between right and wrong, to protect themselves against sexual violation and to control themselves are much weaker than ordinary children (Sari, 2005). Intellectually challenged children are more vulnerable to sexual abuse than normal children (Sobsey, 1994).

Therefore the education on sexual health education plays a pivotal role in intellectually challenged children's life. One of the major responsibilities of every parent is to make an attempt to keep their children safe and protected. Therefore there is a need for parents of intellectually challenged children to educate their children on 'sexuality' which in turn helps their child to develop an identity, enable them to ascertain their rights and protect themselves from sexual abuse.

Intellectually challenged children need not only academic, social and emotional development but also sexual development because the sexuality consists of complex a developmental behavior which is related to not only biological matters but also physical, social and emotional matters. Safety skills, appropriate sexual behaviours, 'good' and 'bad' touch and utilitarian tasks that will help the child to be more independent (Sari, 2005). Through the help of educational modules like role play, television show, visual aids, interactive sessions and activities during the early years of life will enable them to develop sense of 'self awareness'.

Aim

The study aims to assess parents' knowledge, attitude and practices towards imparting sexual health education to their intellectually challenged children.

Methodology

The methodology used for the present study was pretest, posttest method with an intervention program. The intervention program was planned to develop knowledge, attitude and practices of parents' towards imparting sexual health education to intellectually challenged children. The study was conducted under the following phases.

Phase I - Selection of Sample

Special schools catering to the educational needs of intellectually challenged children in Bangalore city was identified. The Heads of the institution/Principals of special schools were approached with letter of permission for conducting the study.

Purposive sampling procedure was used to select the schools catering to the educational needs of the intellectually challenged children attending special school in Bangalore city. A total of 20 samples, 10 fathers and 10 mothers of intellectually challenged children aged between 09-17 years were selected for the pilot study. They were further subdivided into experimental group and control group [Experimental group comprising of 5 fathers and 5 mothers and Control group comprising of 5 fathers and 5 mothers].

Phase III – Development of Tool

A self structured tool was developed by the investigator to assess the parent's knowledge, attitude and practices towards imparting sexual health education to their intellectually challenged children. Part A - consisted of demographic details and part B - consisted of items related to Knowledge (A), Attitude (A), and Practices (P).

An intervention module was developed systematically both in English and local language (Kannada) by incorporating various techniques to improve and enhance the knowledge, attitude

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and practices of parents' towards imparting sexual health education for the intellectually challenged children. Education was imparted through the use of various audio visual techniques.

Phase III - Administration of Tool

A personal rapport was established with parents both fathers and mothers in order to elicit accurate information and create a comfort zone. Pre test was conducted to both experimental and control group to assess the existing knowledge of the parents towards sexual health education.

The intervention program was given to the parents of experimental group for 3 hours of duration on every Saturdays of the week for a period of nine weeks. The parents were introduced to the module developed for the intervention program through lecture method, quiz, role play, puppet show, visual aids, interactive sessions, group discussion and group activities. Resource persons were also invited to conduct sessions for the parents. A feedback of the intervention program was also obtained from the parents at the end of the session. Post test was conducted to both control group and experimental group to assess their knowledge, attitude and practices after the intervention program was been implemented.

Phase IV - Statistical analysis

Descriptive statistical analysis was used to analyze the data on the objective formulated.

RESULTS AND DISCUSSIONS

Basis Profile of the Respondents

The data revealed that 60% of the respondents of control group have challenged children who are in the age group of 17 and above and 40% of the respondents of experimental group have challenged children in the age group of 14 – 16. Only 30% of the respondents' children of experimental group are in the age group of 11 to 13 and 8 to 10 respectively. With respect to the

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gender of the child, 60% and 40 % of the respondents of experimental and control group have male children. 60% and 40 % of respondents of control and experimental group have female children.

Majority of the respondents of control group have the ordinal position of their child as first and second born. Where as 30% and 20% of respondents of both experimental and control group have only one child. With reference to number of children 100% and 70% of the respondents of both control and experimental group have one to two children.

80% of mothers of both experimental and control group are in the age bracket of 30 to 40. In comparison to 70% and 60% of fathers who are in the age bracket of 41 to 50. Only 10 % of fathers of experimental group are in the age bracket of 61 to 70. 50% of fathers and mothers of experimental and control group work in a government sector. When compare to 90% of the mothers of experimental and 70 % of the fathers of control group work in a private sector.

70% of the respondents of both control group and experimental group live in a nuclear family system. Where as 30% and 20% of the respondents of control and experimental group live in joint family.

60% and 20% of the respondents of control and experimental group have an income ranging between Rs.1000/- to Rs.5000/-. Where as 30% and 10% of the respondents of experimental and control group have an income ranging between Rs.10, 001/- to Rs.15000/-. Only 20% of the respondents of experimental group have an income of above 30,000/- per month.

100% of the respondents of both control and experimental group belong to Hindu religion.

TABLE 1: History of disability in the family of the respondents

| History of Disability in the Family | Control Group | | Experimental Group | |
|--|---------------|----|--------------------|-----|
| | NN | % | NN | % |
| Yes | 6 | 60 | 0 | 0 |
| No | 4 | 40 | 10 | 100 |

Table 1 depicts the history of disability in the family of the respondents. 100% and 40% of the respondents of both control group and experimental group have no history of disability in their family. Whereas 60% of respondents of control group have expressed that there is a history of disability in their family.

TABLE 2: History of other children in the family with other disabilities

| Children with other disabilities in the family | Control Group | | Experimental Group | |
|--|---------------|----|--------------------|-----|
| | NN | % | NN | % |
| Yes | 2 | 20 | 0 | 0 |
| No | 8 | 80 | 10 | 100 |

Table 2 depicts the history of children with other disabilities, other than intellectual disability in the family of the respondents. 100% and 80% of the respondents of experimental and control group have express that there is no history of children with other disabilities within the family. Whereas 20% of the respondents of control group have expressed that there is a history intellectual disability with in the family.

TABLE 3: Knowledge of the respondents towards imparting Sexual Health Education

| Knowledge | Control Group | Experimental Group | P value |
|-----------------|---------------|--------------------|----------|
| Pre-assessment | 44.90±11.29 | 45.00±11.12 | 0.984 |
| Post-assessment | 45.00±11.12 | 81.10±3.76 | <0.001** |

** - Highly Significant

Knowledge on imparting sexual health education refers to the physical, physiological and psychological changes. The data in table 3 depicts the knowledge of respondents in imparting sexual health education to their challenged children.

The pre-assessment data clearly indicates that there is not much significant difference in the P value (P - 0.984) of the respondents in imparting sexual health education. The post assessment data reveals that the respondents of experimental group have a good knowledge on sexual health education and the need to impart the same. This could be attributed to the influence of intervention program which has enhanced their level of knowledge on the importance and need of sexual health education to be imparted to their challenged child. Further, it can be concluded that the intervention module developed for the program was found to be highly relevant.

The findings of the present study is also supported and highlighted by the research work carried out by Wenli Liu and Carolyn Edwards (2003), McKay (1996), Hockenberry-Eaton et al (1996) that there is a need to remove a misconception among parents regarding sexuality education and make them to feel comfortable while imparting sexual health education to their challenged children. Further, it is also highlighted that parents must be encouraged to participate in the intervention program as it helps them to get complete knowledge on sexual health education.

Table 4: Attitude of the respondents towards imparting Sexual Health Education

| Attitude | Control Group | Experimental Group | P value |
|-----------------|----------------------|---------------------------|----------------|
| Pre-assessment | 37.30±13.47 | 37.30±13.47 | 1.000 |
| Post-assessment | 37.30±13.47 | 80.40±4.01 | <0.001** |

** - Highly Significant

Table 4 reveals the attitude of respondents towards imparting sexual health education for their intellectually challenged children. This includes the attitude of the parents towards the “sexual health education” and its role in training children against sexual abuse, teaching their children appropriate sexual behaviours, to facilitate social interactions, how to interact with the strangers

and also its role in maintaining good relationship between parents and the intellectually challenged children.

Pre-assessment data indicates that the respondents of both control group and experimental group have negative attitude towards imparting sexual health education. This could be due to the misconception the parents have towards sexuality education and also the societal stigma attached that imparting sexual health education is a social taboo. Post-assessment data reveals that there is a highly significant difference in the P value (<0.001**) of the respondents of experimental group. Thus it can be concluded that strategies used at the time of intervention program has influenced the parents to develop positive attitude towards imparting sexuality education. The findings are in line with the findings of the study conducted by Tsutsumi et al. (2009), Kempton (2001) and Van Dyke (1995) that there is a need to remove social stigma towards sexuality education. Further, to also educate the parents on the sexual development and desires of their challenged children and need for imparting the same.

TABLE 5: Practices of the respondents towards imparting Sexual Health Education

| Practices | Control Group | Experimental Group | P value |
|------------------|----------------------|---------------------------|----------------|
| Pre-assessment | 58.60±25.42 | 58.60±25.42 | 1.000 |
| Post-assessment | 58.60±25.42 | 132.80±7.63 | <0.001** |

** - Highly Significant

Table 5 depicts the practices of respondents towards imparting sexual health education for their intellectually challenged children. Sexual health practices includes maintaining personal hygiene, training child about healthy sexual habits, ways of protecting themselves against lures and perpetrators, how to distinguish between good touch, bad touch, training children on daily living activities, use of colloquial words, implementing audio visual aids in imparting sexual health education, finally role of parents in imparting sexuality education to their challenged children in effective ways.

Pre-assessment data indicates that the respondents of both control and experimental group are similar in their practice on imparting sexual health education. This could be attributed to the lack of knowledge of respondents on different methods of imparting sexuality education. Post-assessment data reveals that intervention program has positive influence on practices of respondents towards imparting sexual health education to their challenged children with the P value being highly significant at ($< 0.001^{**}$). The findings of the present study attributed to the fact that the modules like role play, television show, visual aids, group discussion and activities introduced to the respondents at the time of intervention program was found to be very effective and has enhanced their practical knowledge of imparting sexuality education. This is also supported by the research work carried out by Liu et al. (1997), King and Lorusso (1997) and Cheung, (1996) that parents should be encouraged to know the different ways of teaching sexual health education to their children in their daily life. Further parents also have to know how to handle the questions asked by their children.

Conclusion

Parents and family members at home should provide a safe and secure environment for the development of the abilities and interests of the intellectually challenged child. Parents should not feel awkward and should help their child to socialize with family members, relatives and friends. These children also need more love and affection like the normal children. They might not be able to express their needs, So it is up to parents to provide what they want and give them all the love and strength that they require to help them develop to their full potential. The present study highlighted that an intervention program on sexual health education had a positive influence on knowledge, attitude and practices of respondents towards imparting sexuality education to their intellectually challenged children. Intervention program has helped to create awareness on importance of sexuality education, rights of the challenged children, protection of children against sexual abuse and sexually transmitted diseases.

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Acknowledgment

We extend our sincere thanks to UGC for funding the Major Research Project

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**Chapter 2
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CHAPTER 1

INTRODUCTION

Novel is a fictional narrative, long and complicated in structure, with life like representation of actions and characters. The modern novel is the typical growth of the eighteenth century. The word “Novel” is derived from Latin word “Novellus” and Italian word “Novella”, which means a “tale” or “Short story”. There are many types of novels as Historical novel, picaresque novel, Epistolary novel, Gothic novel, Regional Novel, Psychological Novel, Sentimental Novel, Historical novel, Romantic novel, Detective novel and science fiction.

Detective novel is one in which an investigator either professional or amateur investigates a crime or murder. Detective fiction can be divided into following branches. It is a subgenre of crime fiction. It is categorized as: The whodunit is the most common form of detective fiction. It features a complex, plot driven story in which the reader is provided with clues from which the identity of the perpetrator of the crime may be deduced before the solution is revealed at the end of the book. Locked Room Mystery is a specialized kind of whodunit in which the crime is committed under apparently impossible circumstances, such as locked room in which no intruder could have left. Cozy is a subgenre of detective fiction in which sex, profanity or violence are treated humorously. Hard-boiled is subgenre of detective fiction. It was tough, unsentimental style of American crime writing that brought a new tone of realism or naturalism to the field of detective fiction. It used graphic, sex and violence vivid but often sordid urban back ground and fast paced, slangy dialogue.

Characteristic Features of Detective Novel Follows:

- Mystery, crime or another puzzle to be solved.
- Main character is a detective who sets out to solve a mystery.
- Suspects and their motives; there must be weighted and evaluated.

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- over clues about crime are presented
- Hidden evidence is presented, i.e., essential details are offered in such a way that they seem unimportant.
- Inference Gaps – mysteries, by their very nature, do not tell the whole story. It is up to readers to notice the gaps in the story and try to fill these gaps by using and connecting the information that is presented.
- Suspense - having to hold various possible conclusions at bay as reader waits to see what happens, they are expected to enjoy the suspense, and to read to find out what will happen.
- Fore shadowing – clues left by the author as to possible outcomes.
- Red herring – a kind of foreshadowing clue that leads the reader to false conclusions.

Mystery or detective novels flourished by the British writer Arthur Conan Doyle, Dorothy Sayers and Willkie Collins. Arthur Conan Doyle's *Sherlock Holmes* stories first appeared in serial form in monthly Strand Magazine. The series quickly attracted a wide and passionate following on both sides of the Atlantic and when Doyle killed off Holmes in the Final problem. It was a very pathetic situation of the stories.

Most of the Holmes stories are set among the higher levels Victorian and Edwardian society, a world inhabited by professional men, retired army officers and country gentlemen as well as members of royalty and ministers. Few take place among the working class or very poor. This situation is the precise opposite of the actual occurrence of criminality, which is overwhelming fanned by poverty, alcohol, gangs and domestic violence.

Another successor was Willkie Collins. His detective novel *The Woman in White* was published in 1860. It was a new type of fiction which did not depend on characters or incidents alone but on the clever manipulation of incidents to hide a secret and finally to reveal it. The story is told by several characters and the secret concerning Sir Percival Glyde, the central character in the novel, is kept unrevealed till the end. There is mystery, suspense, love, death,

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murder, villainy and seething passion in the novel. In 1866 Collins masterpiece in detective fiction, *The Moon Stone* was published. It was a better constructed novel than *The Women in White*. It was the first full length detective novel in English. The mastery in the novel is centered on an enormous diamond called “Moon stone” that falls into several hand. The diamond is recovered at the end by three Indians and its mystery is revealed. Apart from these two novels which set a new trend in English.

American detective story began in the late nineteenth century with the work of Anna Katharine Green, succeeded by the tales of mystery and terror written by Mary Roberts Rinehart and Dashiell Hammett. Hammett wrote all his novels between 1929 and 1934. He wrote classic detective stories. His detective stories mostly based on his real life experience. He invented Hard-boiled detective genre.

Another successor was W. R. Burnett. He would count as one of the most important writers of his time. *Little Caesar* was popular detective fiction of Burnett. It stands at the start of a period of fascination with the criminal’s own perspective, not only in gangster narratives but in the other central noir roles of investigator. He filmed *Little Caesar* in 1930; it was the most influential of the gangster sagas.

Detective field of South Asia appeared in Postmodern period. Postmodern detective novels portray human experience, the subjective nature of human consciousness and the way in which people attempt to seek the truth. South Asian detective writer such as Rajorshi Chakraborti, Ashok Banker, Ravi Shankar Etteth, Nave Deep Singh, Michel Ondaatje and Vikram Chandra.

Philip Michael Ondaatje is a Sri Lankan born Canadian novelist and poet of Burgher Origin. He is perhaps best known for his Booker prize winning novel *The English Patient* which was adapted into an Academy-award winning movie.

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Courtesy: http://en.wikipedia.org/wiki/Michael_Ondaatje

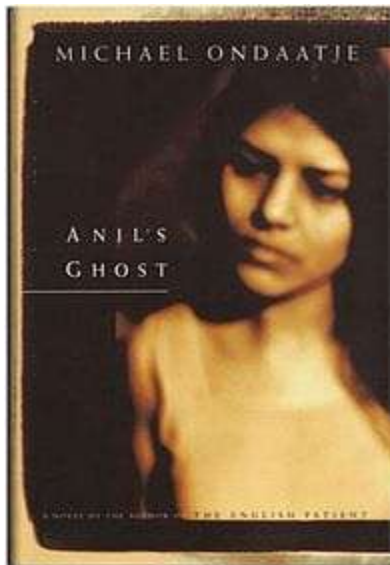
Michael Ondaatje was born in Colombo, Sri Lanka in 1943 and moved to England in 1954. He attended Dulwich College – alma mater of literary luminaries such as P.G. Wodehouse and Raymond Chandler. After relocating to Canada in 1962, Ondaatje became a Canadian citizen. He studied for a time at Bishop’s College School and Bishop’s University in Lennoxville, Quebec, but moved to Toronto, where he received his B.A from the university of Kingston, Ontario. In 1970, he settled in Toronto and from 1971 to 1990. He taught English literature at York University and Glendon College.

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Ondaatje's work includes fiction autobiography poetry and film. He has published thirteen book of poetry and won the Governor General's Award for *The collected works of Billy the Kid* (1979). *Anil's Ghost* was winner of the Giller Prize, The Prix Medicis, and The Kiriama Pacific Rim Book Prize. In 2001, Irish Times International Fiction Prize and Canada's Governor General's Award. *The English Patient* won the Booker Prize. He won Canada Australia Prize and Academy Award for Best Picture. *The English Patient* could be considered a sequel to *In the Skin of Lion* is a fictional story about early immigrant settlers in Toronto. He won the City of Toronto Book Award in 1988 and Secured Ritz Paris Heming way Award for best novel of the year in English.



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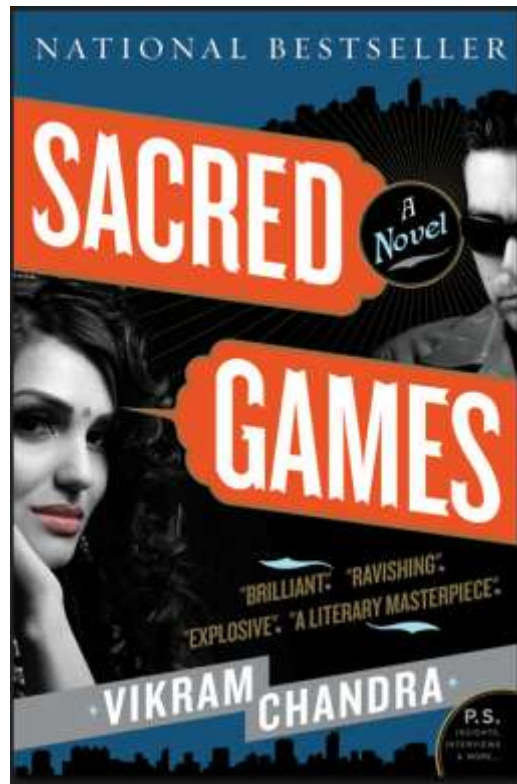
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Courtesy: <http://minnesota.publicradio.org/display/web/2007/01/25/vikramchandra/>

Vikram Chandra is an Indian writer. He was born in New Delhi in 1961. His father, Navin Chandra, is a retired executive. His mother Kamna Chandra has written several Hindi films and plays. He received his high school education at Mayo college in Ajmer, Rajasthan and attended St. Xavier's College in Mumbai. As an under graduate student, he transferred to United States. He graduated from Pomona College in Claremont, California, with a B.A. Then, he attended film school at Columbia University, leaving half way through to begin work on his first novel. He received his M.A. from the writing seminars at Johns Hopkins University in 1987. He taught at George Washington University, and lectured at University of California Berkeley. His first novel, *Red Earth and Pouring Rain* won the 1996 Commonwealth Writer's prize.



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Chandra's **Love and Longing in Bombay** a collection of short stories was published in 1997 by the same publisher as **Read Earth and Pouring Rain** was short – listed for the Gurdian Fiction Prize and was well received by international press and media. These short stories explored with humor, passion, and romance the high and low contradictions of life in the Bombay of the 1990s economize boom.

Chandra's latest novel, **Sacred Games** was published in 2006. In this novel, Chandra focused that the Bombay underworld brought to bring life in this bestselling novel in which police detective's Sartaj investigates the suicide of crime boss Gaitonde. When it first appeared, Indian writers were excited that it had broken many taboos. The murk's complexities of politics, religion and caste sock the bloody plot and the Bombay described here rivals any mafia ridden Italian city.

This dissertation entitled Michael Ondaatje's **Anil's Ghost** and Vikram Chandra's **Sacred Games** as detective fiction. It consists of five chapters. The first chapter traces the detective fiction and the biographical details about Michael Ondaatje and Vikram Chandra and their literary works.

The second and third chapters deal with Michael Ondaatje's **Anil's Ghost** and Vikram Chandra's **Sacred Games** as detective fiction.

The fourth chapter discusses Michael Ondaatje and Vikram Chandra's innovative use of **Narrative Technique** employed in these novels. The fifth chapter in turn leads to the **Summing up** of the arguments of the previous chapter.

CHAPTER 2

MICHAEL ONDAATJE'S *ANIL'S GHOST* AS DETECTIVE FICTION

Detective fiction typically revolves around a crime, often murder, which seems impossible to solve. This seemingly unsolvable crime sets things in motion and throws the story down path to somehow find out what happened. The crime is the heart of the story, and its seemingly unsolvable quality hooks the reader and protagonist. In the course of the fiction, the protagonist keeps track of the crime and pin down the culprit.

A common feature of detective fiction is an investigator who is unmarried, with some source of income other than a regular job and who generally has some pleasing eccentricities or striking characteristics. He or she frequently has a less intelligent assistant, who is asked to make apparently irrelevant inquiries and acts as an evidence surrogate for the explanation of the mystery at the end of the novel.

Michael Ondaatje's *Anil's Ghost* is a detective novel in which justice is re-configured with in a narrative of a forensic case study or murder mystery. This text places female investigator Anil, a native born Sri Lankan. She is western trained forensic Pathologist who returns to her native country on a U.N mission to investigate allegations of such human rights violation. Her duties require her to locate the victims of the violence, to determine if there are innocent unarmed people killed in the conflict. She has come back without any kind of nostalgia or longing to relate to her old home.

Anil Tissera arrived in Srilanka when she was met by Sarath Diyasena, an archeologist. She teamed with Sarath to put together concrete evidence of these events. They set off in search of such evidence as the killing fields of Sri Lanka will yield looking for new and unmarked gravesites amidst the ruins of ancient monasteries and sacred burial grounds in the jungle and

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concealed in hill top caves. Anil and Sarath's investigation in the different areas in Sri Lanka reveal gradually that the whole country had become a killing field.

Anil is teamed up with Sarath for the investigation. He has discovered a corpse in a site that can only be accused by someone working for the government. He gives her details of meaningless killings,

“There is no clear issue now; the reason for war was war” (AG 43).

Anil tries to establish that innocent and unarmed people were being killed. Anil and Sarath find a relatively recent murder victim that she name sailor, has been partially burned and other evidence clearly indicates that the man was murdered. She made a report about violent death. Anil's reports are frequently articulated in list form. Factual details are chronicled before they are narrated, as Anil demonstrates in the following passage:

She began to examine the skeleton again under sulphur light, summarizing the facts of his death. So far, the permanent truths, same for Colombo as for Troy. One fore arm broken. Partial burning vertebrae damage in the neck. The possibility of a small bullet wound in the skull. Entrance and exit (AG 64).

She could read sailor's last actions by knowing the wounds on bone. He puts his arms up over his face to project himself from the blow. He is shot with a rifle, the bullet going through his arm, then into neck. While he's on the ground they came up and kill him.

Next, Anil and Sarath meet Palipana a former teacher of Sarath. When Palipana is old and blind, Palipana's blindness means that he must rely much more on his other senses than on sight. He interprets Anil from her voice and by touching her forearm. He touches sailor's skull and immediately recognizes that it has recently been served than the body. He recommends Ananda, a former eye painter, who has learnt the traditional Buddhist art of sculpture of the Language in India www.languageinindia.com

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heads, specially reconstruct a head and face for that skeletons. Through one victim they hope to reconstruct the stories of hundreds of others who suffered a similar fate.

Ananda is a sufficiently skillful to build sailor's face. When readers first see Ananda, however, he is working in a plumbago mine and spending everything he earns on alcohol to drown out the memories of his wife, who has been murdered.

Ananda primarily relies on the power of touch as he reconstructs the face with clay. Ananda's own struggle with his personal loss and with his public role as an artist surfaces as he is in the process of sculpting the face of unknown victim. The memories of his wife intervene and he realizes the pain she must experience. He fails to create the face of sailor instead he rebuilds the face of his dead wife.

Anil watches Ananda working at recreating the skull and she recognizes that key piece of information that enable Sarath to locate the village from which sailor was abducted. By listening to the stories of those in the village he and Anil identify the individual. Anil notices that Ananda adopts an unusual position when he is adding clay to the skull. She recognizes this as being the same position that sailor has adopted, as the stresses of the muscles against the bone have left certain marks on the skeleton. She is able to establish that like Ananda, sailor has worked in the mines. Significantly, Anil determines this fact by touching Ananda's body in much the sameway as the blind Palipana touching sailor's skull. Moreover, Palipana's knowledge has come from working alongside people practicing traditional occupations – stone masons and dhobi women washing clothes rather than from conventional sources. Anil has been trained to interpret bodies in the way by her professor; for her, “this is something she knows” (**AG 181**).

In other words, both Palipana and Anil use the same methodology, because of the place of their training. Anil's knowledge is considered more valuable. For, Anil's truth is absolute, scientific and provable. Her training as a forensic scientist has led her to believe in truthfulness as factual, fixed and certain.

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The comparison between Anil and Palipana is further underscored at the end of the novel when she presents her case to government officials, military, police personnel and Sarath. She is forced to make her argument without the evidence. Like Palipana, She has been able to fit the evidence together to form a pattern but the truth has become “unprovable”. Like Palipana, she gives up on the absolute, normative, neutral truth and focuses on the narrative, social and restorative truth. She reasserts the Sri Lankan origin declaring to the officials that “I think you murdered hundreds of us” (AG 272). Palipana and Anil represent opposite extremes on a continuum and he argues that

Anil, Palipana and Ananda ... Work together and their varied approaches complement each other, but each espouses different perspectives.

Anil occupies one end with her faith in scientific rationality and Palipana occupies the other with his belief in intuition. If, in the end no position is privileged it can also be interpreted as Ondaatje’s reticence to endorse any single ideological position (AG 177).

Anil does not know when she makes her presentation to the government when her evidence has been taken by Sarath. Sarath has been trained by Palipana, yet he is not willing to distort because he is unwilling to accept Anil’s simplistic normative views of truth. He begs her to “understand the archeological surround of a fact” (AG 144).

Palipana and Sarath consider the truth to be of little value. Anil identifies sailor as Ruwan Kumar, the toddy tapper. He recognizes that sailor has been murdered by government and this is provable fact, but whereas Anil finds this fact sufficient in itself. She fails to understand Sarath’s point, ultimately this failure leads to Sarath’s death. He literally gives his life for truth. Surly, this ghost will be a heavier for Anil to carry than sailor.

Gamini is a surgeon. He is a character study of contained political passion and great psychological sensitivity. He is a brother of Sarath.

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He turned away from every person who stood up for a war, or the principle of one's land, or pride of ownership, or even personal rights

All of those motives ended up somehow in the arms of careless power. One was no better and no worse than the enemy(AG 119)

The surgeon's private struggle with the war's injuries and his understanding of the practical value of his skills say more about the truth prevailing in Sri Lanka than any amount of outraged authorial commentary. He slowly shrinks into the confines of the hospital emergency room where he works, sleepless, attending to the sick, the wounded and the dying. For Gamini his work is the reality.

What do my marriage and your damn research mean.

And those armchair rebels living abroad with their idea of justice nothing against their principles, but I wish they were here. They should come and visit me in my surgery (AG 132).

By focusing on the medical profession, especially in its infrastructure in the shape of hospitals under the conditions of war, the novel gives particular attention to medicine and thus to the human body which is the ultimate truth.

Sarath's body is read by his brother, Gamini. He searches for a more intimate history, the history of the last few hours of his brother's life. In a scene, which is reminiscent of Anil's early work in mortuary upon her arrival in Sri Lanka and which contrasts sharply with the earlier description of Gamini in mortuary, the younger brother seeks understanding from the truth of the part. In the earlier scene, Gamini deliberately avoid looking at the face of victims in order to avoid recognition. In the later scene, Gamini seeks out all the identifying features.

Sarath chest said everything. It was what Gamini had fought against. But now this body lay on the bed undefended. It was what it was no longer a counter of

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argument, no longer an opinion that Gamini refused to accept. Oh, there seemed to be mark like that made with spear. A small wound not deep in his chest, and Gamini bathed it and taped it up (AG 289).

Significantly, Sarath's corpse is described as being neither "a counter of argument nor "an opinion". Gamini cuts open Sarath's sleeves to reveal the broken femur. This means by which he has been tortured. He accepts that the truth of death is not merely opinion Gamini also treats the stale wound; a useless waste of limited resources. Up to this point the brothers have been contrasted through their responses to corpses. As a doctor, Gamini reads bodies in order to mend them.

Anil cannot dismiss her search for truth as frivolous just because she fails to accomplish her purpose. Her intentions are honest and bold and she is committed to her job of investigating human rights violation. But her project is hastily brought to an end by Sarath, who forces her to board an airplane and leave the country.

Ondaatje himself has just raised the question about the nature of truth but left them unanswered. It is reflected by the fact that the final chapter does not deal at all with Anil or the crime. It tells of Ananda's reconstruction vandalized statue of Buddha. The novel ends not with truth but with beauty.

Thus, the assumption of *Anil's Ghost* is that the Government is the cause of the murders in the society in which the protagonist Anil discovers corpse in ancient burial ground and does research on the sailor's skull. This kindles the curiosity in the reader's mind and renders the novel as an interesting film detective.

The next chapter also takes up the same thread of detective as exemplified in Vikram Chandra's *Sacred Games*.

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CHAPTER 3

VIKRAM CHANDRA'S SACRED GAMES AS DETECTIVE FICTION

Crime fiction focuses on crime, usually murder. It typically continues to increase the tension until the final conclusion. The sleuth gets to solve the crime and while doing he faces problem either from other characters or environment. In crime fiction, some savory character commits the act. These characters might be thugs, gangsters or petty thieves that sleuth must investigate and possibly trust in order to solve the crime.

In crime fiction, the hero might be a police officer, who can still be tough and resourceful. He is pitted against villains determined to destroy him. In crime fiction, thrillers keep the emphasis away from the gangster or the detective in the crime related plot and rather focus more on the suspense and danger that is generated.

Hard-boiled is a type of crime fiction. It was published in pulp magazines. The protagonist is usually not a detective but instead a victim, a suspect or a perpetrator. He is sometime tied directly to the crime, not an outsider called to solve to fit the situation. Other common characteristic features are the emphasis on sexual relationship and the use of sex to advance the plot and self- destructive qualities of the lead characters. This type of fiction also has the lean, direct writing style.

The Hard-boiled detective was a character who had to live in streets of the city where fighting, drinking, swearing, poverty and detail were all part of life. This new type of detective had to balance the day –to- day needs of survival against justice. Living in the toughest of environments and required to be tougher than the evil surrounding him.

In this new world, the hard-boiled detective began to administer a new form of justice. The hero was thrust into a world where he had to choose between different levels of evil and no one was truly on the side of good. His survival often depended upon a shoot first; ask question

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later approach where the ability to reason out a murder is less important. The Hard – boiled detective was in response to the rising crime and gangster activity caused by prohibition and then the great depression. This chapter attempts to view Vikram Chandra fiction *Sacred Games* as an example of post-colonial fiction, especially the hard- boiled type.

Vikram Chandra has been definitively established as a major practitioner of Indian writing in English by his two previous books, the epic magic-realist novel *Red earth and Pouring Rain* and the short story collection *Love and Longing in Bombay*.

Vikram Chandra's short story collection, *Love and Longing in Bombay* comprises five stories named after Hindu philosophical concepts : a comedy of manners "Shakti", a ghost story "Dharma" a story set in the world of computing "Artha", a piece of romantic fiction "Shanti" and the detective story "Kama". This last short story may be viewed as an example of post-colonial crime fiction, specifically the hard-boiled type. In this story, Chandra challenges good or evil. Kama's protagonist the marginalized Sikh policeman, Inspector Sartaj Singh, is also a central character in Chandra's latest novel, *Sacred Games*. It is also hard-boiled crime fiction.

There are many continuities between "Kama" and *Sacred Games*, from obvious thing like the characters, Sartaj's mother, Katekar, Parulkar and Megha feature in both texts, to more obscure details such as the hide out bar that Sartaj goes to in the short story, Which is also briefly mentioned in *Sacred Games*, and the pilgrimage that Katekar undertakes in the hope of curing his backache, Which is referred to in both texts. There are so many connections between the two texts.

Chandra brilliantly develops the characters; the two main characters are Sartaj and Ganesh Gaitonde, a Hindu gangster who runs vast empire of criminal activities. The parallel development of Sartaj and Gaitonde is skillful and beautifully done. They are both vulnerable men.

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One morning Sartaj is stunned to receive an anonymous tip that the legendary mafia crime lord Ganesh Gaitonde is held up in a nearby safe house. As Sartaj and his colleague, the constable Katekar waits outside, Gaitonde talks to Sartaj through the intercom of the bunker's security system telling the story of his rise to power from humble beginnings. Sartaj tries to keep the feared mafia don talking, but by the time he and Katekar get into the building, the notorious criminal has committed suicide and killed his female companion.

Sartaj and his colleague investigate cause of Gaitonde's suicide and the identity of the dead woman, the veteran cop is unprepared when his superiors inform him that the case will be over seen by the government's top intelligent agency RAW who urges him to find out everything he can about Gaitonde's last day and about the woman found with him above all this investigation must be kept secretly. When Sartaj Singh plods off dutifully in search of details, Gaitonde resumes the autobiographical narrative so rudely interrupted by his suicide.

One of the sub-plots of the novel involves an Indian intelligence officer K. D. Yadav, who has knowledge about Gaitonde. Yadav's niece Anjali is also an intelligent agent who works with Sartaj in unraveling the conspiracy involving counterfeit currency, arms and ultimately an apocalyptic plot to engineer a nuclear war between India and Pakistan by shadowy groups. Gaitonde had connected these groups. K.D. Yadav narrates the story of Gaitonde. Now, the story moves backward.

Ganesh Gaitonde is another protagonist of this novel. He is just the opposite of Sartaj Singh. He is an arrogant and merciless killer with enormous ambition. Gaitonde metamorphoses from a runaway teen ager Kiran to a gangster in Mimbai, assuming the name Ganesh Gaitonde.

Ganesh makes relationship with Guru-Ji and has as his spiritual guide an internationally famous Guru-ji. He has discovered that his Guru-ji has organized, with Ganesh make relationship with the Guru Swami Shrinidhar Shukla. He becomes a man with mission and is fed messianic fantasies by Guru-ji who names him Arjuna to signify his warrior status in preparation for rooting about kaliyug. This ruthless gangster also has a tender side. He cannot consent to mass destruction. He takes good care of his employees. In spite of his wealth and power, Ganesh

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feels empty and alone, after he loses his wife and son. He feels uncomfortable to admit his family history and also fears about his future to Guru-ji and he becomes his confident and supporter. His Guru's philosophy is to change his mind.

Ganesh Gaitonde, the wealthy head of one of Mumbai's most powerful criminal gangs, has secretly collaborated with the Indian his help, an atomic attack that will destroy the city, in order to attribute responsibility to an Islamic terrorist organization that has been created for this purpose. The don Ganesh Gaitonde has unwittingly helped in the importation of nuclear material. Later he realizes his mistake and tried to stop the attack, and is waiting in the atomic bunker at Kailashpada, where he will survive the city's destruction. His only companion is Jojo Mascarenas. They planned to stop an atomic attack, organized by his Guru-ji swami Shridlar Shukla.

The plot moves forward along parallel track .One day, Sartaj Singh gets anonymous tips that Ganesh Gaitonde wants to meet him. Sartaj Singh does not know why the gangster has chosen him. The day before he had been called to a man barricaded in his bed room whose wife wanted to kill him and who kept stabbing a kitchen knife into the door panels. During an argument the husband had thrown his wife is white Pomeranian out of window of their fifth – floor flat. Thinking of the poor little body on the pavement, Sartaj Singh says.

Love is murdering gaandu. Poor fluffy (SG 5).

When Gaitonde takes him the next day to the Kailashpada bunker, Sartaj Singh does not know that he once looked at the terrible head of the Mumbai underworld with humanity. He does not even know that he has met him, as he was disguised. Gaitonde chooses him because he is a guardian of order whose humanity is not cancelled out by his uniform he is only person to whom he can give up himself and his story.

Sartaj Singh arrives in the Kailashpada bunker and usually tries to convince the gangster to leave it. He remains there, listening to Gaitonde as he tells the story of his first exploits in

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Mumbai and at a certain point becomes interested in the story, but when the bulldozer that he has requested manages to make a hole in the bunker's walls he stops listening

You're coming in. I am still talking but you aren't listening to me anymore. Your eyes are a fire. You want me, you and your riflemen. But listen to me. There is a whirlwind of memories in my head, a scatter of tattered faces and bodies. I know how they skirl through each other, their connection and their disjunctions. I can trace their velocities. Listen to me, If you want Ganesh Gaitonde, then you have to let me talk otherwise Ganesh Gaitonde will escape you as he escaped every time, as he escaped every last assassin. Ganesh Gaitonde escaped even me almost. Now at this last hour, I have Ganesh Gaitonde, I know what he was, what he became Listen to me, you must listen to me. But you are now in the bunker
(SG 816).

At last, Sartaj Singh does have time to hear Gaitonde's story it is out of his determination to deliver his story and himself that the investigation is born that will lead to Sikh inspector's saving Mumbai from the atomic explosion.

Thus, Vikram Chandra portrays bloodshed and violence in modern Bombay city. He mentions suspense at the end of the novel. The meat of this novel clings to the bones of a crime story and there's certainly plenty of crime in it, the book is really a passionate tribute to contemporary India in all its vigor and vulgarity. Thus in this novel Vikram Chandra displays his skill as an excellent detective story - teller.

The following chapter discusses how Michael Ondaatje and Vikram Chandra have artistically handled the narrative techniques in their novels *Anil's Ghost* and *Sacred Games*.

CHAPTER 4

NARRATIVE TECHNIQUES

Narrative Technique is the method of telling a story effectively. It may be defined as an account of a sequence of events. Realistic fiction narrates events typical of life as it is. The novelist at times assumes the form of an omnipresent narrator there by establishing a close link with characters and situations through his point of view. Consequently, while studying narrative technique of a particular novelist, one must view how form and content are intermixed. Mark Schorer in *Technique as Dictionary* says,

...Technique is means by which the writer's experience, which in this subject matter compels him to attend to it; the technique is only means ... he is discovering, exploring, developing his subject, of conveying its meaning and finally evaluating it (387).

The art of narrative is a highly aesthetic enterprise. There are a number of aesthetic elements that typically interact in well-developed stories. Such elements include the essential idea of structure, with identifiable beginning, middle and ends, focus on temporality, namely, retention of the past, attention to present action and future anticipation; and a substantial focus on characters and characterization. The novel is often enmeshed in intertextuality, with copious connection, references, allusions, similarities, parallels, etc.

This chapter takes up for the discussion how Michael Ondaatje and Vikram Chandra employ the narrative technique in these two novels *Anil's Ghost and Sacred Games*. The artistic excellence of Michael Ondaatje and Vikram Chandra is revealed through their precise techniques. Their great effort to achieve the best work of art stands as a proof for their skillful techniques and impressive artistic ability.

Michael Ondaatje is a familiar name in the English literary arena. His novel, *Anil's Ghost* is set up in different setting. He is a Sri Lankan born Indian writer, revisits his country of origin,

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painting through his artistic skills the devastation of another war ravaged nation. It is about life and death, the agony of dying victims of war and terrorism.

Ondaatje has brilliantly woven the elements of pathos in the fabric of the novel. The pathos arises not just from his skill in eliciting sympathy for a tormented nation, but from his evocation of a vexed understanding within a literary ethic that encourages and baffles the pursuit of justice. They are only concerned with healing, although he never prescribes any social remedy that might heal Sri Lanka's wounds.

Ondaatje portrays anarchic labour in *Anil's Ghost*. Anarchism is already used in *The God of Small Things* by Arundhati Roy. Both Ondaatje and Roy spiritualized manual dexterity in their economic, elegant descriptions of skilled labour. In the postmodern world increasingly fascinated by, yet disgusted with, mass production and mechanical substitutes for laborious, traditional craftsmanship, the figure of the highly skilled artisan symbolizes rejection of international trends towards globalization and the elevation of the consumer over the produce of goods.

All the anarchic labourers contribute to this concept of dangerous artisans. Ananda Udugama, sculptor or painter from *Anil's Ghost* and Velutha parravan, the untouchable carpenter from *God of Small Things* share certain traits: peerless manual skills, a tendency towards silence and a stubborn insistence on maintaining personal integrity even amidst domestic violence and war.

Of the two fictional artisans from the Indian subcontinent, Ananda is a Sri Lankan Buddhist who has risen from the symbolic pits of despair where he has been involved in physically grueling labour in mining gems and suffered injury. Velutha is a Malayalee Indian carpenter, an unusual position. Within the fictional world of these skilled artisans, colonial power structures are inverted as the binaries are dislocated. The identities of the skilled artisans - traditionally fixed by class distinctions are contested in the narratives, as ancient social bias is frustrated by the practical need for the services of those in a traditionally subordinate social rank.

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Next, employment of narrative techniques in Vikram Chandra's *Sacred Games* is taken up for discussion. Chandra's earlier short story collection *Love and Longing in Bombay* echoes throughout *Sacred Games*. The character worked as the well-respected handyman of a pickle factory, an unusual position, which further develops Chandra's engagement with the city by narrating a plot full of intrigue, melodrama, sex and violence that can rival any late Victorian novel or Bollywood film. The main focal point is the individual's negotiation of his role, space and place in this often hostile urban environment, which Chandra explores on all levels of Bombay movie starlet, the rich businessman to the airline stewardess, the corrupt politician to the high court judge, the gang lord to the spiritual guru, and the hairdresser to the policeman.

The idioms in which the novel is written are equally striking and unapologetic. The argot of the Bombay street and the idiom of the world of the gangster is splattered with an array of Hindi expletives and phrases that remain translated. Chandra masterfully narrates so that their meaning becomes readily discernible from their context. While Chandra includes a list of 'Dramatis personae' the main actors in this saga he does not provide a glossary. Chandra puts the reader into sink or swim situation and then the reader is forced to engage on a different level with the characters and the city and encouraged to get involved in the story characters and their language and their idioms.

Chandra uses temporal distortion or flash back. It is a literary technique Chandra's narrative propels the readers backwards and forwards between the past and present. Chandra narrates the flight of the Singh family to India during the partition riots or the injustice suffered by Gaitonde in a small rural village. He does not only provide the back ground information that reveals what has shaped the characters and explains his actions but also reveals the ruptures that have shaped the modern Indian nation.

Chandra's novel follows a comparable intertextual strategy. Intertextuality in literary kind is implied in detective conventions that Chandra follows. As well as in the books character as urban epic and critics have variously suggested such presence as Charles Dickens, Fyodor Dostovsky, Edgar Allan Poe and Raymond Chandler. There is also an immediate intertextual link within Chandra's own oeuvre through Sartaj Singh as recurring character, with story "kama"

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from love and longing in Bombay. Most striking, though, is an intertextuality of a different kind, with the literary novel rubbing shoulders with Indian mass culture.

Both Michael Ondaatje and Vikram Chandra place their novels in the literary post-modernist context. In their novels, they seek to represent a reality outside the literature, with the narrator as one of the major connection between life and art. Thus, this chapter narrative technique of Michael Ondaatje and Vikram Chandra reveal them as one of the leading master craftsmen in their time.

CHAPTER 5

SUMMATION

The detailed discussions put forth in the core chapters of this dissertation argue that the two novels Michael Ondaatje's *Anil's Ghost* and Vikram Chandra's *Sacred Games* are effective detective novels. The two novelists Michael Ondaatje and Vikram Chandra exhibit display both substantial similarities and clear difference in their writings. Both are South Asian writers. Michael Ondaatje *Anil's Ghost* and Vikram Chandra's *Sacred Games* prove them as detective writers.

Michael Ondaatje is a Sri Lankan born Canadian novelist. His works include fiction, autobiography, poetry and film. His novel *In the Skin of Lion* is a fictional story about early immigrant settlers in Toronto. He won the Booker Prize in 1988. Ondaatje's *The English Patient* is a sequel to *In the skin of Lion*. The story deals with the gradually revealed histories of a critically burned English accented Hungarian man, Canadian nurse, a Canadian-Italian thief and an Indian sapper in the British Army as they live out the end of World War II in an Italian Villa.

Michael Ondaatje's *Anil's Ghost* is a detective story in which heroine forensic pathologist; Anil Tissera leads to the exposure of a government crime and revelation of the truth. She returning to her native Sri Lanka to explore the current campaign of terror and murder brought about by a vast ethnic war near the end of the twentieth century. She has been educated abroad and has not returned to Sri Lanka in a number of years. She returns to find the country side torn apart by mass graves, night patrols, and government interrogations. With the help of Sarath an archaeologist, Anil discovers bodies, skeletons. They met Ananda, an artist who might construct from the skull a representation of the face. Then, they identify sailor toddy tapper.

The protagonist, Anil Tissera in Michael Ondaatje's *Anil's Ghost* and the protagonist, Sartaj Singh in Vikram Chandra's *Sacred Games* put forth the investigation of the murder.

Vikram Chandra is an Indian writer. His first novel, *Read Earth and Pouring Rain* won Common wealth prize in 1996. His novel was inspired by the autobiography of James Skinner, a legendary nineteenth century Anglo-Indian soldier. The novel was written over several years at the winning program at Johns Hopkins University and University of Houston. His short Story, *Love and Longing in Bombay* explored with humor, passion and romance the high and low contradictions of life in the Bombay of the 1990s economic boom.

His novel the *Sacred Games* is the only fictional text in the conventional sense among the two books about Mumbai. One intertextual confirmation of the fictional status of *Sacred Games* lies in the fact that one of its two central characters the Sikh police inspector Sartaj, is a carryover from the earlier magnificent collection of stories *Love and longing in Bombay*.

Sacred Games is dual biography of Mumbai Ganglord, Ganesh Gaitonde and the police officer Sartaj. The two biographies drift apart in their range and direction: at the very beginning there is a dialogue between the two main characters through the door of a bunker in which Gaitonde has built himself a final retreat before his suicide. Sartaj's job is to clear up in his investigation the criminal and political context of Gaitonde's evil record, Gaitonde non-realistic posthumous dialogue with Singh charts the major phrases of his career in urban crime.

Thus, this dissertation entitled Michael Ondaatje's *Anil's Ghost* and Vikram Chandra's *Sacred Games* as detective fiction has made an attempt to do an in-depth study of both the novels to prove them as a detective novelists.

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LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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A Paradoxical Interpretation of Postmodern Feminism

Munnzza Noreen, M. Phil. Scholar

Abstract

The research paper highlights the decentralized innovations of *Postmodernism* in feminism. This is known as 'Postmodern Feminism'. Postmodern Feminism aims to prove that 'Men' and 'Women' are *matters of language*, socially constructed entities having no biological and gender differences as men and women. Postmodern Feminists attempt to change the entire scenario of 'Feminism' by placing the idea of '*Removal of Boundaries between the sexes*' and gender as a mere 'linguistic issue'. The emergence of 'Queer Theory, Lesbians and Gays' are the bright inventions of this Postmodern Feminism. This very concept of treating gender beyond gender, leads to the idea of the '*Death of Gender*'. This '*Death of Gender*' ultimately leads to the '*Death of Feminism*'. Feminism deals with the identity and social problems of women. Hence it can be said that the edifice of Feminism is standing on the pillar of '*Identity*'. This '*slippage of sexes*' and *gender beyond the gender* are confusing, rather removing the idea of identity. So in this Language in India www.languageinindia.com

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manner, these stunning beliefs of ‘Postmodernism’ are devising a *paradox* of feminism with the title of ‘*Postmodern Feminism*’.

Key Words: *Gender, Discursive Construction, Paradox, Postmodern Feminism, Removal of Boundaries, Identity,*

Introduction

‘A Paradoxical Interpretation of Postmodern Feminism’ aims to highlight the effects of Postmodernists’ agendas on Feminism. Most probably the ‘Gender Politics’ of Postmodernism has made a strong impact on the practices of ‘Feminists’ theoretical framework’. In its attempt to decentralize the phenomena, it has caused a great threat to the existence of many of the disciplines and ideologies. Feminism is one of them. This research paper brings into lime light the growing trends, which strictly criticize and discourage the ‘*Gender Politics*’ of Postmodern feminists. It tries to prove the term ‘Postmodern Feminism’, as a mere Paradox. Feminism and Postmodernism can never go side by side. Whatever is feminist is not Postmodernist, as ‘Postmodern Feminism is’ the second name for ‘Politicizing Sexual and Gender Practices’.

A Cursory Examination of Postmodernism

A cursory analysis of postmodernism can clarify a fact that it lacks gender. So the postmodern feminism introduces a new kind of utopian gender-free and fanciful paradigm for feminists. (Ahmad 14) Postmodern feminists were all inspired by the postmodern project of deconstructing the modernist philosophical conventions, while all these theories of the race, class, and gender were motivated by the contemporary feminist policies which are better to be called as feminist politics. For several poststructuralist feminists, this essentialism of sex and gender was the basic issue of contention. (Davis 73)

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Postmodern approaches lay a great stress, therefore on that performative shifts, can parody the dominant norms, exposing their own performativity. This means that purportedly queer activities like drag for instance, have the potential to reveal the arbitrariness of conventional gender distinctions and identities(which seems a bit paradoxical) by parodying and so undermining them. (Tyler 15)

Liberal Feminism

Theoretically arguing, liberal feminism claims for so many fantasies like that gender differences are not any kind of hard and fast differences. They also claim that these gender differences are not biology based, and therefore men and women are not at all that different -- the common humanity of both these creatures, supersedes their procreative differentiation. Lorber argues in the critique of the agenda of postmodern feminism in the way: "If women and men are not different, then they should not be treated differently under the law". (Lorber 9)

What the stunning postmodernism has done is a bit terrific. According to Paul, this mighty postmodern feminism has given a great blow to his ideologies. It has made this world a place where both men and women can be anything other than 'Human'. (Paul 109)

By drawing the attention towards these absences and these erased privileges, the role of feminism in its engagement with postmodernism is absolutely transformative. It has changed the soul and the shape of the entire scenario of feminism. Furthermore it has drawn the attention to the divisions within feminism. (Ahmad 15)

In fact it is certainly, not the case that gender and sex have merged into any background, but rather that there is now a recognition that Sex and gender are fully and inextricably imbricate with all the other phenomena and all the other quasi-structural and discursive inequalities which are at work in our entire lives. The

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need for this kind of critique is no doubt interminable. (Shildrik 71)

Genderless Feminism – Gender as Social Status

To study postmodernism as a gender free paradigm, is really very different from taking it as an actively constructing gender as absent. (Ahmad 15) The 'exclusions' in this paradigm of postmodern feminism refers to the exclusion of other identities and other ways of being, which mobilization around a single female identity is in danger of replicating. (Hepburn 'par' 28)

Gender these days, is understood as a social status, a personal identity, and it is understood as a set of relationships between man and woman, and among women and men. Sex is not existing now, it is no longer seen as a one-way input or a basic stuff for the sake of social arrangements, but a very complex interplay of hormones, genes, physiology, behavior and environment, with loop-back effects. Sexuality is now understood to be physiologically based and socially constructed phenomenon, which is expressed emotionally. (Lorber 8)

Jane Flax (1997: 174) claims that it is basically the diversity in the movement (postmodernism) which has brought about the paradoxical but the most important advance in feminist theory. The inability in reaching to a conclusive and satisfactory answer on the meaning of the term 'gender' has meant that the very recognition and existence of the gender relations has been problematized. Now the 'gender' can no longer be treated as simply a natural fact. (Snowdon 4)

Benhabib while commenting on the ground breaking politics of postmodern feminism argues that there is nothing like gender now, and there is no gender identity behind the expressions of gender these days; that identity of postmodern feminists' is now performatively constituted by the very 'expressions' that are said to be its results. If this view of the self by postmodern feminists is adopted then is there any possibility of the change of those very

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“expressions” which constitute us? If we are what we are doing and performing and have no biological reality of ourselves then, is there ever will be any chance for stopping this performance for a while, to pull this curtain down, and let it rise only, if one can have a say in the production of the play, itself?(Benhabib 21)

Replacing Unitary Ideas

The issue of identity is analyzed and perceived by the postmodern feminists in their own ways. The way they have taken, is marked by the soul of postmodernism. They have tried to replace these unitary ideas about identity with the more fluid variety of postmodernism. The postmodern politics have thus treated gender as other phenomena like race, class, sexuality and ethnicity. (Hepburn ‘par’ 22)

Lorber while emphasizing on the importance of ‘gender conformity’ argues that it is gender conformity which supports the gendered social order of the society, but it is the deviance and diversity which challenge it. These are the binaries define identity and there is no identity outside the binaries of girl/boy- woman/man. (Lorber 9) Criticizing the notions of postmodern politics Benhabib thinks that it is necessary to criticize the unrealistic and superficial reservations of postmodern feminists on the issue of gender and sex, specially their concept of heterosexuality and dualist positions in the women movement. (Benhabib 21)

Gender difference is extremely important as it builds a social order with in society. Gender system developed by the nature is very strong, the bounds of gender are irresistible. We do gender, we perform and assert our gender. We participate in its construction, once we have learned to take our place as a member of a gendered social order. So considering it as absent is just like living in a utopia. (Lorber 9)

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Undermining the Possibility of Feminism

Postmodern feminism in one way or the other has many versions. A certain version of postmodernism is not only incompatible with but would undermine the very possibility of feminism as the theoretical articulation of the emancipatory aspirations of women. (Benhabib 29)

Thus speaking in another way, the postmodernism does deconstruct, but doesn't really reconstruct. No feminist is happy with that kind of potential quietism, even if she (or he) approves of the deconstructing impulse: you simply can't stop there. (O,Grady 'par' 13) Hutcheon's analysis is a bit diverse; that feminisms have pushed postmodern theory and art into the directions they might not otherwise have headed. (Hutcheon 171)) Men and women are social entities that are defined in relation to each other and cannot exist without the opposing category (Jakson 135).

Feminist writer Martha Nussbaum damned Butler's 'hip defeatism' in the right wing magazine '*New Republic*'. Nussbaum has interpreted Butler's work on a new horizon. According to her it is in fact a sexualized spin on Baudliare's celebration of stupidity as the only possible postmodern revolt. (Aldred 1) The postmodernists' thought through their conclusions may eliminate not only the specificity of feminist theory but place in question the very emancipatory ideals of the women's movements altogether. (Benhabib 20)

Battles over Problems of Identity

Many battles have been fought among the different groups of feminists over the issue of identity—from what standpoint should one speak, if at all? The problem, of course, is that "it has now become difficult to name one's feminism by a single adjective. The consciousness of

exclusion through naming is acute. The identities seem contradictory, partial and strategic. (Haraway 'par' 12)

Thus this mighty postmodernism and its feminist politics are seemed committed to undermine the commitment of feminists to the women agency and a sense of selfhood. The redefinition of gender, removal of sex and the exercise of radical social criticism which uncovers gender, are all fake. In one way or the other, it undermines the very soul of feminism. It contains two things together an endless variety and the monotonous similarity.(Benhabib 29)

Feminist knowledge can never claim to be wholly objective because it is founded upon a political understanding of the women's situation as one of oppression. (Jackson 151) Postmodernism has not theorized agency; it has no proper strategies of resistance that would correspond to the feminist ones. (Hatcheon 168) Postmodernism can teach us the theoretical and political traps of why utopias and foundational thinking can go wrong, but it should not lead to a retreat from utopia altogether. For we, as women, have much to lose by giving up the utopian hope in the wholly other. (Benhabib 30)

Postmodernism in its agenda of challenging the Meta-narratives and Master-narratives intentionally or unintentionally has challenged the spirit of Feminism in the shape of Postmodern Feminism. By killing the issue of 'Identity', it has also exterminated the urgency of any feminist movement. In one way or the other everyone has tried to express the reluctance in accepting the Postmodern feminist agenda of the *removal of boundaries between the sexes*. By covering the issue with a sweeping term *gender*, Postmodern feminists are caught in their own web. 'Gender' according to some feminist Theorists mainly including Butler and her followers is a material reality. To associate it with the issue of performativity is ridiculous rather illogical. Every individual has a right to establish oneself in the society according to one's own will. But if we remove the '*mighty term gender*' and sexual difference between the sexes, it will ultimately

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cause a chaos in the society. ‘*Death of sex/gender*’ will ultimately lead to the ‘*Death of Feminism*’. The whole feminist practice is marked by an endless struggle for a ‘*separate identity*’. It is a race for asserting oneself as a *Female* before the entire society.

Claim for the Removal of the Boundary

There can be a possibility for Postmodern feminists’ claim for the ‘*Removal of the Boundaries between sexes*’. Perhaps under the strong effects of postmodern movement, the Postmodern Feminists are highly influenced by Nietzsche’s philosophy of the *Death of God*. By taking the *gender as a dead entity and by considering it as a performative issue*, they have earnestly tried to violate the norms of nature somehow. The emergence of new horizons (Lesbianism and Gays) has left a heap of questions, unanswered. Why the gender is still needed to be performed for its identity, when it has no more significance in our lives? If we have no space for gender in our society then why should we go for its performance and assertion?

Postmodern Feminism

‘Postmodern Feminism’ is often associated with Butler’s work (*Gender Trouble*, 1990) on textualizing the ‘*gender*’. She has tried to prove it as an issue of ‘*discursive construction*’ and performance. Her theories criticize the conflation of sex and gender, essential generalization regarding men and women and an approach to view gender as a fixed element or entity. She in her attempt has tried to get rid of that ‘*essentialism*’. This is the spirit of Postmodernism to revolt against the absoluteness and essentialism of any phenomenon. But ‘Feminism’ is all about the essential views of softer sex towards the opposite sex. Feminism is marked by the issue of ‘*identity*’. Separate identity and rights of women to grow and move freely in the society, are the focal issues of feminism. When Postmodern Feminism, talks about the removal of these essential boundaries between sexes by considering it as performative issue, it eventually kills the element of ‘*an identity for women*’. If there is no question of *feminine identity*; then there is no question for *rights*. If Men and Women are equal and are not essentially different from each other then there is no need for a slogan of ‘*Women’s Rights*’. In this way the *mighty Postmodern*

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Feminism’ becomes a *Paradox*. It is a weapon using its potentials for the destruction of itself. It’s a self-destructive entity.

A Sacrificial Entity, Kaleidoscopic Patterns

To be a woman means a sacrificial entity. Being a woman, whether she belongs to any corner of this world, the creature has to sacrifice so many precious things in her life. She has to struggle a lot in order to prove herself. She has so many faces, and so many roles to play. Each of the roles demands a specific sort of skill to perform it. Men, on the other hand, too have many roles to play but they always remain *men*. A woman at a time has to be responsible for her womanhood. If she is a mother she is thought to leave no stone unturned to bring comfort to her children. If she is a wife she is expected to satisfy the needs of her husband. If she is a house wife, there are various demands upon her to be responsible for all the ups and downs in her territory (household). And if she is a working woman, then again she is expected to manage all the above mentioned responsibilities along with her job. Still she always seems *proud of what she is*.

In all these varied, kaleidoscopic patterns of her life, the issues which are addressed by Feminism have proved to be a ray of hope for her. Hope for *progress*, hope for *identity*, hope for *individuality*, and hope for being *acknowledged by the society*. ‘Postmodern Feminism’ though trying to bring versatility in the practices of feminism, irrespective of its outcomes, has made itself a *Paradox of Feminism*.

‘Postmodern Feminism’ has tried to remove the essentialism of sexes, by removing the essential boundaries between sexes, and by proving sex and gender as socially constructed entities. But who knows, *is it not an essentialism to remove the essentialism?* How can ‘Postmodern Feminism’ be irrational, when it provides so many rationales for itself? Why ‘Postmodern Feminism’ avoids adopting the mid-way? Why remove the boundaries when they

are developed by nature? Here we see that it is not only Paradoxical, but it *violates the natural orders*.

‘Postmodern Feminism’ should not go against the natural orders. It should try to innovate Feminism by introducing new horizons for women to fly. It should *accept* woman *as she is* instead of *resisting her identity* by removing differences. It should attempt to resist patriarchal hold by *discouraging* it and by *debunking* it. It should try to bring equality in rights not essentially on biological grounds but on social, cultural, economical and academic grounds as well. There can be so many other possibilities to promote feminism other than politicization of it. This politicization has killed gender, and so also Feminism by the hands of ‘Postmodern Feminism’. The emergence of *Post feminism* is one of the blessings of ‘*Postmodern Feminism*’, which can be better titled as ‘*Anti Feminism*’.

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