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Dare To Give!

A Call from Philosopher, Educationist and Entrepreneur
Jimmy Teo

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Some 41 years ago, I was having dinner alone at Potong Pasir (Pek Suan Phu) at Tanjung Pinang, Bintang Island, Riau Archipelago, Indonesia.

My eyes got a little cloudy when recollecting that moment.

I need to share for posterity sake:

1 I love seafood. Rarely, I eat alone. For whatever reason, that evening, I was there alone. It was also my 1st time eating at this large alfresco food place where the locals frequent – brightly lighted by kerosene lamps & fronted by lots of 'push carts' hawkers.

2 I ordered steamed shell fish. And when I was waiting for my dish to arrive, I was enthralled by an interesting incident. A thin man, followed by his wife & 3 children were marching, all in a single file to a table about 50 meters away from me. It was quite spectacular in that, they were marching, not walking leisurely. From their clothes, one can see that they were very poor & very thin. Why they were there to eat was a wonder to me. I guess then that the man of the house decided to give the whole family a treat despite their poverty or that they freshly arrived from the jungles (Pulau Bintang was then not developed, with lots of jungle hinterland).

3 I saw them got seated & ordered something from the enquiring hawkers.

4 I then asked the hawker serving me to do me a favour. I told him to please tell the other hawker serving that family not to accept any payment. I will pay for all that they consume that evening. And he quickly went over to tell his hawker friend that I will pick up the bill for that family.

5 As I was eating my dish, to my surprise, the whole same family came to me (again in single file) to thank me. I was caught by surprise. They ate so fast & probably so simply, as I guess they could not afford more. I think I must have paid only a few Singapore dollars for their whole family. And they came to thank me! They could not believe that there are people in this world willing to do that!

My little action touched the life of the hawker who sold me my food as he was also very touched; and also his hawker friend who provided the food & was paid by me. Then, the family who ate the food who could not help but be thankful & grateful.

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And now, all of you who read this article may be touched as well.

Only a few dollars, and it helped make the world a better place.

May we dare to be generous;
To give to the needy
Showing the way for others
To do likewise.

May we infuse this world
With kindness & goodness
By our thoughts, actions, smiles
And our words.

8.32am/Thurs/3.12.15

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Deixis: A Pragmatics Analysis

Muhammad Abdullah, Ph.D. Scholar
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Abstract

Deixis owns a significant place in the study of pragmatics. Present study discusses deixis comparatively with reference to Levinson (1983) and Yule (1996) in terms of its clarification of concepts, appropriate exemplification and coherent argumentation as propounded in their respective works on pragmatics. However, it is revealed through this discussion that the approach of Yule is quite precise and comprehensive as compared to Levinson.

Keywords: deixis, pragmatics, analysis

Introduction

Levinson (1983) states that pragmatics is the scientific study of the relation between the structure of a semiotic system (notably language) and its usage in context, and along with semantics, forms part of the general theory of meaning. Inside the theory of meaning, pragmatics particularly deals with inherent meanings, presumptions and contextual interpretations: the method in which syntactical features of linguistic expressions operate on the background of presumption and inferences. Under the rubric of linguistics, pragmatics plays a significant part in general linguistic theory in part because:

(a)   it possesses significant intrinsic subject matter,

(b)   it promises explanations for other linguistic phenomena (although partial), and

(c)   it also emerges as a response to over-idealization in contemporary grammatical theory (although partial).

Moreover, it has also emerged as a field of interdisciplinary concern, with basic aids from philosophy, psychology and sociology of language and linguistics like critical discourse analysis (CDA). According to Levinson the term 'pragmatics' in modern semiotics

is adopted from the philosophical work of C. S. Peirce and R. Carnap as reflected in Morris (1938) *three divisions of semiotics, the study of sign systems*: 1) syntax, which probes signs to signs relationship, 2) semantics, which explores the relation between signs and things to which they refer, and 3) pragmatics, which investigates the relation between signs and their users. Since then, the term has been used in two broad perspectives: sociolinguistics and discourse analysis, along with a narrower use in terms of systematically context-dependent meanings. Topics like deixis, presupposition, speech acts, implicature, and conversational inference are central to pragmatics but in this study only deixis will be discussed in detail in the perspective of the concepts propounded by Levinson (1983) and Yule (1996).

Discussion

A Yiddish story (Levinson, 1983, p. 68):

A melamed [Hebrew teacher] discovering that he had left his comfortable slippers back in the house, sent a student after them with a note for his wife. The note read: "Send me your slippers with this boy". When the student asked why he had written "your" slippers, the melamed answered: "Yold! If I wrote 'my' slippers, she would read 'my' slippers and would send her slippers. What could I do with her slippers? So I wrote 'your' slippers, she'll read 'your' slippers and send me mine"

Yule (1996) portrays deixis as technical term from Greek and states that it refers to 'pointing' in the linguistic expressions of interlocutors in the process of communication. The corresponding philosophical term *indexicality* can be referred to Latin. The phenomenon however depicts that some linguistic expressions logically need contextual interpretation in the process of communication. For example the utterance: 'Carry this bag to house' demands the contextual information to make out the accurate meaning: which bag is being referred to, and to which house it is to be carried.

Levinson (1983) does not contradict with Yule's concept of deixis and states that a linguistic expression can be very well tested as being deictic or not in terms of its truth or falsehood without taking the speaker, addressee, time or place of utterance into considerations: thus an utterances or statement 'Dr Adulqadir Khan is a scientist' represents a fact which can be either true or false, whereas another statement 'He is a scientist' depends on who the 'He' is: 'He' is a deictic expression.

According to Yule (1996), deixis is one of the most fundamental elements we discuss in the perspective of contextual interpretation of an utterance. It also refers to *pointation* through language.

Generally, deixis refers to the phenomenon in which meanings of some words and phrases in an utterance are comprehended through contextual information. The semantic meanings of certain deictic words are fixed but their denotational meanings differ in respect of time and/or place. In the first glance it looks an easy and simple phenomenon, but the junction of contextuality adhering to intangible emblematic representation through linguistic expressions results into profound philosophical and psychological intricacies as in English almost every utterance or statement is tensed, and tense is deictic. For instance 'It is holiday' where 'is' locates the reference in time (today). Deixis also helps to clarify a variance between the meaning of a sentence and thought analogous to its utterance. Deictic expressions are also known as *indexicals.* They are found among the early linguistic expressions of young children. Languages integrate deictic context-dependency in various places in their syntax and lexicon; however, Yule (1996) discusses the following three main types of deixis:

(i)   Person Deixis

(ii)   Spatial Deixis

(iii)   Temporal Deixis

These will be briefly summarized here. Deictic expressions are those whose interpretations depend on the context, the speaker's intention and relative distance (Yule, 1996). For instance, in terms of context, interpretations of deictic expressions depend on speaker and hearer sharing same context or having their most basic use in face-to-face interaction. It is differentiated with two basic terms: proximal (near speaker) for example this, here, now and distal (away from speaker) i.e. that, there, then (Yule, 19976). In the perspective of person deixis (I, you, he) Yule furnishes the concept of deixis tripartite system: speaker (I), addressee (you), and other (he, she, it). The same is known as system of pronouns in different languages, as in English first person pronoun (I, we), second person pronoun (you) and third person pronoun (he, she, it). For sake of interpretation of a conversation with respect to these deictic expressions we need to realize that every interlocutor in a conversation shifts from being 'I' to being 'You' regularly. Spatial deixis are used to indicate the relative location of people and things. The concept of distance in the study of deixis is more relevant to spatial deixis. Yule also states that it is however, important to be aware of in the perspective of spatial deixis that setting of speaker's point of

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view may be fixed psychologically as well as physically. Examples of spatial deixis from modern English are: here, there; come, go; bring, take; this, that etc. Example of the indication of movement towards/away from in old English is *hither* (to this place) or *thence* (from that place). Under temporal deixis, linguistic expressions depend for their interpretation on knowing the relevant utterance time (Yule, 1996), for instance, *now*: time coinciding with speaker utterance, *then*: past and future time relative to speaker's present time, *yesterday, tomorrow, tonight, tomorrow, today*: tense. The tense can be further exemplified like simple present as proximal (*I work here)* and simple past as distal (*I worked there).*

Levinson (1983) generates a detailed discussion on deixis under the following two approaches:

(i)   Philosophical Approach

(ii)   Descriptive Approach

   (a) Person Deixis

   (b) Time Deixis

   (c) Place Deixis

   (d) Discourse Deixis

   (e) Social Deixis

These will also be briefly discussed here. Philosophers usually prefer indexical (deictic) expressions or indexicals and deixis can be conveniently probed into by taking into consideration how certain usual linguistic expressions are dealt within truth-conditional semantics (Levinson, 1983). For instance the identification of the semantic content of a sentence, statement or utterance is carried out in the perspective of its truth conditions: the semantic content of 'Hafsa is the daughter of Abdullah' will be true in particular circumstances which determine that the individual known as 'Hafsa' is in fact identical to the individual who is the daughter of Abdullah. Levinson discusses this phenomenon in terms of complex structures of utterances in great detail.

Under the rubric of descriptive approaches Levinson discusses five main types of deixis: person deixis, time deixis, place deixis, discourse deixis and social deixis as mentioned above. These are precisely discussed in the following lines to watch the

differences or similarities in terms of the strategy of argumentation as compared to Yule discussed before:

Levinson starts with person deixis found in the form of personal pronouns in the linguistic expressions. In the traditional grammar these are categorized as first person (I, We), second person (you) and third person (He, She, it etc). First and second person refer to interlocutors of the speech event as present speaker and addressee contrary to the third person. Besides systems of pronouns, these are also echoed in verbal agreement and elsewhere. Levinson claims that many languages have unusual demands in this case. In South East Asian languages, for instance Korean or Javanese have dissimilar forms of the words for referring to things like kinsmen, houses, food etc. in accordance with the status of speaker and addressee (sender and receiver).

According to Levinson, a second significant parameter of linguistic utterances or deictical expressions is time. Temporal deixis also named by Yule (1996) is unswervingly reflected in words like 'now', and also manifested through tenses in English language. Time is traced through tenses used in linguistic expressions relevant to the timings of a speech event: past tense is used for proceedings preceding it, present for its inclusion in the current events, and future for events subsequent to it. Levinson asserts that all languages don't have tenses, for example, Malay in Malaysia or Chinese in China. All grammatical categories that grammarians call tenses are also not truly deictic. There are certain languages like Bantu or Papuan languages which hold six deictic tenses especially specifying something happened or the activity of the day before yesterday. Urdu and English languages also differ in terms of tenses with Arabic. Temporal deixis has a lot of other demonstrations spanning from calendarical (referring to calendar) specifications like 'yesterday' to more clandestine items like 'ago' for example, ten years ago or 'good night' which contains an assumption that speaker is parting at night.

In the parametric setting of linguistic expressions a third factor is spatial deixis as discussed by Levinson. It is manifested through demonstratives pronouns (this and that) and adverbial pronouns or adverb of place (here and there) which are used in deictical expressions to indicate the place of speech event. Systems of linguistic demonstration differ to a great extent across languages of the world. For some speaker is nucleus for measuring deictical distance, others produce a distinction between 'this' for near speaker

(sender) and 'that' for near addressee (receiver). There are other spatial deixis which invoke issues of attention, for instance a contrast between 'this' referring to someone under discussion vs. 'that' to whom/which your attention is being drawn. In some of the languages, for example Inuit, a big collection of demonstratives is available where they connect with the shape of things being referred to. Almost in all the languages we frequently have such pairs of verbs (come vs. go and bring vs. take), which are time and again interpreted to identify the direction of the motion i.e. towards or away from the place of speech event. There are a lot of other deictical expressions in languages which are secretly place deictics: for instance, 'the rabbit is behind the wall' entails that there is a wall between the speaker and the rabbit, and 'the fruit is available in the local market near the school' means that market is near the place of speech event.

Second last among the types of deixis propounded by Levinson (1983) is discourse deixis. It entails the possibility of anaphoric references: it provides a reference to an utterance backward or forward to other utterances, for example, 'that was a great competition' and 'her efforts may be recognized like this: good job done!' Due to use of expressions (linguistic utterances) similar to pronouns for referring to entities mentioned earlier, generally by fuller expressions, discourse deixis is graded into anaphora. The last parameter discussed as a type of deixis is social deixis. The indoctrination or programming of the social relation between speaker (sender), addressee (receiver) and third-party referents is often acknowledged as a different deictic measurement, known as social deixis. For example in some Australian languages like Dalabon, as mentioned by Levinson pronouns fabricate a reference to identifying distal relation among the speaker and the referent, or the referents in the case of plural third person pronouns. They are given representation through honorifics for example *tu* informal 'you' and *Lei* formal 'you' (Levinson, 1983), *San*: the most common honorific in Japanese; a title of respect similar to English Mr., Miss, Mrs., Ms.

Conclusion

In the perspective of above stated discussion on deixis, it is therefore, concluded that Yule (1996) discusses the phenomenon of deixis in a precise and comprehensive manner with appropriate exemplification, whereas Levinson (1983) does the same in detail although supported by accurate examples but it becomes difficult for the reader to maintain

sequential link or equal level of interest. Overall both writers have done well and delivered conceptual understanding on the topic. Both the authors have gone through significant efforts for understanding the empirical implications of deixis to demonstrate how it works, and how it can be brought within a formal theory of meaning in pragmatics. Generally most part among theoretical models miscalculates the intricacy and pervasiveness of deictic phenomena, and the affluence of contextual systems available for their support. According to (McNeill, 2000) for example, excellent studies of authentic deictic usage are exceptional, and the study of gesture is in its immaturity. Although, both Levinson and Yule have used good strategy of argumentation for elaborating the phenomenon of deixis, however, Yule is comparative better than Levinson in this regard.

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A Critical Analysis of the General English Prescribed for the Undergraduate Level First Year Students in Satavahana University, Telangana State

Dr. Adi Ramesh Babu
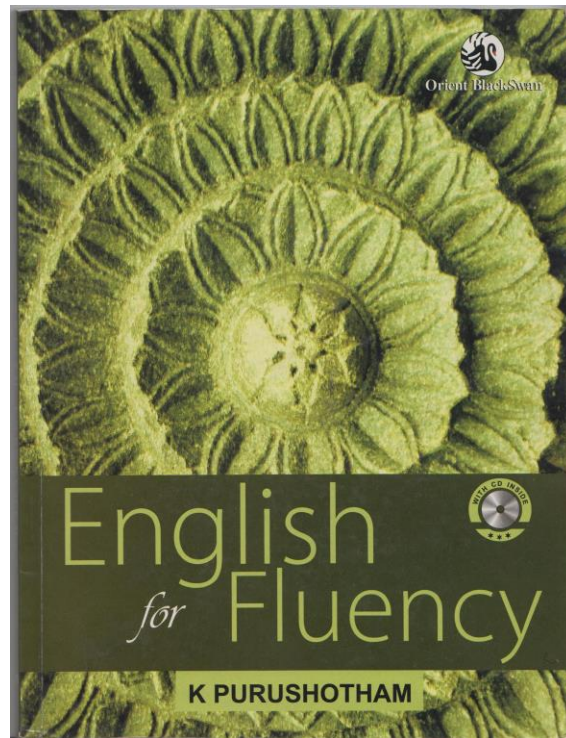
Abstract

English language teaching and learning has been always a difficult job. Text books play an important role in language learning. In view of the importance of English as a target language in Telangana State, the syllabus of General English for undergraduate level students has been changed during 2013-2014. The paper traces out how the present General English text book for undergraduate level first year students in Satavahana University makes it dull to be learning a language. It critically brings out how the book does not encourage the learners to improve communication skills in English language as it has not attracted the undergraduate level students.

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Keywords: English language, text books, General English text book, undergraduate students

Introduction

A standard text book should have some universal characteristics. A text book generally should be a learner friendly and activity based. It must follow simple to complex methods and topics to be arranged from known to unknown. Of course no text book is perfect, but a textbook must contain materials that deal with factual subjects rather than myths. It should contain enough exercises that must cover all the language skills. It is a tool for the teacher, who plays a role of a facilitator in the teaching learning process. Teacher has the opportunity to assign supplementary materials based on the students' needs. Keeping in view the aforementioned ideas, the paper tries to analyze the new General English text book for the undergraduate level first year students of Satavahana University.

English is taught as a foreign language in India. English teachers and lecturers teach English based on text books that are prescribed by the boards of universities. It is the time to analyze the text books whether they satisfy the learners as well as teachers. The syllabi of English text books are generally changed between four and five years.

Focus of the Paper – Efficacy of the General English Textbook for First Year in Satavahana University

The paper points out whether the present General English textbook for undergraduate level - first year students in Satavahana University has accomplished its set goals or not. Therefore, it is very important to look into whether it has corresponded with the learner's needs of the particular situation, and whether it has improved learner's communication skills in English. Since the university orders the lecturers to follow the prescribed text books, the lecturers are not diverting their minds from it. That is why it is seen that textbooks get more importance in a language classroom. The textbooks provide lessons and samples of classroom progress through given instructions by the course editors. Regarding this, McGrath (2002) asserts that textbooks can set the direction, content and they can propose ways in which the lesson is to be taught.

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Objectives of the Course

1. To expose the learners to cultural diversity and value education through the humanistic curriculum;

2. To empower the learners with skills necessary for global placements;

3. To equip the learners with the skills essential for their academic subjects;

4. To acquaint the learners with reference skills;

5. To encourage learner autonomy through pair and group activities;

6. To help the learners and the facilitator visualize the theoretical and practical components of the course as a complement to each other;

7. To encourage the facilitator to make creative use of various pedagogical tools and the new educational technology;

8. To orient the learners to utilize the fruits of the ICT Revolution for equipping themselves for international competitive examinations.

Expected Outcome

The expected outcome of the course is that the learners will be able:

1. To be aware of cultural diversity and values of life;

2. To communicate effectively with coherence and relevance in speech and writing;

3. To be proficient with the Soft Skills required for national and global placements;

4. To participate in brainstorming sessions for cooperative learning;

5. To be proficient in modes of web-based learning.

Concerning the teachers, there will be a growing awareness of their role as facilitators. The syllabus enables the teachers to adopt a progressive use of interactive teaching, besides greater recognition of the role of leaner–centric approach.

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Satavahana University, Karimnagar, *English for Fluency* **(for Degree I year) Syllabi**

SL.No	Reading	Writing	Listening	Speaking	Grammar	Vocabulary
1	**What Is My Name?:** P. Sathyavathi	Paragraphs	Listening for sounds, stress and intonation	Greeting, taking leave and introducing oneself and others	Nouns	Homonyms
2	**Pochamma's Goddess: Radha D'Souza**	Essays	Listening for theme	Making requests	Pronouns	Homophones
3	**The Woodrose: Abburi Chaya Devi**	Descriptive essays	Listening for theme	Asking for time and directions	Articles	Homographs
4	**The Kitchen: Vimala**	Narrative essays	Listening for main ideas	Inviting	Adjectives	Synonyms
5	**Yanadi Kotadu: Sujatha Gidla**	Expository essays	Listening for main ideas	Apologizing	Kinds of verbs	Antonyms
6	**Adivasis: Kancha Ilaiah**	Argumentative essays	Listening for details	Interrupting	Tenses	Prefixes
7	**For Vegetarians Only: Sky Baba**	Formal letters	Listening for details	Asking for and giving opinions	Adverbs	Suffixes

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8	**Hunger: Jayanta Mahapatra**	Emails	Listening for information	Agreeing and disagreeing	Declarative, interrogative, imperative and exclamatory sentences	Compound words
9	**From *Untouchable Spring*: G. Kalyana Rao**	Application letters and curricula vitae	Listening for information	Suggesting and advising	Simple, compound and complex sentences	Collocations
10	**Lawley Road: R. K. Narayan**	Memorandums	Listening for facts	Giving instructions	Question tags	Phrasal verbs
11	**Letter to My Daughter: Jawaharlal Nehru**	Official reports	Listening for facts	Asking for clarifications and permission	Conjunctions	Idioms
12	**Leave This Chanting: Rabindranath Tagore**	Note making	Listening for the gist	Making complaints	Prepositions	One-word substitutes
13	**The Man behind 'i' (Apple)**	Summaries	Listening for the gist	Telephone skills	Genitives and possessive adjectives	Style and register
14	**The Bet: Anton Chekov**	Paraphrases	Listening for opinions	Presentations	Subject-verb agreement	Commonly misspelt words

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15	**The Gift of the Magi: O'Henry**	Information transfer	Listening for opinions	Group discussions	Active and passive voice	Commonly confused words
16	**If: Rudyard Kipling**	Punctuation	Listening for attitude	Interviews	Reported speech	Connotations

The present textbook has a suitable title *English for Fluency*, well designed, attractive cover page and high quality of editing with color pages. It's easy to carry. *English for Fluency* fulfilled the subject matters language and literary aspects. It has sixteen chapters. First to nine chapters (What is My Name, Pochamma's Goddess, Woodrose, The Kitchen, Yanadi Kotadu, Adivasis, For Vegetarians Only, Hunger, From Untouchable Spring) are translated from Telugu into English so they are attractive to the students as it gives local culture. Students feel that it is their literature but the problem is that they are connected with their mother tongue, which is Telugu. Indirectly they are forced to learn Telugu in English classrooms instead of learning English. The most amazing thing is that most of the English lecturers too speak in Telugu for the sake of the students. If they use English in the English classrooms, the students argue that they can't understand as they come from Telugu medium background. It is the problem with the text books. The native culture and local literature are highly focused upon, rather than opting for British literature or American literature. (graph 1)

Graph: 01

Distribution of literary items in the text book *English for Fluency*

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The textbook has some short stories (What is My Name, Pochamma's Goddess, Woodrose, Yanadi Kotadu, For Vegetarians Only, From Untouchable Spring, Lawley Road, The Bet, The Gift of the Magi) four poems (The Kitchen, Hunger, Leave This Chanting, If), an essay (Adivasis), biography (The Man Behind 'i' apple) and letters (Letter to My Daughter). The textbook was framed from different themes such as feminist, minority and Dalit movements. Skybaba's For Vegetarians Only, G. Kalyan Rao's Untouchable Spring, The Man Behind 'I' apple, Satyavati's What is My Name, Vimala's poem The Kitchen represent minority, dalit, biographical literature and feminism respectively. The poem 'If' by Rudyard Kipling and the lesson "The Man Behind 'I' (Apple), biographical notes of Steve Jobs are inspiring to the students. One of the themes of the short story of Anton Chekhov's 'The Bet' is spiritual and O. Henry's story 'The Gift of the Magi' is about love and sacrifice. Learners come in touch with a wide variety of themes, enjoy literature, imbibe virtues and moral values to become good citizens. Thus this text helps students to become more humane and sensitive to other people's feelings.

Supplementary readers or book of short stories are meant for extensive and non-detailed study. It's a big load on the bilingual Indian students. Omission of this extra reader is a great relief to the students. But on the other hand, the undergraduate General English syllabus at any

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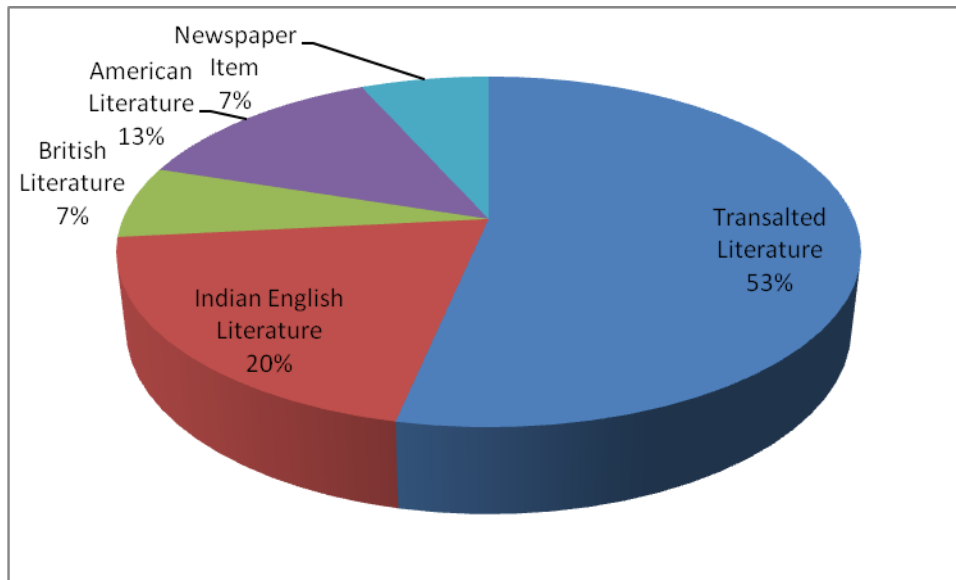Students in Satavahana University, Telangana State   16

cost does not help them to learn language skills. The textbook has eight major components i.e. reading, glossary, comprehension, writing, listening, speaking, grammar and vocabulary. The first page of every lesson should have presented the aims of the lesson or unit to the students. It must be started with a reading section and move on to language skills. Although every chapter has been started with reading, it is not so impressive. In the overall weighing of the sections devoted to skills in the textbook, there is an imbalance between speaking and other skills. Speaking is completely neglected. (graph. 02) Reading seems to be given more importance throughout the book with 16 chapters. Listening is also somewhat neglected. There is unequal distribution of language focus in the sections contained in the chapters of the book.

Instructions to teachers and students have not been mentioned in the initial pages. If notes to the teacher had been given, it would have been a great help to the teachers. It helps the teacher to continue lessons without any other people's help. The other blunder in the textbook is that there are no separate sections of prose, poetry and communication skills. This shows it is not a conservative but modern text. The book does not give any information about the writer and translators. It is difficult to know about the writer because most of the lessons are translations and they are not available on the internet. It makes the teacher's work burdensome. Even bibliography is not given in the textbook.

Graph: 02

Distribution of language skills in the text book *English for Fluency*

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The text book *English for Fluency* also contains sections for grammar and vocabulary. It does not give any appendices at the end of the book. Language works such as listening, writing and vocabulary seem to be given more attention than speaking skills. As most of the chapters are translated from Telugu to English, readers can hardly find unfamiliar words and the course writers have not incorporated even the phonemic transcription for the glossary words. A word without phonemic script increases the hardship of both teacher and student. Students need to look up the dictionary to improve their lexical skills. Since most of the students are from impoverished families, and do not possess dictionaries, phonetic script should have been included in the book.

Vocabulary items such as homonyms, homophones, homographs, synonyms, antonyms, prefixes, suffixes, compound words, phrasal verbs, idiomatic expressions, one word substitutes, confused words are grandly introduced, but no single answer is given to any exercises. Even some of the answers should have been given at the end of the text book. Strategies and language functions are hardly found in a systematic way. The next block is reading which is very much less in number. Indeed there is no single paragraph to read. The reading part in the text book is only the stories in the prescribed lessons. Regarding reading skill, there are only comprehension questions and two line answer questions. Since there are no reading activities, students may not

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get any interest in reading the lessons too. They haven't encouraged them to be involved in the reading.

The Grammar part includes nouns, pronouns, articles, adjectives, verbs, adverbs, sentences, question tags, conjunctions, propositions, and voice are the basic chapters of any language. The students might have studied and practiced all these at the school level. There is no scope to practice any topic so that in a roundabout way these disappoint the students. What is the use of giving all the tenses and other grammatical topics, without mentioning any speaking activities? Grammar topics are more in number and language skills are not properly focused. (graph 3)

Graph: 03

Distribution of grammar, vocabulary and language skills in the text book *English for Fluency*
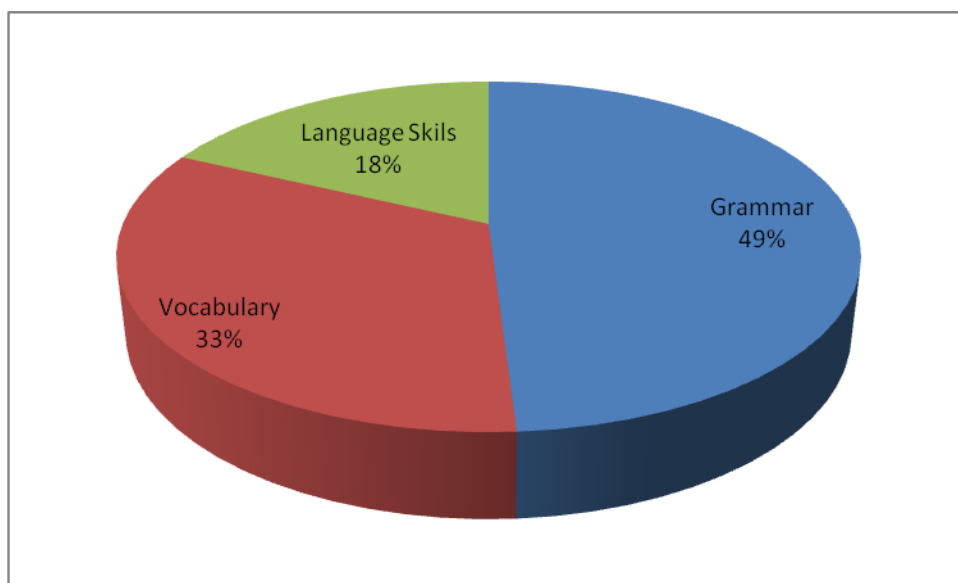
Speaking is the main objective in learning a language. Students are not asked to speak because the text book does not provide such type of activities. They are encouraged to prepare readymade market material to score marks to pass the examination. Indeed they have already

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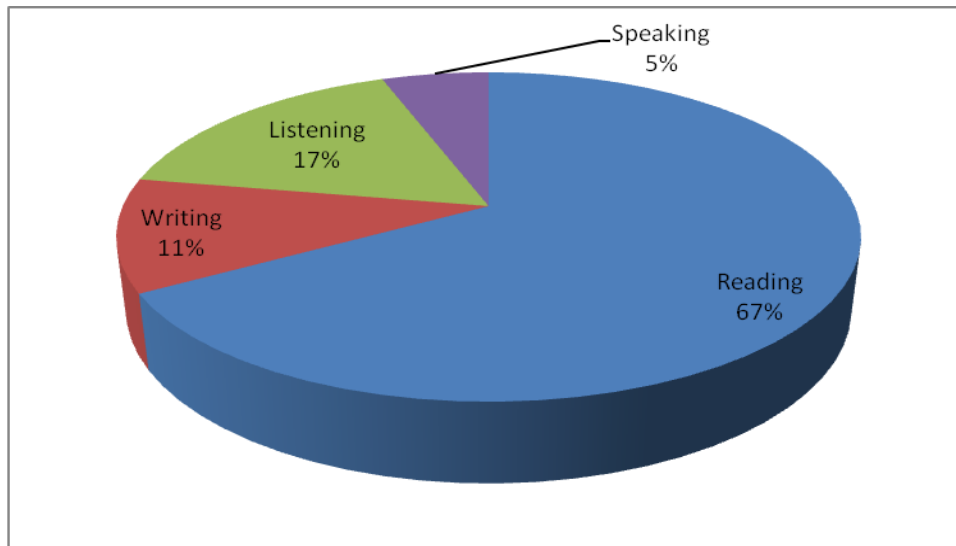Dr. Adi Ramesh Babu
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known English grammar better than the students who come from English medium background, but the problem is that they never use difficult jargon and make structures. The tasks on sentence structure are not given in the text book. Communication skills in English are also completely neglected in this book.

Conclusion

The study focused on the evaluation of the textbook used for undergraduate level first year students of Satavahana University. After the close evaluation of the components of the book, the findings suggested that the overall organization of the textbook and the themes included were not satisfactory. There are no real life-like situations role plays, group discussions, debate and other communicative tasks. Although the book tries to focus on all the four language skills, they are not given equal preference. Many problematic areas were detected as to the practicality of the book, its contents with local smell and flavor, use of simple language not with a single unfamiliar word and irrelevant tasks without answers. The findings also suggest that the course editor has followed a thematic approach for the setting of its chapters in a sequential order. The four language skills are shown deliberately since they are necessary. The topics and themes selected for this book are mostly appropriate to the students' interests, but most of them are translated and very short also. The cover page's grandiloquent look may attract the readers, but soon they come to know that there is nothing of great importance. There is no single topic for practical session. Throughout the book, grammar sections are exaggerated with every unit containing two sections on grammatical features. Thus the text book is just a book with a value toward getting marks in a year for the undergraduate level students of Satavahana University, Telangana State.

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Correlation of Buffalo Voice Profile and Voice Handicap Index Scores in Pathological Voices

Ajith. P.
Satish Kumaraswamy

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Abstract

Voice is the primary means of one's expression. It serves a variety of communication purposes right from the beginning of life itself. Apart from being a means of communicating verbal messages, voice also serves as a powerful conveyor of personal identity, emotional state, education and social status (Greene and Mathieson, 1995). Just like a fingerprint, the human voice and speech pattern is amazingly distinctive (Boone, 1997).

The Buffalo Voice Profile (Wilson, 1987) is commonly used in rating voice problems and as a guideline for voice therapy. Scales of the Buffalo Voice Profile contains seven equal-appearing intervals with '1' meaning a slight deviation and '7' a severe deviation. This profile consists of 12 major aspects: laryngeal tone, laryngeal tension, vocal abuse, loudness, pitch, vocal inflections, pitch breaks, diplophonia, resonance, nasal emission, rate, and overall voice efficiency. The rater circles the appropriate term listed under each item.

The study aimed to correlate the effectiveness of examiner rating scale (Buffalo Voice Profile) and self-evaluation rating scale (Voice Handicap Index) in pathological voices. Thirty dysphonic persons between the ages 30 to 40 participated as subjects for the study. The subjects were divided into 11 males and 19 females. The selected subjects were native Malayalam speakers who were literate and could complete the Voice Handicap Index. All the subjects had obtained clinical diagnosis after evaluations were carried out by the ENT and Speech Pathologists. They were screened for any other speech, language, hearing, cognitive and neurological deficits.

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The present study brought about a new result indicating that there was significant correlation of the functional, physical and emotional domains of VHI with the 'pitch breaks' parameter of BVP.

Findings of the study indicate that there is correlation between VHI domains and BVP parameters in pathological voices. So the impact of vocal pathology does impact physical, functional and emotional aspects of life. This will provide a better insight for vocal hygiene program and therapeutic management.

Key words: Buffalo Voice Profile, Voice Handicap Index Scores, Malayalam speakers

Introduction

Voice is the primary means of one's expression. It serves a variety of communication purposes right from the beginning of life itself. Apart from being a means of communicating verbal messages, voice also serves as a powerful conveyor of personal identity, emotional state, education and social status (Greene and Mathieson, 1995). Just like a fingerprint, the human voice and speech pattern is amazingly distinctive (Boone, 1997).

The degree to which a voice disorder impacts an individual's day to day activities may vary significantly depending on the severity of the voice disorder and the voice needs of the patient. Hence, understanding the significance of the symptom, the effects of the voice use and its effects on dysphonia which alter his or her physical, social and emotional well-being will help therapy.

Perceptual Evaluations of Pathological Voice

The perception of voice quality is the most important measure of outcome from any intervention aimed at improving voice quality (Kreiman, Gerratt, Kempstar, Erman & Berke 1993).

Perceptual evaluations of pathological voice which include clinician rating scales are the Grade, Roughness, Breathiness, Asthenia, Strain (Isshiki, Okamura, Tanabe & Morimoto, 1969) and Buffalo Voice Profile (Wilson, 1987). Individual's daily functions, occupations,

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social interactions and psychological states (Quality of Life) can be assessed subjectively using the Voice Handicap Index (Jacobson, Johnson, Grywalski, Silbergleit using the Voice Handicap Index (Jacobson, Johnson, Grywalski, Silbergleit, Jacobson & Genninger, 1997) and the Voice Related Quality Of Life (Rosen & Murry, 2000).

The Buffalo Voice Profile (Wilson, 1987) is commonly used in rating voice problems and as a guideline for voice therapy. Scales of the Buffalo Voice Profile contains seven equal-appearing intervals with '1' meaning a slight deviation and '7' a severe deviation. This profile consists of 12 major aspects: laryngeal tone, laryngeal tension, vocal abuse, loudness, pitch, vocal inflections, pitch breaks, diplophonia, resonance, nasal emission, rate, and overall voice efficiency.

Voice Handicap Index (Jacobson, Johnson, Grywalski, Silbergleit, Jacobson & Genninger, (1997) has been developed to quantify the patient's perception of handicap due to voice problems. It consists of 30 questions under three domains: Functional, Emotional and Physical. The questionnaire is completed by the patient on a 5 –point rating scale to indicate his or her response.

Reliability and validity of perceptual rating scales have been studied extensively in western as well as in Indian scenario.

Correlation between Percetual and Acoustic Measures

Many studies have been done to find the correlation between the percetual and acoustic measures. Most of them revealed that there is a good correlation between acoustic parameters and perceptual measurements.

Bindhya (2007) and Shrivastav (2005) have documented the correlation of BVP and GRBAS in the Indian context.

Correlation of VHI verses V-RQOL rating scales have been conducted in Indian context across trained and untrained Bhajan singers. A high correlation between VHI and VRQOL has been indicated in the study (Shankar, 2009).

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Correlation of Perceptual and Self-Rating Scales

Since perceptual evaluation is an integral part of voice assessment and rehabilitation, it becomes necessity to assess the correlation of the two commonly used client rating and patient self rating scales.

Profiling the parameter affected during perception of abnormal voice by the examiner along with the self rating scales by the subjects help the examiner to identify the cause of pathological voice and hence would be helpful in the determining appropriate treatment goals.

There are no published, Indian or International studies on correlation of perceptual and self-rating scales. Thus this study aims to correlate the effectiveness of examiner rating scale (Buffalo Voice Profile) and self evaluation rating scale (Voice Handicap Index) in pathological voices.

Review of Literature

Voice is the primary means of one's expression. It serves a variety of communication purposes right from the beginning of life itself. Apart from being a means of communicating verbal messages, voice also serves as a powerful conveyor of personal identity, emotional state, education and social status (Greene and Mathieson, 1995). Just like a fingerprint, the human voice and speech pattern is amazingly distinctive (Boone, 1997).

Voice as the Primary Instrument to Project Personality

Voice is the primary instrument through which most of the people project their personalities and influence their environment. The qualities of our voices are influenced by a number of factors such as physiological, psychological and functional.

From the physiological aspect, for instance, when the individual has a common cold, the quality of voice changes (Bunch, 1997). In certain cases voice becomes distorted due to emotional factors. Negative psychological states are usually reflected as tension in the physiological behaviour of the individual that distorts voice (Baker, 2002).

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Voice Orders Severity and Perception of Voice Quality

The degree to which a voice disorder impacts an individual's day to day activities may vary significantly depending on the severity of the voice disorder and the voice needs of the patient. Hence, understanding the significance of the symptom, the effects of the voice use and its effects on dysphonia which alter his or her physical, social and emotional well-being, is very important for therapy purposes.

The perception of voice quality is the most important measure of outcome from any intervention aimed at improving voice quality. The patients and clinicians decide whether treatment has been successful, based largely on whether the voice sounds better. Unanimous judgments by group of listeners may provide one of the most convincing measures of the effectiveness of therapy. Despite this, perceptual measures of voice quality have not been highly regarded as research tools in this area. This is because of their potential problems with intra and inter- judge reliability and because there is no commonly accepted set of perceptual scales used by clinicians (Kreiman, Gerratt, Kempstar, Erman & Berke 1993).

Evaluations

Perceptual evaluations of pathological voice which include clinician rating scales are the Grade, Roughness, Breathiness, Asthenia, Strain (Isshiki, Okamura, Tanabe & Morimoto, 1969) and Buffalo Voice Profile (Wilson, 1987). Individual's daily functions, occupations, social interactions and psychological states (Quality of Life) can be assessed subjectively using the Voice Handicap Index (Jacobson, Johnson, Grywalski, Silbergleit, Jacobson & Genninger, 1997) and the Voice Related Quality Of Life (Rosen & Murry, 2000).

Measuring Perceived Voice Quality: Commonly Used Types

Perceived voice quality can be measured using a variety of tasks. There are different types of scales and measures for rating voice. In general, for a scale to be regarded as a valuable tool for clinical circumstances it should be robust, consistent and it has have high inter-judge agreement. The most commonly used types are:

Categorical Rating: It involves assigning speech or voice samples to discreet, unordered categories (e.g. breathy, rough)

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Equal appearing Interval (EAI): Such scales require listeners to assign the numbers between 1 to n to a voice sample, where 'n' is the number of points in the scale. Points on EAI are assumed to be equidistant, so measurements are generally treated as interval level and parametric statistics applied.

Direct Magnitude Estimation (DME): Listeners assign the number to voice sample to indicate the extent to which a voice possesses a given characteristic. The range of possible numbers is generally not restricted.

Paired Comparison (PC): The listeners compare the two stimuli. They may judge the extent of difference on some dimension, similarity/ difference, relative roughness and so on.

Visual Analog Scale (VAS): These scales have undifferentiated lines, often 100mm long. Listeners rate voices on these scales by marking a mark on the line to indicate the extent to which a voice possesses a given characteristic.

The Voice Handicap Index and Buffalo Voice Profile are EAI (Equal Appearing Interval) Rating Scales. The EAI scales suggests that data obtained in experiments are made on an interval scale (i.e., each unit on the scale is perceptually equidistant from its neighbouring units.

Buffalo Voice Profile

The Buffalo Voice Profile (Wilson, 1987) is commonly used in rating voice problems and as a guideline for voice therapy. Scales of the Buffalo Voice Profile contains seven equal-appearing intervals with '1' meaning a slight deviation and '7' a severe deviation. This profile consists of 12 major aspects: laryngeal tone, laryngeal tension, vocal abuse, loudness, pitch, vocal inflections, pitch breaks, diplophonia, resonance, nasal emission, rate, and overall voice efficiency. The rater circles the appropriate term listed under each item. For example, pitch may be rated as normal it requires no further rating. If it's rated either high or low the rater must mark one of the numbers on the deviation scale for that item.

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The BVP has been tested during its development and demonstrated internal consistency, test – retest reliability and validity.

Voice Handicap Index (VHI)

Voice Handicap Index (Jacobson, Johnson, Grywalski, Silbergleit, Jacobson & Genninger, (1997) has been developed to quantify the patient's perception of handicap due to voice problems. It consists of 30 questions under three domains: Functional, Emotional and Physical. The questionnaire is completed by the patient

VHI is an ordinal scale, which is scored from '0' indicating 'never' felt the problem to '4' where the patient 'always' felt the problem. Scores per subscale lay between 0 and 40, for VHI as a whole lay between 0 and 120. Higher the scores, severe will be the patient's perception of handicap due to voice problem. Generally a score of 10 points or less is considered being normal.

The VHI has been tested during its development and demonstrated internal consistency, test –retest reliability and validity.

Reliability and Validity of Perceptual Rating Scales

Reliability refers to the degree to which test scores are free from errors of measurements (American Psychological association, 1985) and construct of reliability then has to be defined as relatively free of random errors of measurement (Crocker & Algina, 1986) Random errors of measurement effect the score of a person because of purely chance happenings. These types of errors are not consistent and will smooth down over time if a test is repeated several times. Sources of such random errors may include "guessing, distraction in the testing situation, administration errors, content sampling, scoring errors, and fluctuations in the individual examinee's state" (Crocker & Algina, 1986).

Validity

Although reliability is an important attribute, the most critical property of any test is its validity. Validity refers to what the measurement actually measures and how useful the measurement is to researchers. Reliability is a condition for validity and it places an upper

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limit on the validity of a test. Unreliable measures will allow tests to show little, if any, validity. Reliability is a necessary, but not a sufficient, prerequisite for the test to have validity (Crocker & Algina, 1986).

Study of Reliability and Validity of Perceptual Rating Scales

Reliability and validity of perceptual rating scales have been studied extensively in western as well as in Indian scenario.

Munoz, Mendoza, Fresneda, Carballo & Ramirez (2002) estimated the agreement and reliability of voice evaluation by a group of expert listeners using the central portion of a sustained vowel and a fragment of connected speech as voice samples. Ratings were made using Wilson's Buffalo III Voice Screening Profile. Analysis showed that intra individual listeners' agreement presented variability in the evaluation of both voice samples. Wilson's Buffalo III Voice Screening Profile presented good reliability values for both voice samples, with overall voice rating achieving higher values (.90) than any other voice-quality variable.

Bindya Baby (2007) found that the Buffalo Voice Profile and the GRBAS scales reliable to measure voice quality in Indian context. Overall grade was found to be reliable for the Buffalo Voice profile as compared to GRBAS and Voice Profile Analysis (Webb, Carding, Steen & Wilson; 2003).

Jacobson, et al. (1997) developed and validated Voice Handicap Index (VHI). An 85-item version of this instrument was administered to 65 consecutive patients seen in the Voice Clinic at Henry Ford Hospital. The data were subjected to measures of internal consistency reliability and the initial 85-item version was reduced to a 30-item final version. This final version was administered to 63 consecutive patients on two occasions in an attempt to assess test-retest stability, which proved to be strong.

Medha Hegde, Achala, Sapna Bhat (2008) aimed to recheck the validity of VHI developed for Indian context for control and dysphonic group. The mean scores obtained in the dysphonic group were higher than in the control group, hence VHI was found to be valid and reliable in Indian population.

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Correlation across Perceptual and Acoustic Measures

Many studies have been done to find the correlation between the perceptual and acoustic measures. Most of them revealed that there is a good correlation between acoustic parameters and perceptual measurements. Objective analyses of voice disorders are essential in evaluation and treatment but the final arbiter of speech quality is its perception to the listener. Perceptual evaluation is especially valuable for assessing patients with voice problems. There are inherent limits despite the advances and the availability of acoustic analysis. Usually patients with dysphonia have aperiodi*c* speech signals, which significantly limit the analysis of acoustic parameters. Hence, in these populations, reliability of the examiner ratings becomes a central importance.

Tarika, Linda, James (2004) determined the correlation between the Grade, Roughness, Breathiness, Aesthenia, Strain (GRBAS) scale (a subjective measure of voice) and the Multi-Dimensional Voice Program (MDVP) scale (an objective measure of voice). Statistical analysis identified a significant correlation between the noise-related parameters of MDVP and the components of the GRBAS scale.

Correlation of Perceptual Rating Scales

Poretone, Hapner, McGor, Otto & Johns III (2006) investigated the correlation between the VHI and the V-RQOL, and to test conversion of scores between the two instruments. A retrospective medical chart review of 140 consecutive patients with a chief complaint related to their voice presenting for speech pathology voice evaluation following laryngology evaluation and diagnosis was adopted. Each patient who filled out the VHI and V-RQOL within a 2 week period with no intervening treatment included in the study. Calculated VHI score based on measurement V-RQOL score was compared to measure VHI score. There was no significant difference between the mean measured and mean calculated VHI scores. For individual scores, however regression analysis did reveal a significant difference between calculated and measured VHI. The VHI and V-RQOL are highly correlated; however, this study suggested that two instruments are not interchangeable for individuals.

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Correlation of VHI verses V-RQOL rating scales have been conducted in Indian context across trained and untrained Bhajan singers. A high correlation between VHI and VRQOL has been indicated in the study (Shankar, 2009).

Clinician's and Patient's Perception of Voice Related Quality of Life

The relationship between the patient's perceptions of voice related quality of life using (V-RQOL) and the clinician's perception of voice severity using GRBAS scale have been assessed. Findings revealed that elderly women presented mild to moderate degree of alterations on the overall parameters of dysphonia, roughness, breathiness on the GRBAS scale and showed no negative impact on quality of life related to voice. (Murray, Medrado, Hogikyan & Aviv, 2004).

Bindhya (2007) and Shrivastav (2005) have documented the correlation of BVP and GRBAS in the Indian context.

Rosen, Murray, Zuin, Zullo & Sonabolian (2000) reported VHI as a useful instrument to monitor the treatment efficacy for voice disorders.

Courey (2000) did an outcome assessment following treatment of spasdomic dysphonia. VHI & 36-item Short Form (SF-36) surveys were administered on 38 patients before and after treatment. On the VHI, improvements in the patient's perception of their functional, physical, emotional voice handicap reached statistical significance. On the SF-36, patients had statistically significant improvements in mental health and equal functioning. Treatment of spasmodic dysphonic with botulinium toxin type A significantly lessened the patient's perception of dysphonic. In addition, treatment improved the patients social functioning and their perception of mental health. Thus, these outcome measures go well with the treatment.

Stress and Vocal Pathology

Arguments have been made that up to 80% of illness are stress related either directly or indirectly. According to the study done by Maria, Katherine, Jackie & Clark (2008) more

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than 90% of the women having vocal pathologies reported moderate and higher levels of stress in their lives.

Validating VHI in Indian Languages

Sovani, Keer & Sanghi (2007) conducted a study attempting at validating the VHI in Indian languages. The VHI was translated to Hindi and Marathi languages. Backtranslation of these versions and test-retest reliability was done before administering them to one of two groups (Hindi and Marathi) of 30 typical individuals. Spearman's rank correlation coefficient and t-test were used. The mean VHI scores of the normative sample and pathological samples were significantly different. Test retest reliability was >0.9 for both Indian versions. There was a moderate correlation between VHI scores and client perceptions of severity. It was moderate for males, poor for females, and poorest for working women. The results suggest that Hindi and Marathi versions may regularly be used for assessment. Correlation analysis shows that persons with dysphonia give more priority to only one of the three aspects of the disorder (functional, physical, and emotional). Males view their problem more holistically while females tend to underestimate their problem, perhaps a salient characteristic of the Indian woman.

Need for the Present Study

Since perceptual evaluation is an integral part of voice assessment and rehabilitation, it becomes necessary to assess the correlation of the two commonly used client rating and patient self rating scales. Profiling the parameter affected during perception of abnormal voice by the examiner along with the self rating scales by the subjects help the examiner to identify the cause of pathological voice and hence would be helpful in the determining appropriate treatment goals. There is a scarcity in the area of research in India on the correlation of perceptual and self rating scales. As mentioned in the literature much of the studies were focused on perceptual and objective correlation testing.

Aim of the Study

The aim of the present study is to correlate the effectiveness of examiner rating scale and self evaluation rating in pathological voices.

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Methodology

The study aimed to correlate the effectiveness of examiner rating scale (Buffalo Voice Profile) and self evaluation rating scale (Voice Handicap Index) in pathological voices.

Subjects

Thirty dysphonic persons between the ages 30 to 40 participated as subjects for the study. The subjects were divided into 11 males and 19 females. The selected subjects were native Malayalam speakers who were literate and could complete the Voice Handicap Index. All the subjects had obtained clinical diagnosis after evaluations were carried out by the ENT and Speech Pathologists. They were screened for any other speech, language, hearing, cognitive and neurological deficits. Informed consent was obtained from all the participants who were included in the study.

S. No.	Mean age range	Sex
1	36.5	Male
2	33.5	Female

Table 1: indicates the mean age of male and female subjects.

Eleven males and nineteen females participated in the study. The subjects were in the age range of 30-40 years. Males had a mean age range of 36.5 and females with a mean age range of 33.5.

S. No.	Diagnostic category	No. of Subjects		Percentage
		Males	**Females**	

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1	Vocal nodules	3	12	50%
2	Right vocal fold palsy	2	2	13.3%
3	Hoarse voice	-	2	6.6%
4	Edema of vocal folds	1	1	6.6%
5	Chronic laryngitis	1	-	3.3%
6	Diplophonia	1	-	3.3%
7	Functional aphonia	1	-	3.3%
8	Glottal chink	1	-	3.3%
9	Sulcus vocalis	1	-	3.3%
10	Strained voice	-	1	3.3%
11	Vocal cyst	-	1	3.3%

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Table 2: shows the number of subjects with the type of vocal pathology

Table 2 shows that the subjects who participated in the study had eleven different vocal pathologies. 50% of the dysphonics had vocal nodule, which consisted of twelve females and three males. Most of the female participants who were professional voice users (mostly primary school teachers) had vocal nodules. 13.3% had Right vocal fold palsy out of which two were males and two were females. 6.6% of the subjects had hoarse voice and Edema of vocal folds, two females presented with hoarse voice and one male and one female presented with edema of the vocal folds. 3.3% of the total dysphonics presented vocal pathologies like chronic laryngitis, diplophonia, functional aphonia, glottal chink, Sulcus vocalis, strained voice and Vocal cyst.

Materials

Voice Handicap Index

Voice Handicap Index (VHI) and Buffalo Voice Profile (BVP) were the materials used for the study.

VHI was proposed by Jacobson et al, in 1997. VHI provides a non standardized index of the subject's self rating degree of his/her voice related problems in three domains: emotional, functional and physical. The items were developed from patient's statements taken from case history or interview in which subjects have to rate the statements in three domains using five point rating scale from 0 (never) to 4 (always). Higher the score, greater the voice problem.

Buffalo Voice Profile

BVP was proposed by Wilson, in 1987. BVP rates the voice problems for diagnosis and as a guideline for voice therapy. Scales of the Buffalo Voice Profile contains seven equal-appearing intervals with '1' meaning a slight deviation and '7' a severe deviation. BVP profile consists of 12 parameters of voice such as: laryngeal tone, laryngeal tension, vocal abuse, loudness, pitch, vocal inflections, pitch breaks, diplophonia, resonance, nasal

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emission, rate, and overall voice efficiency. The speech pathologist circles the appropriate term listed under each parameter and the same Procedure is used for all 12 parameter.

VHI and BVP rating scales were administered to the above mentioned population to identify the presence and severity of the voice problem.

Procedure

The VHI in Malayalam (Kuniyil, 2007) was provided to all the subjects to fill in by themselves. The Buffalo Voice Profile (BVP) was used to perceptually assess the pathological voices by three speech pathologists.

Data Collection

The voice samples of all the thirty subjects were analyzed using the PRAAT software version 5.2.44 (Boersma P, 2011).Samples for analysis included phonation of /a/, Malayalam reading passage and connected speech. A time of 30 – 35 minutes were spent for the sample collected for each subjects. Three speech pathologists perceptually assessed the pathological voices of the dysphonics. There were no significant differences in the perceptual analysis by the speech language pathologists for the above 3 samples. However analysis was carried out for the sample containing the longest duration.

Parameters of the Buffalo Voice Profile were subjected to comparison and correlation with the domains of Voice Handicap Index. Out of the twelve parameters of BVP, seven parameters were taken for comparison and correlation with the functional, physical and emotional domains of VHI. Parameters of BVP like Resonance, Nasal emission, Vocal abuse and overall vocal efficiency were not considered for comparison since none of the patients depicted a problem except for overall vocal efficiency which was perceived to be inadequate for all subjects with pathological voices.

Instructions
Instructions to the Subjects

Instructions given by the clinician in Malayalam to the subjects were as follows:

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"nirdhe:shangal : swantham swarahe patiyum a: swaram avarude ji:vidhathil unda:kuna prashnathe patiyum vivarikhnathin a:LugaL upayo:gikuna prastha:vanakalaniva. I: anubhavam ningalude ji:vithathil ethrama:thram unden parish:dhikuka "

0 = orikalumilla: 1 = mikava:rumilla: 2 = chillapo:l 3 = mikapo:Yum 4 = ella:ypo:Yum

(Instructions: These are statements that many people have used to describe their voices and their effects of their voices on their lives. Circle the response that indicates how frequently you have the same experience.

0 = never   1 = Almost never   2 = Sometimes   3 = Almost always   4 = Always)

Instructions Given in English to the 3 Speech Pathologists

Each speech pathologist was instructed as follows:

"You will be given 3 voice samples of each subject. / a: / vowel phonation, reading passage and connected speech. You will be required to perceptually analyze the voice and rate using the Buffalo Voice Profile."

Statistical Analysis

Pearson's co-efficient of correlation was carried out to assess the correlation of the parameters of VHI and BVP and paired t-test was used to find the significance of correlation between males and females. Results are discussed in the next section.

Results & Discussion

The study aimed to compare the effectiveness of examiner rating scale (Buffalo Voice Profile) and self evaluation rating (Voice Handicap Index) in pathological voices.

A total of 30 dysphonic subjects with a mean age range of years were included in the study. Voice Handicap Index and Buffalo Voice Profile rating scale were administered and attempted to get the frequency and severity of the voice problem. The means and standard deviations were obtained for the parameters of BVP and domains of VHI of the thirty subjects.

Paramete								

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rs of BVP / Gender	Laryngeal tone	Laryngeal tension	Loudness	pitch	Vocal inflection	pitch	Diplophonia	Rate of speech
Males (11)	18.3	24.5	19.5	9	21	33	6	9
Females (19)	34	33.5	39	19.5	33.5	31	9	2.5
Total (30)	52.3	58	58.5	28.5	28.5	64	5	11.5

Table 3: shows the Mean scores of males and females for BVP

As shown in the table 3, females had higher mean values compared to males in all parameters except for pitch and rate of speech. This may be due to the number of females (19) who participated in the study were more than the men (11). Another reason could be that females in the study were professional voice users (mostly teachers) and depicted various perceptual voice pathologies.

	GROUP	N0.	Mean	Std. Deviation	Std. Error Mean
Functional	Male	11	27.45	9.004	2.715
	Female	19	22.53	7.640	1.753
Physical	Male	11	28.91	9.093	2.742
	Female	19	25.79	6.562	1.506
Emotional	Male	11	21.82	9.877	2.978

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	Female	19	29.26	5.714	1.311

Table 4: shows the Mean and Standard Deviation scores of males and females for VHI.

In table 4, Males had a higher score on the physical and functional domain of VHI but females had a higher score on the emotional domain. This may be due to the effect of emotional factors related to vocal pathology.

Using Pearson's co-efficient correlation (2 tailed test), it was found that the domains of VHI did correlate with the parameters of BVP, however it was not statistically significant at 0.05 level.

Following are the tables of Pearson's correlation of domains of VHI and BVP.

VHI DOMAIN	BVP PARAMETER		COEFFICIENT CORELATION 'r'	p – value
FUNCTIONAL	LARYNGEAL TONE	BREATHY	0.453	0.139
		HARSH	-0.212	0.509
		HOARSE	-0.119	0.712
	LARYNGEAL TENSION	HYPER	0.209	0.268
		HYPO	0.110	0.569
	LOUDNESS	INCREASE LOUDNESS	0.158	0.405
		INCREASE SOFTNESS	0.172	0.364
	PITCH	HIGH	-0.174	0.357
		LOW	-0.016	0.931
	VOCAL INFLECTIONS	MONOTONOUS	0.302	0.104
		EXCESSIVE	0.002	0.993
	PITCH BREAKS		0.530(**)	0.003

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RATE OF	FAST	0.153	0.430
SPEECH	SLOW	0.96	0.662

(**) very highly significant at p > 0.01 level (2 tailed)

Table 5: shows the correlation of functional domain of VHI with parameters of BVP.

Table 5 shows correlation was present for most of the parameters of BVP with the functional domain of VHI; however there was significantly higher correlation for pitch breaks at 0.00 p values. This may be due to the presence of vocal pathology that indicated the perceptual presence of pitch breaks.

Figure 1

Figure 1: shows the scatter plot diagram for whole group (n = 30) between functional domains of on x - axis and pitch breaks on y – axis.

Figure 1 indicates there is very high correlation between functional domain of VHI and pitch breaks parameter of BVP. This may be due to laryngeal pathology or due to some loss of neural control of phonation.

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VHI DOMAIN	BVP PARAMETER		COEFFICIENT CORELATION 'r'	p - value
PHYSICAL	LARYNGEAL TONE	BREATHY	0.250	0.458
		HARSH	-0.239	0.479
		HOARSE	0.080	0.814
	LARYNGEAL TENSION	HYPER	0.184	0.339
		HYPO	0.76	0.693
	LOUDNESS	INCREASE LOUDNESS	0.019	0.922
		INCREASE SOFTNESS	0.230	0.230
	PITCH	HIGH	-0.032	0.868
		LOW	-0.047	0.809
	VOCAL INFLECTIONS	MONOTONOUS	0.351	0.062
		EXCESSIVE	-0.065	0.736
	PITCH BREAKS		0.615(**)	0.000
	RATE OF SPEECH	FAST	0.073	0.713
		SLOW	0.210	0.285

(**) very highly significant at p > 0.01 level (2 tailed)

Table 6: shows the correlation of physical domain of VHI with parameters of BVP.

Table 6 shows correlation was present for most of the parameters of BVP with the physical domain of VHI; however there was significantly higher correlation for pitch breaks when compared with physical domain of VHI at 0.00 p values. This may be due to the presence of vocal pathology that indicated the perceptual presence of pitch breaks in the physical characteristics of pathological voice production.

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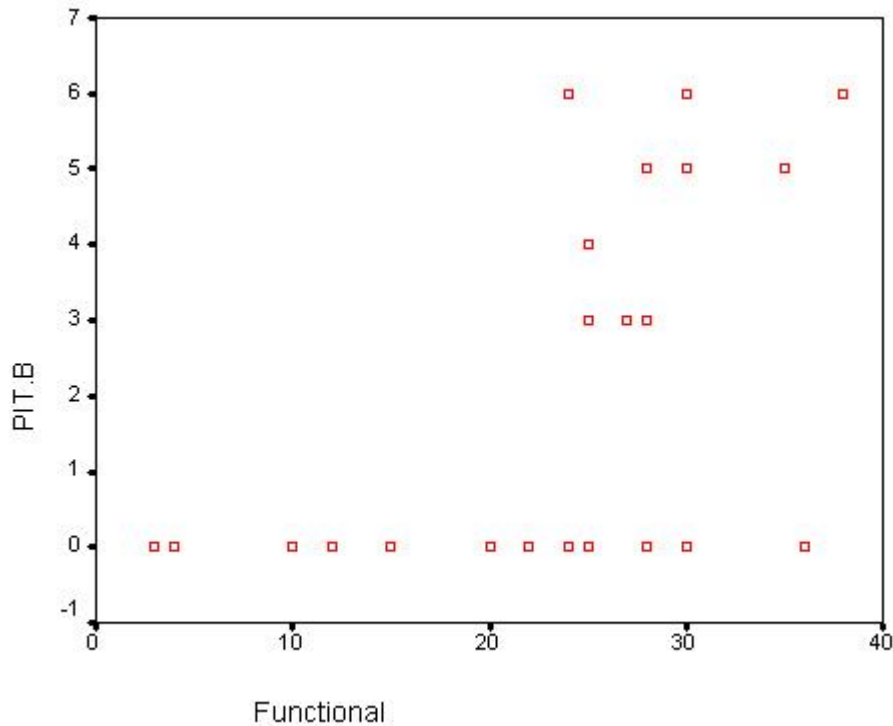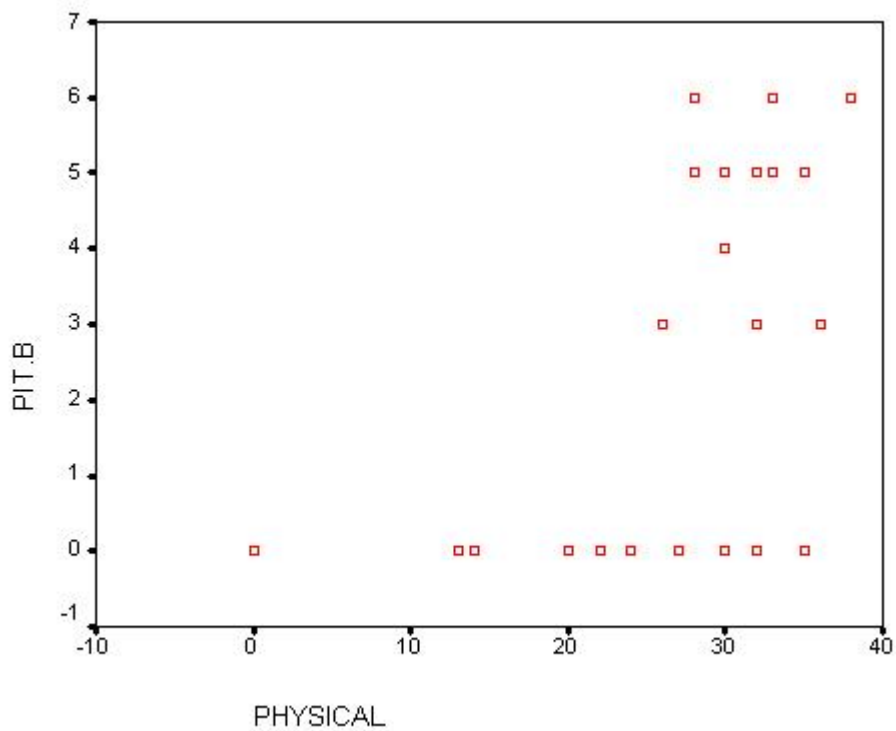
Figure 2

Figure 2: shows the scatter plot diagram for whole group (n = 30) between physical domains of on x - axis and pitch breaks on y – axis.

Figure 2 indicates there is very high correlation between physical domain of VHI and pitch breaks parameter of BVP. This may be due to laryngeal pathology or due to some loss of neural control of phonation co-occurring during functional use of voice.

VHI DOMAIN	BVP PARAMETER		COEFFICIENT CORELATION 'r'	p - value
	LARYNGEAL TONE	BREATHY	.485	.110
		HARSH	-.419	.175
		HOARSE	.186	.563
	LARYNGEAL TENSION	HYPER	0.066	0.728
		HYPO	0.211	0.264
	LOUDNESS	INCREASE LOUDNESS	0.299	0.109

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EMOTIONAL		INCREASE SOFTNESS	0.120	0.529
	PITCH	HIGH	0.190	0.315
		LOW	-0.322	0.083
	VOCAL INFLECTIONS	MONOTONOUS	0.119	0.530
		EXCESSIVE	0.124	0.513
	PITCH BREAKS		0.184	0.332
	RATE OF SPEECH	FAST	-0.197	0.306
		SLOW	-0.016	0.935

Table 7: shows the correlation of emotional domain of VHI with parameters of BVP.

Table 7 shows that there is correlation between the emotional domain of VHI and the parameters of BVP but not statistically significant at 0.05 level.
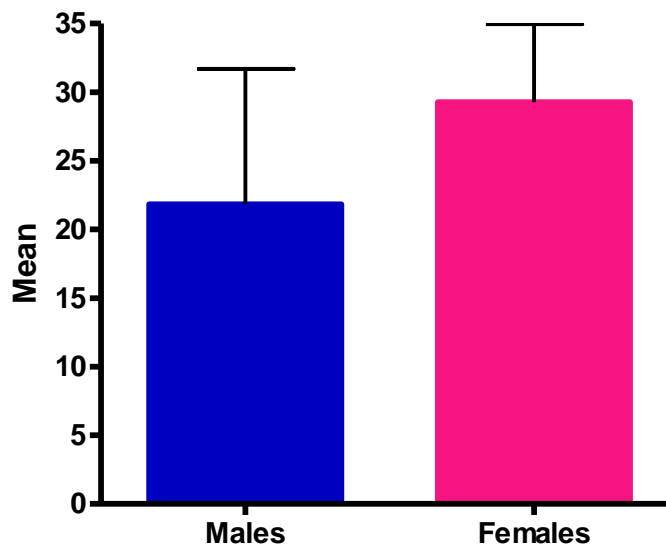
Figure 3: Indicating higher emotional correlation among the domains of VHI in females.

The error bar graph indicates that females have significantly higher correlation in the emotional domain compared to males. This may be due to the fact that females are

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emotionally affected due to their pathological voice. This correlates with the study done by Maria, Katherine, Jackie & Clark (2008) which indicated that females with pathological voice indicated high amount of stress which relates to an emotional factor.

This was further supported by Sovani, Keer, Sanghi (2007) stating that males view their problem in more holistically while females tend to underestimate their problem, perhaps a salient characteristic of Indian women. This was correlating to the present study.

The result also indicates there is very high correlation between physical and emotional domains of VHI and pitch breaks parameter of BVP. This may be due to laryngeal pathology or due to some loss of neural control of phonation.

The present study brought about a new result indicating that there was significant correlation of the functional, physical and emotional domains of VHI with the 'pitch breaks' parameter of BVP.

Findings of the study indicate that there is correlation between VHI domains and BVP parameters in pathological voices. So the impact of vocal pathology does impact physical, functional and emotional aspects of life. This will provide a better insight for vocal hygiene program and therapeutic management.

Future Directions

The present study suggests that there is a need to explore wide range voice pathologies using a variety of clinician and self rating scales. The study can also use the objective measures along with the subjective rating scales this would help in providing a wider base in knowing the correlation and understanding the impact of voice on the quality of life.

Limitation of the Study

The present study includes only 30 dysphonics which consists of only 11 males and more number (19) of females. The number of females in the study might be a cause to

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provide significant correlation in the emotional domain of VHI. Hence a larger population with equal number of participants in both genders can be taken.

Summary & Conclusion

Perceptual evaluations of voice are the "gold standard" measures of voice. It is essential that persons with voice disorders evaluate their quality of life, being it physical, emotional or functional. Uses of subjective and objective measures are essential in the evaluation of voice disorders. However, the objective measure never provides information of the intensity of the voice disorder on the well being of the person.

Comparisons of the same voice by listeners are subjective and related to perceptual evaluations (Bele, 2005). Various protocols have been referred in literature like the Grade, Roughness, Breathiness, Asthenia, Strain (Ishikki .et.al, 1969) scale and the Buffalo Voice Profile (Wilson, 1987). Subjective scales include Voice Handicap Index (Jacobson, Johnson, Grywalski, Silbergleit, Jacobson & Genninger, 1997) and the Voice Related Quality Of Life (Rosen & Murry, 2000) provide in understanding the subjects quality of life on the impact of the voice disorder.

Rating scales can be used to measure the impact of voice disorders on quality of life. These include the equal appearing interval (EAI), visual analog scales (VA) and direct magnitude estimation (DME).The commonly used categorical rating scales are the GRBAS and the Buffalo Voice Profile. The high variability in listener judgements both within and across listeners is a major limitation in using rating scales. According to European Laryngological Society, proper assessment of vice includes self evaluation of the subject's voice. It underlined the use of VHI as the instrument for the self- measurement of voice.

Though acoustic methods of voice analysis have been a primary tool of both clinicians and researchers for many years, these objective measures alone cannot assess the levels of handicap that a person experiences as a result of a voice disorder

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Reliability and correlation studies of GRBAS and BVP have been documented by Bindya Baby (2007) and Srivastav (2005) in Indian context.

Perceptual evaluations as well as self assessment scales are necessary to evaluate the degree to which a disorder impacts an individual's day to day activities. The severity and degree of voice disorder perceptually assessed on a rating scale by the clinician needs to be correlated with the subjects self evaluation of voice. Hence, there is a necessity to assess the correlation of clinician perceptual scale with the subjects self rating scale. Thus, this study aimed to:

Find the correlation of BVP verses VHI in pathological voice disorders.

In the study 30 dysphonics were perceptually analyzed using the praat software. 19 females and 11 males participated in the study. All were native speakers of Malayalam and were literate and could complete the VHI questioners (Malayalam version). Five experienced speech language pathologists perceptually analyzed the voice samples and rated them using the BVP rating scale.

Seven parameters of BVP were subjected to Pearson's co-efficient correlation with the 3 domains of VHI. Parameters   such as vocal abuse, vocal efficiency, and nasal resonance were not considered since it required the subject's response. T-test was also administered to find male and female difference across the 3 domains of VHI.

The study indicated good correlation between the parameters of BVP and VHI. There was significantly high correlation between pitch parameter of BVP with all the 3 domains of VHI (P=0.001) t test showed females with pathological voice had significant correlation of BVP with the emotional parameter of VHI than males. This may be due to the fact that females are more affected psychologically. The results correlate with the study by Maria et al. (2008) in which females with pathological voice had increased levels of stress.

Implications of the Study

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Changes in voice due to organic, non-organic or paralysis do affect the quality of life in physical, functional and emotional domains of life. Profiling the parameters that affect voice would help in identifying the cause of the voice disorder which could help in providing appropriate treatment goals and an adequate vocal hygiene program.

The Future Directions of the Present Study
- That there is a need to implement a variety of clinician and self rating scales for various pathological voices in our clinical settings.
- The use of objective measures along with the subjective rating scales can be used to correlate the pathological voices.
- Knowing the correlation of the measures it would be helpful in providing a wider base in understanding the impact of voice on the quality of life.

Limitations to the Study
- The study included only 30 dysphonics which consists of only 11 males and 19 females. The more number of females in the study might be a cause to provide significant correlation in the emotional domain of VHI. Hence a larger population with equal number of participants in both genders can be taken.

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Appendix A
Malayalam Version of VHI Used in the Present Study
Swaravikal:ngasu:jakam
Voice Handicap Index

"nirdhe:shangal : swantham swarahe patiyum a: swaram avarude ji:vidhathil unda:kuna prashnathe patiyum vivarikhnathin a:LugaL upayo:gikuna prastha:vanakalaniva. I: anubhavam ningalude ji:vithathil ethrama:thram unden parish:dhikuka "

0 = orikalumilla: 1 = mikava:rumilla: 2 = chillapo:l 3 = mikapo:Yum 4 = ella:ypo:Yum

(Instructions: These are statements that many people have used to describe their voices and their effects of their voices on their lives. Circle the response that indicates how frequently you have the same experience.

0 = never   1 = Almost never   2 = Sometimes   3 = Almost always   4 = Always)

Bhha:gam - I

Part – I - F

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1. Ente swaram ka:ranam enne keLkan a:likalk budhimuTa:N.

   My voice makes it difficult for people to hear me.

         0   1   2   3   4

2. shadbamuLa muriyil vech nja:n samsa:rikuna<u>th</u> manasilla:kan a:LukaLk

   bhudhimuTa:n.

   People have difficulty understanding me in a noisy room.

         0   1   2   3   4

3. vi:D muyuvan ka:lkathakvidham viLicha:lum kudumba:ngaLK enne manasilla:ka:n

   budhimuTa:n.

   My family has difficulty hearing me when I call them throughout the house.

         0   1   2   3   4

4. a:grahikunathillum vaLare: kurachuma:thramethrame nja:n fo:n upayo:gika:ruLu.

   I use the phone less often than I would like to.

         0   1   2   3   4

5. ende swaram ka:ranam nja:n a:Lku:thil nin ozhinjumara:ra:n shramika:rund.

   I tend to avoid groups of people because of my voice.

         0   1   2   3   4

6. ende swaram ka:ranam nja:n suhurthukaLo:dum bhandukaLo:dum ayalka:rodum

   nja:n kurach ma:thrame samasa:rika:RuLu.

   I speak with friends, neighbours, or relatives less often because of my voice.

         0   1   2   3   4

7. muga:mugam samsa:rikumbol "avarthikuva:n" a:LukalL eno:d a:varthikuva:n"

   a:Luka Leno:d a:vashyapada:rund.

   People ask me to repeat oneself when speaking face- to- face.

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0   1   2   3   4

8. swaravi:kalyam ende vekthiparavum sa:muhikavumaya ji:vithathe bha:dikunnu.

    My voice difficulties restrict personal and social life.

                    0   1   2   3   4

9. ende swaram ka:ranam sambha:shanangaLil nin oyiva:kpedunathayi thon:na:rund.

    I feel left out of conversations because of my voice.

                    0   1   2   3   4

10. ende swaravi:kalayam ka:raNam enik varuma:n nashtam unda:kunnu.

    My voice problem causes me to lose income.

                    0   1   2   3   4

Bha:gam – II

Part II – P

1. samsa:rikumbo:l enik shwa:sam kiTa:tha:I tho:na:rund.

    I run out of air when I talk.

                    0   1   2   3   4

2. oru divasathil thane: palapo:Ya:yi ende swarathil vithiya:sam anubhavapeda:rund.

    The sound of my voice varies throughout the day.

                    0   1   2   3   4

3. a:Lukal cho:dika:rundu "entha:n ningalude swarathin prashnam"?

    People ask, "What is wrong with your voice"?

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4. ende swaram vaLare paruparythathum vaRandathuma:n.

    My voice sounds creaky and dry.

                    0   1   2   3   4

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5. swaram puRapeduvikuva:n parama:vadi shakthi upayo:gike:ndatha:yi enik tho:na:rRund.

   I feel as though I have to strain to produce voice.

          0   1   2   3   4

6. enDe swarathinte spastatha pravachika:na:vathatha:n.

   The clarity of my voice is in predictable.

          0   1   2   3   4

7. enDe shabdam vyathyastama:kuva:n ve:NDi nja:n swaram matta:n shramika:rund.

   I try to change my voice to sound different.

          0   1   2   3   4

8. nja:n othiri praya:sapaTa:n samsa:rikunath.

   I use a great deal of effort to speak.

          0   1   2   3   4

9. vi:gune:rangalil enDe swaram ku:duthal mo:shama:yi tho:na:rund.

   My voice sounds worse in the evening.

          0   1   2   3   4

10. samsa:rathiniDayil enDe swaram ninupo:gunatha:yi thona:rund.

   My voice "gives out" in the middle of speaking.

          0   1   2   3   4

Bah:gam – III

Part – III – E

1. enDe swaram ka:ranam mattuLavaro:du samsa:rikhumbo:L enik sankarsham anubhavapeda:rund.

   I am tensed when talking to others because of my voice.

          0   1   2   3   4

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2. enDe swaram a:LukaLk aswasthatha unda:ka:rund.

   People seem irritated with my voice.

           0   1   2   3   4

3. enDe swaravi:kalyam manasilla:ka:n maTulavarku kaYiYila enn thona:Rundu.

   I find other people do not understand my voice problem.

           0   1   2   3   4

4. enDe shabdavi:kalyam enne valla:the aLaTunu.

   My voice problem upsets me.

           0   1   2   3   4

5. swaravi:kalyam ka:ranam nja;n purathe:konum athikam po:ka:rilla.

   I am less outgoing because of my voice problem.

           0   1   2   3   4

6. enDe swaram oru vi:kalyamai: enik thona:rundu.

   My voice makes me feel handicapped.

           0   1   2   3   4

7. a:Lukal a:varthichu parayuva:n a:vashyapadumbo:L enik vishamam thona:rundu.

   I feel annoyed when people ask me to repeat.

           0   1   2   3   4

8. a:Lukal a:varthichu parayuva:n a:vashyapadumbo:L enik asahyatha: thona:rundu.

   I feel embrassed when people ask me to repeat.

           0   1   2   3   4

9. enDe swaram enne ayo:gyana:kunathayi tho:na:rund.

   My voice makes me feel incompetent.

           0   1   2   3   4

10. enDe swaravi:kalyam ennil laja: unda:kunnu.

   I am ashamed of my voice problem.

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0   1   2   3   4

===
Appendix B

Case Name

Age / Sex

Clinician

Date

BUFFALLO VOICE PROFILE

---

1. LARYNGEAL TONE

i.   Normal

ii. Breathy

iii. Harsh

iv. Hoarse

---

2. LARYNGEAL TENSION

i.   Normal

ii. Hypertension

iii. Hypotension

---

3. VOCAL ABUSE

Present/Absent

---

4. LOUDNESS

Normal/Too Loud/Too Soft

---

5. PITCH

Normal/High/Low

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6. VOCAL INFLECTIONS

Normal/Monotone/Excessive

7. PITCH BREAKS

None /Amount of pitch breaks

8. DIPLOPHONIA

Present/Absent

9. RESONANCE

Normal/Hypernasal /Hyponasal

10. NASAL EMISSION

Present/Absent

11. RATE OF SPEECH

Normal/Fast/Slow

12. OVERALL VOICE EFFICIENCY

Adequate/Inadequate

These parameters are assessed on 7-point scale. Speech sample should include connected speech, oral reading, individual phonemes and counting.

1-4 - Slight Variation,   4-7 - Moderate Variation,   7 - Severe Variation.

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The Relationship between Spelling and Pronunciation in English Language

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Abstract

The main aim of this article is to investigate the relationship between spelling and pronunciation in English language. Learning to spell correctly is perhaps as important as learning grammar, vocabulary and phonology. Errors in spelling always create a bad impression of the writer. For English learners, one of the reasons that are very important for learning English language is the relationship between spelling and pronunciation, because they are closely connected to each other. Both spelling and pronunciation have a complicated connection between them and the connection is often inconsistent. In other words, most of the English language errors of spelling and pronunciation are due to the lack of connection between them. One of the best strategies to remove these kinds of errors in English language is for the English learners to use the English dictionary and they should also learn phonetic transcription.

Key Words: English spelling, English pronunciation, English as foreign language, English as second language

Introduction

The purpose of this brief paper is to highlight the relationship between spelling and pronunciation in English language, before inquiring into the relationship between spelling and pronunciation in the English language. We discuss briefly how the English language is the international language in the modern period. Khansir (2013, p.1141) argues that "today, English language is used as a world language around the globe; it is used as a language of international business, science and medicine. Even in countries where English is not the first language, a number of English words are used. English is used as first, second, foreign lan-

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guage and *lingua franca* over the world. People of the world prefer to learn English in order to communicate with other people." According to this idea, Khansir (2014,p. 839) mentions that "it is a fact that with the development of technology and science in the modern world, the role of a communicative language in order to join people to gather around the world is very vital. English teachers should be competent in all methods they want to use".

Problems with English Spelling and Pronunciation

Khansir (2012a) mentions that the English language has words which are sometimes spelt quite differently from the way they are pronounced. In other words, English spelling and English pronunciation are hostile and strangers to each other; hostile, because neither accepts without a quarrel the usage of the other; strangers, because very often one does not recognize the other. Note that the learning of English spelling and English pronunciation are as important as learning English grammar and vocabulary to language learners. We look at the history of English spelling in the English language. Today, no one would deny that in spite of English advantages, the writing system of modern English contains a number of deviations in its phonemic representation. In fact, many of these can be explained historically.

It is important to remember that the phonological system of every language changes, but writing systems do so very slowly. There are many so-called silent letters in modern English spelling which originated at a time when they actually did represent sound segments. For example, the letters "gh" in *fight*, *light*, and *night* date back to the old English sound segment [x], a voiceless fricative produced at the position of articulation of either [k] or [c]. Just as English has borrowed words, morphemes, and phonological features, so it has also borrowed spellings from other languages. For example, in the Middle English period, many literate people knew French as well as English. Many French words were borrowed into English during this period, so many in fact, that the language gradually became quite different from Old English spoken in earlier days and it is not surprising that some characteristics of French writing were extended to English. (Falk, 1978)

Mutual Influence between Alphabetic Writing System and the Phonological System

Khansir (2012a) argues that there is mutual influence between alphabetic writing system and the phonological system of a language. Pronunciation is occasionally affected by the way in which a word is spelt, and spelling may gradually be modified in accordance with

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changes in the phonological system. Perhaps because writing is visible and permanent and because it is formally taught in schools, many people object to changes or variations in spelling, although they may fail to even notice parallel changes in pronunciation. In addition, Bloomfield (1933, p.21) observes that "writing is not language but merely a way of recording language by means of visible marks". It needs to have a systematized form by making use of the components, namely graphemes, vocabulary, syntax, and so on, so as to make a decoder understand it clearly. Language is a storehouse of knowledge with many dimensions of production and reception, so a standard system is needed to record a language in coded form. Writing is a form of encoded symbols in the form of print or impression. (Khansir, 2010)

Pronunciation

Pronunciation always plays the key role in the recognition of a word in speech. Learning correct pronunciation of English words is the most important factor in learning and teaching a foreign and second language. In other words, this is a big problem for English language learners, because the English language does not have fixed phonetic rules. An important point to note about the above sentence is that the English language has borrowed words and expressions extensively from many languages throughout its history. That, in fact, is the main reason for the pronunciation of those words which naturally sound different from the spelling, since they were borrowed from other languages into the English language.

Kinds of Words

The words of our speech in English language may be divided into several kinds: the first kind, the words which carry the meaning of the statement uttered and the second kind, the words which help that utterance to become grammatically correct. We give some examples below in order to understand this subject. Observe, for example, 'Ali gone university today'. Obviously, the intended sense is conveyed, but the statement is grammatically incorrect. A correct example in writing is: 'Ali has gone to university today'. Therefore, the two kinds of words are here mentioned as follows: "Ali, gone, university, today" - these words carry the idea of the statement. Thus, they are called content words. The words - *has, to* – help the above words in making the statement grammatically acceptable. These are called structure words.

Ways to Learn Vocabulary

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Davies and Pearse (2000) argue that one of the ways to learn new vocabulary is that students must be able to recognize and produce the form of a new vocabulary item as well as understand its meaning and use. They added that the students must learn how the new item is pronounced, and how it is written. Ur (1996, p. 52) mentions that "the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speakers." He added that learners' errors of pronunciation derived from various factors such as 1) A particular sound may not exist in the mother tongue, so that the learner is not used to forming it and therefore tends to substitute the nearest equivalent he or she knows; 2) A sound does exist in the mother tongue, but not as a separate phoneme: that is to say, the learner does not perceive it as a distinct sound that makes a difference in meaning. Carter and Nunan (2001) say that in language learning, pronunciation is used as the production and perception of the significant sounds of a particular language in order to achieve meaning in the contexts of language use.

Birjandi, et al. (2006, p. 175) mention that "the acquisition of a good pronunciation in the target language is commonly held to be the most difficult of all tasks in language learning". They add that the concept of pronunciation may be said to include (1) the sounds of the language, or phonology; (2) stress and rhythm; and (3) intonation. Kenworthy (1990) indicates that the native language speaker has a vital role in learning the pronunciation of English to foreign language learners. Bose (2005) argues that most of the errors in pronunciation are due to the interference of the mother tongue; learners of language use the sounds of their mother tongue instead of those of the target language.

Jonse (1972) discusses the five kinds in the matter of pronunciation as follows:

1) A language learner must learn to recognize readily and with certainty the various speech sounds occurring in the language, when the language learner hears them pronounced; he/she must moreover learn to remember the acoustic qualities of those sounds.

2) A language learner must learn to make the foreign sounds with his/her own organs of speech.

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3) A language learner must learn to use those sounds in their proper places in connected speech.

4) A language learner must learn the proper usage in the matter of the sound-attributes or prosodies as they are often called (especially length, stress and voice-pitch).

5) A language learner must learn to link sounds, for example, to join each sound of a sequence on to the next, and to pronounce the complete sequence rapidly and without stumbling.

Spelling

Spelling contains the rules which govern the way letters are used to write the words of speech; a particular sequence of letters in a word. The history of English spelling begins with the origins of English in the British Isles 1500 years ago. This long history has led to many oddities of English spelling. They are factors that have caused the complexity between sounds and spelling in English Language: first factor is that the pronunciation of English Language has changed over the last 500 years and second one is the thousands of words English has taken from other languages such as India, Latin, and Greek… (Khansir, 2012a).

Spelling is a linguistic unit of language which refers to writing skill directly. Hence, definition of writing as one of language skills is necessary for discussion in this paper. Hedge (1983, p. 89) mentioned that "writing is the way in which a writer puts together the pieces of text, developing ideas through sentences and paragraphs within an overall structure". Khansir (2012b, p.281) argues that" writing plays an essential role in language learning. Writing is defined as art of a writer". He adds that the learning of writing is one of the most important skills that second language learners need to develop their ability to communicate ideas and information effectively in target language. Writing can be recognized as an integral part of the language learning process in ELT classroom.

Spelling System

An English language learner has to know English spelling system in order to write down English sentences. Kenworthy (1990) said that the spelling system are considered in two different situations: the situation of the reader and that of the writer. In writing, a person has to recall the spelling of a word that he or she wants to write down, something must be pulled out of memory, whereas, in reading, a person uses the patterns on the page to decide

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how to pronounce a particular word. It is true that the problems of the reader and the writer are not the same. However, in English language, the problem of the reader is certainly usually simpler than the writer's problem.

Kenworthy (1990) focuses on several possible causes of spelling problems among foreign language learners as follows:

1. Among learners whose native languages use the Raman alphabet, as English does, problems may be caused by confusion between the sound value of a particular letter in the native language and its value in English.

2. Learners whose native language uses a non-alphabetic system will have to adjust to alphabetic conventions.

3. Another source of difficulty is the English spelling system itself. As soon as learners are exposed to written English, they start to make generalizations about how the system works. Since English is an alphabetic system, this means basically sorting out which letter corresponds to which sound.

4. Last item is that there is the pronunciation of the learner. If a learner has difficulty in distinguishing English /p/ as in 'pet' from English /b/ as in 'bet' ,then , in doing a dictation, he or she may spell 'pill' as 'bill'.

Bose (2005) argues that one of the important errors in learning of English language is spelling errors. He believes that most of the language learners make errors in spelling due to wrong learning of the spelling of words and lack of practice in spelling. He mentions that the words are spelt according to their syllables in order to remember the spelling and a good dictionary can help the learners to improve the spelling errors in English language.

Same Pronunciation/ Different Spellings

Other sets of English words are pronounced alike but spelled differently, as school children learn when they are taught sets of homonyms like led/lead, bear/bare, and to/two/too. Consider the set of words in figure 1 where a single sound is represented by nine different spellings, as in the word sees. Still other spellings for the sound of the word see could be cited, including some relatively common ones like *cease, seize* and *siege* and some relatively rare ones like *situ* and *cee* (the name of the letter). Notice that the single letter x, as in sexy,

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actually represents the two sounds /k/ and [s]; thus the phenomenon of identical pronunciations represented by different spellings applies not only to groups of letters but to single letters as well.

Figure –1

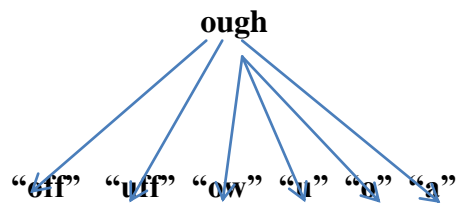see/senile/sea/scenic/ceiling/cedar/juicy/glossy/sexy

see se sea sce cei ce cy sy xy

''see''
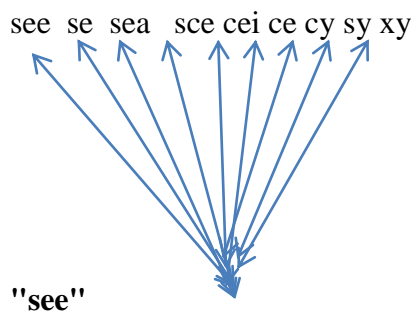
Same Spelling/Different Pronunciations

Observe the variety of pronunciations represented by the same letter or series of letters in different words. Consider the pronunciations of the following words, all of which are represented in part by the letters *ough*:

Cough	**"koff"**
Tough	**"tuff"**
Bough	**"bow"**
Through	**"thru"**
Though	**"tho"**
Thoroughfare	**"thurafare"**

Though the precise sounds of words *cough, tough, bough, through, though*, and *thoroughfare* may vary somewhat among English speakers, still the lesson of the distant relationship between sounds and letters will not be lost on any of them. Orthographic *ough* represents at least six different sounds in English, as indicated as seen below in figure 2.

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<div align="center">

ough

"eff" "uff" "ow" "u" "o" "a"

</div>

International Phonetic Association

In 1888, the scientific description of speech sounds appeared to develop a phonetic alphabet to symbolize the sounds of all languages over the world. Richards, et. Al. (1992, P. 188) mentioned that "a system of symbols for representing the pronunciation of words in any language according to the principles of the international phonetics association. The symbols consist of letters and DIACRITICS". To overcome the problem of the mis-match between sounds and letters in English language, phoneticians have evolved an International Phonetic Alphabet (I.P.A.). In other words, The IPA can be used to represent in writing the sounds, words, phrases and sentences of any language of the world. Such representation is called phonetic transcription. To illustrate how this is done, take the English words, 'cent' and 'can't' both begin with the letter c. The first is transcribed as [sent] and the second as [ka:nt] . From the transcription it is clear that the letter c is pronounced differently in these two words. The particular characteristic of Phonetic transcription viz, 'one sound, one symbol' enables us to show the pronunciation of words unambiguously in writing, thereby making it possible to provide pronunciation in dictionaries.

Discussion

In the case of sound system, it is necessary for English language learners to have a good knowledge of English sounds (consonants, vowels), so that they are found useful to help the learners use these sounds correctly in their normal speech. It is important for an English teacher that he/she should introduce English consonants and vowel system to his/her students. Shuja (1996) indicates that for an English teacher is necessary to have adequate knowledge of phonetics to be able to hear mistakes in the students "pronunciation, in order to cover their faults precisely in terms of articulatory positions and movements and then to devise some useful remedial exercises when just imitation does not show desirable results. She adds that the teacher should also be able to imitate the students' pronunciation accurately to present right and wrong forms side by side for the sake of comparison. However, there are fixed prin-

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cipal reasons for the discrepancy between the written representations of many English words and their actual pronunciation:

1. English orthography had several diverse origins with different spelling conventions:

(a) The system that had evolved in Wessex before the Norman Invasion of 1066 gave us such spellings as ee for the sound in words like deed and seen. (b) The system that was overlaid on the old English system by the Normans, with their French orthographic customs, gave us such spellings as queen (for the earlier cween) and thief (for earlier cheef). (c) A Dutch influence from Caxton, the first English printer, who was born in England but lived in Holland for thirty years, gave us such spelling as ghost (which replaced gost) and ghastly (which replaced gastlic). (d) During the Renaissance, an attempt to reform spelling along etymological (that is, historically earlier) lines gave us debt for earlier det or dette and Salmon for earlier Samon.

2) A spelling system established several hundred years ago and is still used for a language that continues to change and develop its spoken form. Thus, the initial k in knock, knot, know, knee, and certain other words were once pronounced, as was the gh in knight and thought, among others.

3. English is spoken differently in different countries throughout the world (and in different regions within a single country), despite a relatively uniform standard for the written orthography. Though, this orthographic uniformity certainly facilitates international communication, it also increases the disparity between the way English is written and spoken in any given place.

4. Words (and their meaningful subparts) alter their pronunciation depending on the adjacent sounds and stress patterns. For example, in electric the sound c represents the sound [k] as in kiss, but in electricity it represents the sound [s] as in silly.

5. Spoken forms differ from one set of circumstances to another - for example, in formal and informal situations. While some degree of such variation is incorporated into written system (do not/don't, it was/'twas), there is relatively little tolerance for such spelling var-

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iations as gonna (going to) wanna ('want to'), gotcha ('got you'), and jeat yet? ('Did you eat yet?').

6. Such variable spelling of variable speech would force readers to determine the pronunciation of the represented speech before arriving at meaning, instead of reading directly for meaning as adult readers normally do, without the necessity of silent pronunciation.

Conclusion

Languages change throughout their existence - new words get introduced, old words dropout of use, meanings shift and pronunciation alter. English language is no exception. Every word in English has a history. There are certain words in English which do not have the same spelling or even the pronunciation as in the period of Anglo Saxons, 2000 years ago. The written form of the English Language represents its spoken form. In English Language, sometimes one sound is represented by one single letter, sometimes one sound is represented by more than one letter and sometimes more than one sound represent only one letter.

The present study highlights the point that there exists no perfect correspondence between the spelling (letters) and the pronunciation (sounds) in English. One of the reasons could be due to the fact that English has borrowed so many words from so many languages, such as Chinese, Japanese, French, Latin and so on. Today it is almost impossible to say anything without at least one borrowed word. Because of this mismatch between the spelling and the sound, a learner of English language finds it difficult to pronounce a new word encountered in his/her reading; he/she cannot decide how to spell a new word heard by him/her. To overcome this problem, phoneticians have evolved an alphabet that is called the International Phonetic Alphabet (I.P.A.). The use of IPA symbols should therefore be learnt by the learners of a foreign language in order to speak the language with appropriate pronunciation. Foreign learners of a language can use this system effectively. Hence learners of English language can also make use of IPA symbols for learning the sound system of English. Once the learners know symbols representing English sounds, they may consult an English Pronouncing Dictionary effectively in order to solve their problems and thus confusion between the spelling and pronunciation can be easily removed.

An elementary knowledge of English Phonetics is therefore recommended to the non-native learners of English language in order to overcome the problems caused by the confu-

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sion between the sounds and letters in English. In the end of the study, for better information about English spelling, some rules are recommended so they can be used by learners of English language to become more familiar with the relationship between spelling and sounds. They are as follows:

1. The learners should be able to distinguish between vowel and consonants letters.
2. The learners should be able to identify affixes.
3. The learners should be able to identify how many syllables a word has.
4. Finally, the learners should be able to promote their ability to pronounce English approximately close to the sound system of British English.

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The Significance of Motivation in the ESL Classroom

Bonala Kondal, M.A., PGDTE

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Abstract

The paper proposes to shed light on how to establish and manage an effective and successful language classroom in terms of learners' motivation in accordance with the fact that teachers are presently expected to be informed enough to be able to pilot their teaching, satisfying various requirements of different learners. It is designed to explore the significance of motivation in ESL learning and the factors that might affect learners' motivation in language learning context from a theoretical perspective. Motivation is a very significant and effective element in the realm of second language learning. To be precise, motivation has a direct effect on both quality as well as quantity of language learning. It is based on Gardner's (1982, 2010) socio-educational model of second language acquisition. Thus, the language teachers and researchers would discover, realize and pay attention to the whole personality of their learners. It also provides a brief discussion and a few valuable inferences and suggestions for practicing teachers and researchers in the field of English language teaching.

Keywords: ESL classroom, Second language acquisition, Second language learning, Motivation.

Introduction

The achievement of any task often depends on the extent to which individuals strive to attain their purpose, besides their desire to do so. In general, this psychological term is referred to as motivation in second language acquisition (SLA). The term itself indicates that it is a motivating force to stimulate action. A learner's motivation is one of the most crucial factors for success within the language learning setting. Winne and Marx (1989) define motivation as, both a condition for, and a result of, effective instruction. Based on this claim, it is conceivable to consider that learners' motivation plays a significant role in successful language learning. This

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study explains the role of motivation and its impact on second language learning. According to Gardner (1982, 2010) motivation is responsible for achievement in the second language development.

Gardner's Socio-Educational Model

Gardner's work in the realm of motivation mainly focuses on second language acquisition. However, Gardner was greatly influenced by Mower's (1950) work which focuses on first language acquisition. Based on this fact Gardner investigated the fact that motivation acts as an influencing factor in the realm of second language acquisition and learning. He ponders specifically at second language acquisition in a systematic classroom setting, rather than an accepted setting. Within this model, motivation is apparently composed of three aspects such as an effort, desire and affect. Effort refers to the time spent in studying the language and the drive of the learner. Desire refers to how much the learner wants to become proficient in the language, and affect indicates the learners' emotional reactions with regard to language study.

Motivation

According to Hall (2011), motivation is a key factor in the accomplishment of a particular activity (p.134). However, teachers usually describe that language learners' accomplishments mostly depend on the absence or presence of motivation. In addition to that Gardner (2010) also states that motivation as an abstract and complex concept is used to describe human behavior. The definition further leads to learners' motivation in second language which is affected by individual attitudes and willingness to engage in the learning process.

Types of Motivation

There are various kinds of motivation as a result of the detailed research by Gardner. Motivation for language learning has traditionally been categorized as seen in the following section.

Integrative and Instrumental Motivation

Gardner and Lambert (1972) classified motivation as two types such as integrative and instrumental (p.32). The integrative motivation comprises of language learning with conscious

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participation in the culture of its people. And instrumental motivation proposes and entails a student learning the language in support of a purpose in relation to occupation. These two types of motivation can affect and control the process and outcome of learning. These are effective and useful factors for second language learning.

Learners who lack instrumental or integrative motivation, in fact, would be faced with problems and difficulties in learning and achieving knowledge of a second language in the classroom. (Cook, 2000)

Intrinsic and Extrinsic Motivation

It is also found that based on the concept in the field of motivation introduced by Ryan & Deci (2000) is Self Determination theory. This theory says that diverse types of motivation are prevalent in accordance with the different rationales, causes, or targets, which strengthen a task or an achievement. Intrinsic motivation is the eagerness and interest to do and take part in some of the activities, because an individual may feel that they are attractive and pleasant.

Learners with intrinsic motivation are disposed to stay with intricate and complicated problems and gain knowledge from their slips and faults. (Walker, Greene, & Mansell, 2006) On the other hand, extrinsic motivation is the propensity to take part in activities, because of motives which are not associated to the task.

Motivation and Language Learning

Motivation is a significant and essential part of learning. (Brewer & Burgess, 2005) Specially, in learning language, the learner must desire to achieve or do something to attain it. Cook (2000) states that the performance and presentation of second language learners have improved and are superior to others when they are better motivated in the language learning context. While, Ellis (1994) observes that there is incidence of learning by means of motivation and considers that the learning process plainly happens when a person is motivated. He also mentions that language teachers acknowledge the importance of learners' motivation, not explaining their own sense of failure in terms of their students' lack of motivation.

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According to Cook (2000), language acquisition is not the same among all learners. He also presents that there are these main factors such as age, personality and motivation, which influence second language acquisition. Amongst all of them, motivation is the most important factor that affects second language acquisition.

Factors Influencing Motivation

Motivation and Personality Variables

Many researchers find a relation between personality attributes and effective learning of a second language. However, the effective learner may exhibit a variety of characteristics such as being an extrovert, or introvert, self-confident, active, or passive, independent and / or shy. Whereas, ineffective learners are more often illustrated as displaying a lack of self-confidence and being shy, afraid to express their opinions and nervous.

Learned helplessness, is a term that refers to people who have no control over their actions and perceive intelligence as that which is unchangeable and failure as essentially resulting from lack of ability. At the end, it is evident that inhibition may be the output of both internal and external elements, and it is related to the capability to find clarifications to troubles in the past. The other important element, which influences motivation, is to learn the individual learners' feelings of competence and self-sufficiency.

The learners do not exhibit any signs of inhibition; usually, they are eager to take risks, not afraid of making language mistakes and ready to adopt some of another culture group's traits. However, the learners' affective filter is low and they can perceive much of the comprehensive input they have come across. These learners are often referred to as mastery-oriented, even though, they tend to comprehend failure effortlessly and seek to improve their subsequent performance. Although, motivated learners may have more confidence as well as a better self-image than non-motivated learners, such characteristics might make them feel comfortable when they interact with others. Motivated learners' approach to language learning is without any ambiguity, when compared with non-motivated ones.

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Attitudes and Motivation

It is agreed that attitudes and motivation are closely related to accomplishment in language learning. It provides a brief explanation why some people have a much easier time of learning languages than others in the same classroom setting; some students may progress rapidly, while others just struggle along and never achieve command of a second language. (Rivers, 1983)

It also explains that the fact of variables in second language acquisition obtained from the amount of comprehensible input the acquirer receives and comprehends through the affective filter. Only, learning happens when there is minimal external pressure, optimum internal motivation and attitudes towards learning that are not likely to be annulled. And if learners have favorable attitudes towards the second language and its speakers, towards the teacher and the course, they would perhaps be more attentive in the classroom, would take assignments more carefully and be willing to achieve more, will look for conditions where they can achieve more practice in the second language. Thus, attitudes revolve around the educational elements of second language acquisition and of social attitudes focusing on cultural implications of second language acquisition.

Implications

In the process of learning a language, motivation can be an effective and helpful factor, by paying attention to the significant role of motivation in teaching process and improving, enforcing and strengthening it. In fact, teacher's awareness about learners' attitude and its relation to the teaching process provides a conceptual thought by which language teachers can use more productive and more effective methods.

In brief, motivation can be defined as a physical, psychological and social need which motivates the learner to reach or achieve his goal and fulfill his need, and at last, feel satisfied owing to the achievement of his aim. Here the learning process may happen, determining the role of motivation range and type which play a major role in it. However, the language teacher has an important function and role in providing motivation to the individual learner for learning the language.

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Generally, motivation can be observed among learners based on their attitude to learning a language. When they have a good attitude, it has a positive, efficient and optimum effect, and the other one is bad attitude which creates blocks and causes weakness for learning a language. In reality, it is essential and significant for teachers to know what type of motivation it is and how it is formed, captured, and displayed in the learner. Both intrinsic and extrinsic motivation can activate the learners. Providing conducive educational and academic advantage to students, and asking simple and easy questions at the beginning of the class would increase motivation for learning.

In another respect, motivation is an instrument for the learner. That means, the learner uses for example, English language in order to fulfill his need. In fact, the teacher should know the class should be in such a way that motivates the learners who have instrumental motivation in order to become familiar with and realize the value of the learners who think about English language as an instrument for reaching a particular goal such as achieving grades or passing examinations.

In order to create the scene above, learner must have a positive view about his own effort; some rewards such as grade, academic encouragement and so on should be presented to him/her as rewards. Accordingly, the encouragement for the students plays an important role for achieving a good or positive learning outcome. The learner should know that his/her efforts are recognized by the teacher. Therefore, the teachers should be aware of all their learners' activities. Thus, providing proper and appropriate rewards on account of the language learners' behavior is the important and indispensable point. The teacher should consider, pay attention and strengthen the language learners' positive behavior.

As a result, motivation directly influences and affects the language learners' learning methods, skills, and practices. So, motivation has a high effect on students' communication with others, determining learning amount, besides developing the desired levels of language teaching such as reading comprehension, speaking and writing. In brief, motivation has a direct effect on both quality and quantity of language learning.

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Teachers should identify and understand the language learners' social, cultural, economic, and sentimental features and backgrounds in order to be able to help them, so that the language learners have a clear picture for themselves and respect their own roles.

Conclusion

Motivation is a very significant and effective element in the realm of learning language. Thus the language teachers and researchers should discover, realize and pay attention to the personality of their learners. However, they should be aware of motivation, its high importance, and its types. They should also realize and be aware of the character as well as the personality of each learner. According to that specific personality type, teachers should identify and recognize the form of motivation that relates to that personality and highlight it in their teaching process. They can have practical, productive, and effective teaching in the ESL classroom, in addition to a positive outcome in their teaching setting. When the learners are motivated, the teacher could and would discharge their responsibilities in the best way possible.

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Sufferings of the Uprooted Individuals: A Study of Anita Desai's Novels *Bye-Bye, Blackbird* and *Baumgartner's Bombay*

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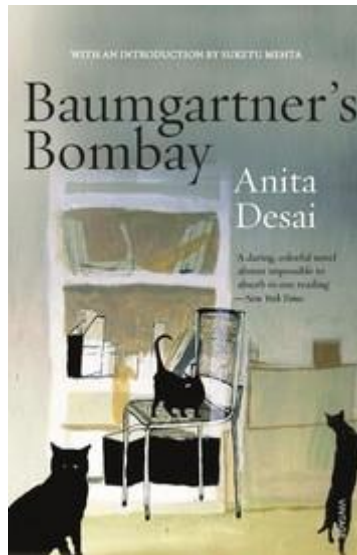
Abstract

Anita Desai is one of the most remarkable women novelists, whose novels are concerned mainly with social and political themes of the East-West Encounter. Her serious concern is with the cross-cultural consciousness of her characters. She gives a graphic picture of the theme of immigration and alienation of the uprooted individuals in her novels *Bye-Bye, Blackbird* and *Baumgartner's Bombay*. Dev in *Bye-Bye, Blackbird* and Hugo Baumgartner in *Baumgartner's Bombay* become victims of these feelings of alienation. In the novel *Bye-Bye, Blackbird* (1971), the major character is Dev. The novel is based on the theme of immigration of native Indians who went to England; it deals with the theme of coloured immigrants in the U.K and presents their difficulties of adjustment there, as well as the sufferings of those who return to the native land, which is often complicated by inter-racial marriages. These uprooted individuals, Dev in *Bye-Bye, Blackbird* and Hugo Baumgartner in *Baumgartner's Bombay* have constant identity crises and suffer from exile, alienation and humiliation largely on account of racial and cultural

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prejudices throughout the novels. This paper tries to capture the poignant moments of suffering and oppression that seem to crush the spirit of the immigrants.

Introduction

The three successive parts of the novel trace particularly Dev's corresponding responses to London; the locale of the town, seen primarily from his point of view, reflects his new identity. The novel *Baumgartner's Bombay* (1988), consisting of seven chapters, alternatively focuses on the past and present of the two isolated Germans without family and country. Hugo Baumgartner, the protagonist, is the central character and the other is a female cabaret dancer, Lotte, whose presence is of secondary importance. But the stories of these two characters run parallel. The plot of the novel has a quest-motif, in which the readers find these two characters trying to establish their identity in an alien land. But their quest and journey through emptiness and isolation ends tragically. The tragic isolation leads Hugo Baumgartner to death when is murdered by a young German and the other lives on to suffer in loneliness. After the death of Lotte's oldest friend Hugo Baumgartner, there was no one to accompany her.

Exile and Cultural Alienation

The theme exile and cultural alienation is common in the twentieth century literary scene. Lost, lonely, drifting characters parade before the readers and their mechanical march points to the absence of meaningful relationships in the era of technological development and global interaction. Exile and cultural alienation has become a universal phenomenon. Anita Desai gives a graphic picture of the exile and alienation of uprooted individuals in her novels. Desai reads the minds and understands the fact they are suffering from alienation. Her characters in the novels *Bye-Bye, Blackbird* and *Baumgartner's Bombay* become the victims of this kind of terrible emotional pain.

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Identity in Multiple Ways

Anita Desai's narratives explore the question of identity in multiple ways. They stress upon the individual's anguished attempts to seek fulfilment through the achievement of desires related to just one aspect of their lives, and highlight their immaturity in seeking to define themselves through a single perspective. These protagonists assume identities to be fixed and unalterable, and consider rather idealistically, that only an external action can radically change their situation, enabling them to assume the personality of some new, desired person as more capable of dealing with the problematic nature of existence. Many of them seek to replace the 'perceived self' by the 'ideal self', but make no conscious efforts to analyze their situational or characteristic predicaments. Therefore, they emerge in these narratives as characters lacking in self-esteem and self-assertion, withdrawing into themselves to retain their sense of self and to preserve their identity. They overcome their basic anxiety and insecurity by imprisoning themselves in a uni-dimensional perception of both themselves and their world, not realising that the self is a dynamic entity and its development is necessarily related to an interactive relationship with the world.

Ontological Insecurity, Alternation and Anguish of Uprooted Individuals

Exile and cultural alienation are the most imposing themes in Desai's novels. As an expert, Desai portrays the ontological insecurity, alternation and anguish of uprooted individuals in her novels. Her analyzation of this problem is prevalent in most of her works. She remarks on her conclusions as:

> "This has brought two separate stands into my life. My roots are divided
> because of the Indian soil on which I grew and European culture which I
> inherited from my mother." (Desai, Anita. The Book I Enjoyed writing most.
> *Contemporary Indian Literature*, xiii, 1973, 24)

Anita Desai's preoccupation as a novelist has been the exile and alienation of people. Each of her novels presents one or two memorable characters. Unlike most of Indo-English novelists, Anita Desai does something unique by portraying each of her individuals as an unsolved mystery. Her concern for the character's alienation enables her to offer an unexpected

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glimpse into the state of the deeper psyche of her protagonists. She says in an interview with Yashodhara Dalmia:

> I am interested in characters who are not average but have retreated, or been driven into some extremity of despair and so turned against, or made a stand against, the general current. It is easy to flow with the current, it makes no demands, and it costs no effort. But those who cannot follow it, whose heart cries out "the great No," who fight the current and struggle against it, they know what the demands are and what it costs to meet them. **(1)**

Multiculturalism

Desai has also written about how multiculturalism opens the realms hitherto unknown, and leads to freedom of women and also how women have to face institutionalized misogyny which is quite prevalent, although covertly in a lot of countries. Her themes include vast cultural similarities and dissimilarities that exist throughout the world, both in the East as well as the West.

Portraying the Diasporic Sensibilities

Anita Desai is sensitive in portraying the diasporic sensibilities in the characters Dev and Hugo Baumgartner in her fiction, *Bye-Bye Blackbird* and *Baumgartner's Bombay*. Though the novels vividly represent emigrant situations, and the treatment of different issues related to diaspora, they significantly contribute to diverse interpretations that are characteristic of the postmodern milieu. Search for identity is the predominant theme with many writers all over the world. In most of the literary works of Anita Desai, alienation and search for identity is central. Desai's novels and short-stories explore almost every perspective of the East and the West, of the majorities, and the minorities, of feminism and bigotry. She seems to have captured the very essence of human existence in her stories. Her characters make supreme sacrifices to attain their true calling, they rebel, struggle, win, and loose. These are ordinary people caught between tradition and modernity, sometimes these men and women appear to be the nowhere people who belong to nothing.

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Problem of Immigration in he Novel *Bye-Bye Blackbird*
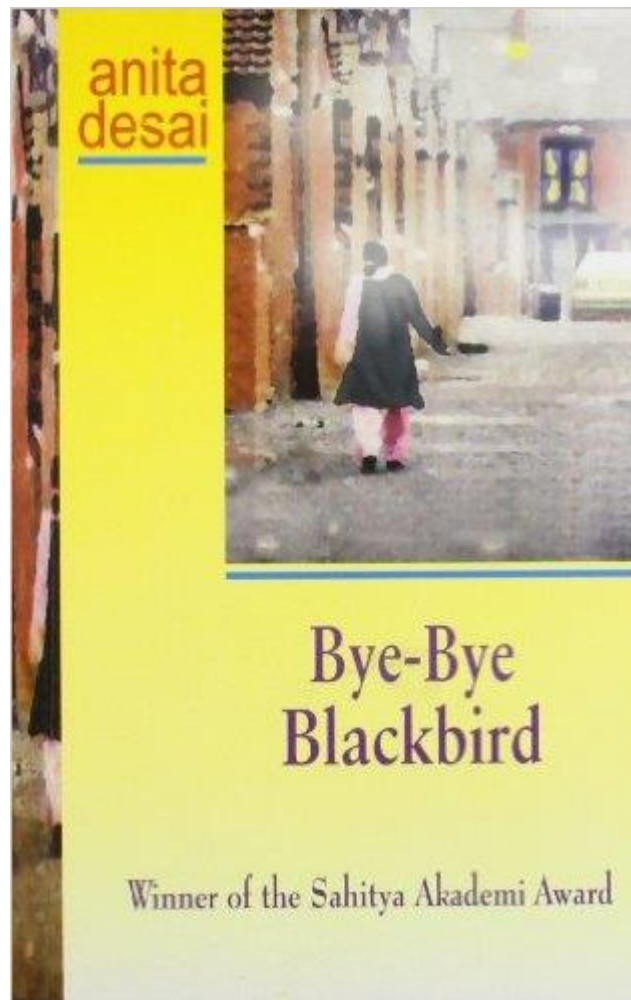
The portrayal of the migrant life and diasporic condition has been one of the most discussed issues of the twentieth and the twenty-first centuries. Like India, the United Kingdom is also an example of the 'melting pot'. The cross-cultural interactions are very well portrayed by Desai in the novel *Bye-Bye, Blackbird*. There is a definite distance between the British mainstream society and the marginalized Indian immigrants. Mostly Desai's novels deal with the emotional trauma of the Indian immigrants, who face racism frequently but have to put up with it, in order to live and survive in the country, which they have decided to call home.

Social, Cultural and Racial Displacement

In Anita Desai's third novel *Bye-Bye, Blackbird* (1971), the theme of alienation is explored from a different perspective and dimension. The novel is about the condition of Indian

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immigrants in England, their social, cultural and racial displacement. It explores the issue of identity, love-hate relationship of the immigrants towards their adopted land, their sense of alienation, their several attempts to adjust and integrate into an alien society, and their final realization that total assimilation to a foreign culture is an impossibility. Anita Desai is concerned here with the socio-psychic experiences of the Indian immigrants in England.

Novel in Three Parts

The novel *Bye-Bye, Blackbird* is in three parts: 'Arrival', 'Discovery and Recognition' and 'Departure'. The novel opens with the arrival of Dev, the chief character, who has intellectual pretensions and has come to study at the London School of Economics, arranging well in advance to make all the right approaches. He is, however, confronted with an initial problem of adjustment in a foreign land. The novelist has recorded the absurdities of Dev's existence in England and its dull superficialities with accuracy and detachment in a poetic and humorous language. Dev's longing for living with its variety and multiplicity remains unsatisfied in the new atmosphere where "everyone is a stranger and lives in hiding". **(BBB 64)** It is a world where people live silently and invisibly, the world, which makes him nostalgic about India – the India of familiar faces, familiar sounds and familiar smells.

As the plot develops, one can find him turning into a completely disillusioned man. He feels estranged in London from both Indians and English men. There is a lack of sympathy in English men, who do not, recognize their neighbours and treat them like strangers. The silence and hollowness of London disturbs Dev and makes him uneasy and alienated. He finds himself insulated and isolated. He realizes that the Indian immigrants rush to the west and in the process miss their own mother land very deeply. He feels extremely suffocated in the Tube station and considers himself, "like a Kafka stranger wandering through the dark labyrinth at a prison". **(BBB 57)**

Dev's contact begins from Adit who has settled in London with an English wife. He is confronted with the major problems as Dev moves out in search of a job. He finds it difficult to adjust with silences and the emptiness of it – the house and blocks of flats, streets and squares

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and crescents – all. He never wants to live in a country where he is insulted and unwanted. He calls Adit, his friend a "boot-licking pudgy and a shameless imperialist-lover". **(BBB 19)** Searching for an identity in an alien culture, Dev feels lost and suffers from alienation.

Dev becomes a victim of alienation as his conception and perception are at variance with the reality of his experiences. He compares and relates everything to India. He goes through the different phases of the bewildered alien, the charmed observer, the outraged outsider and thrilled sightseer, all at once in quick succession. Kalpana S. Wandrekar's observations aptly sum up Dev's alienated status. "Dev's experience in England makes him neurotic because he is unable to attach meaning to his experience. He is aware of this state of chaos and confusion in him caused by the outside pressure." **(152)** Dev takes his final decision not to return to India and not to lead the way of the masses there. He slowly and steadily adapts himself to the new environment.

Dev's friend Adit Sen, a young man from India lives in England with his English wife Sarah. After coming to England Adit worked as a teacher, and finally accepted a little job at Blue skies. He is happy with his job. He feels now a sense of cultural affinity. This closeness, however, does not obliterate the sense of his cultural identity. He appreciates the landscape of England. For him England is fertile, luxurious and prosperous. At times Adit even groans: "O England's green and grisly land, I love you as only a babu can". **(BBB 130)** But the scenario changes in the last part of the novel. He secretly longs for Indian food, music and friends. A sudden clamor has been aroused in him, like a child's tantrum, to see again an Indian sunset. Even on the out-spread hair about Sarah's shoulders he could see the Indian landscape. Even when he thinks of a brief visit to India, the images of Indian food, dress and music are predominant in his mind.

Adit is disillusioned with England. The England he loves so much in Part I and Part II of the novel is looked down upon in Part III. Despite having been settled there for quite some years, he is still a misfit. Adit feels himself a stranger in England, and realizes his alienation from the English people. He frankly admits to be "a stranger, a non-belonger" **(BBB 210)** in England. He takes a boat back to India with his wife. Adit's quest for identity is stimulated by his individual

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motivations and attitudes, his whims and caprices. Hence the quest is not disinterested censure. It is disillusioned, nostalgic and humorous. His nostalgia mitigates his cultural-shock in an alien land. His mood keeps changing, depending on the identity of Sarah.

In the beginning, Dev was fully determined that he would not stay in England where he has to bear all the insults, and said vehemently to Adit "I wouldn't live in a country where I was insulted and unwanted". **(BBB 17**. Later on, there was a slow change in his attitude.
The life of an alien appears to be enthrallingly rich and beautiful to him, and that of a homebody too dull, too stale to return to ever. Then he hears a word in the tube or notices an expression on an English face that overturns his latest decision. **(BBB 86)**

Anita Desai presents a clear reversal of attitude of the two expatriates. Adit, the man who loves it, leaves it for good and decides to settle down in India, contrary to Dev who had come to England with a purpose to pursue higher education and was determined to go back, settle down here. But at the closing page of the novel, the readers find a change in Dev, the English hater who stays back in London being employed and living in his friend Adit's place. When Adit and Sarah bid him goodbye, he calls out, "Bye-bye Blackbird"!

Dev, a representative of Indian immigrants struggles against the cultural hegemony of the British people who have maintained their centrality at the cultural, economic and political levels. The notion of cultural dominance has made them feel superior. The treatment received from the British people by the Indian immigrants shows the cultural breach between the West and the East. Though Indians migrate to the west for the purpose of economic security, they feel disillusioned finally because of the shocks of cultural rootlessness in an alien land.

The Question of Being an Immigrant in the Novel *Baumgartner's Bombay*
In the novel *Baumgartner's Bombay* (1988) there is another full study of male alienation and isolation. Male angst is the major aspect expressed in the novel. The novel *Baumgartner's Bombay* consisting of seven chapters, alternatively focuses on the past and present of the two isolated Germans without family and country. Hugo Baumgartner, the protagonist, is the central

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character and the other is a female cabaret dancer, Lotte, whose presence gets a secondary importance. But the stories of these two characters run parallel. The plot of the novel has a quest-motif in which the readers find these two characters trying to establish their identity in an alien land.

The novel *Baumgartner's Bombay* opens with Hugo Baumgartner, a German Jew living out his final years in solitude in a shabby flat behind the Taj Hotel in Bombay. He has been in India for a period of fifty years and the happiness in the expectation of which he comes to Bombay remains unfulfilled. He is living a solitary life with no one to look after him. The only company is that of cats, which he nurses and loves. Both Hugo Baumgartner and Lotte are sailing in the same boat of isolation in an alien country, among their memories and dreams.

Looking back at the past life of Hugo Baumgartner, the readers find him as a young German who comes to India for starting a life in business. He was forced to leave Germany fifty years ago when the violence had broken out during Nazi Germany. Hugo's father Herr Baumgartner was a wealthy furniture dealer and a man of authority, pride and status in Berlin. The area where Hugo Baumgartner lived was patronized mainly by the Jews. During the time of Nazi Germany, the Jews migrated to other parts of the world and the business of furniture came to a standstill, as the Aryans bought furniture from their own shops and dealers. One night, there was a violence in which Hugo Baumgartner's father was taken by force by some men and disappeared from Berlin. Returning after a fortnight from Dachau, he died leaving him and his mother all alone.

After the death of Hugo Baumgartner's father, the furniture shop was sold to a gentleman from Hamburg who was the friend of Hugo Baumgartner's father. Hugo Baumgartner's school-days came to an end. Because of financial crisis, Hugo Baumgartner had to work as an accountant in his father's shop. At the suggestion of the gentleman from Hamburg, Hugo Baumgartner was sent to India to do timber business and to start a new life. The first place he came to was Bombay. But in the new atmosphere, Hugo Baumgartner got nothing but loneliness

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and isolation. Having no company and being a foreigner with no link with the culture of India, he suffered in isolation.

In Calcutta, Hugo Baumgartner stayed in a hotel on Middleton Row and got himself associated with timber business and made trips to Dacca, Assam and the south. There, he met Lotte, a German cabaret dancer, in a hotel. His relationship with Lotte was not new. Like Hugo Baumgartner, Lotte was another alien in India who had started earning her livelihood by dancing since she was ten or twelve. After the meeting, Lotte came very often to his flat and they became friends.

> It was only Lotte who kept him in touch with the tongue – but that was not why he went to see her. He saw Lotte not because she was from Germany but because she belonged to the India of his own experience; hers was different in many ways but still they shared enough to be comfortable with each other, prickly and quick-tempered but comfortable as brother and sister are together. **(BB 150)**

Lotte's story was also like Hugo Baumgartner, she had been a tragic story of isolation. She is now an old lady who has lost her youth and charm. Among her many admirers in her young age, Kantilal Sethia, a Marwari business man, was the oldest man with whom she had a false marriage. Kanti's sons by his former marriage treated her with hatred. She was left all alone in Bombay waiting for Kanti to visit her once in a blue moon. Kanti, having a business sin Calcutta, came to her for dance and music whenever he was tired of his business-life in Calcutta. At every step Lotte was also made to suffer and to live an isolated life in Bombay. Both the isolated characters, now old, consoled each other.

Even though Hugo Baumgartner stayed in India for more than fifty years, sometimes he would get the dilemma of whether to go back to his homeland Germany. But their quest and journey through emptiness lead to isolation that ends tragically – in failure, frustration and disgust. The tragic isolation leads Hugo Baumgartner to death when he is murdered by a young German named Kurt, for silver trophies, and Lotte remains to suffer in loneliness. After the death of her oldest friend Hugo Baumgartner, there was no one to accompany her. Thus Hugo Baumgartner, a

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wandering Jew all of his life, being an immigrant of fifty years in Bombay, belongs to none and though involved and associated with many, is not identified with any.

Narrative Techniques Employed by Anita Desai in the Novels *Bye-Bye, Blackbird* and *Baumgartner's Bombay*

Desai's technique is connected with her choice of the subjective mode, a choice apparently made to avoid some of the problems likely to arise from writing about India and Indians in the English language, as a way of bridging the gap between cultural and lingual situations. Her achievements are aptly summed up by Meenakshi Mukherjee in her book *The Twice-Born Fiction*. She, taking a note of Desai's language and style, relates the novelists' manner of narration to the elements of her protagonists' personalities. She believes that Desai's style shows a strong individuality. About her language she observes that it is marked by three characteristics, sensuous richness, a high strong sensitivity and a love for the sounds of words. **(189)** R.S. Sharma said, "Anita Desai's gifts as a prose stylist are now acknowledged. What is perhaps overlooked in the process is the fact that most of her problems as a fiction writer begin with her insistence on too much style on too small a canvas." **(92-93)**

Anita Desai's characters are in an adult stage in the beginning of the novel but then she goes backward to describe their childhood and its associations. The past life of the protagonists plays an important role, as the present consciousness of the characters is a result of their past experiences. Therefore, the plot moves with the modulations of memory. The hero becomes a wanderer through space and time. In fact, it is like digging up a tunnel, in a sense like going back. This process is one of trying to relive the past. She explores a very tiny section of this territory and this is an interesting technique than covering a large area. She uses flashbacks and interior monologues in order to build up a situation. Her novels are a psychological release.

The action moves from past to the present and vice versa. The characters moving in the present are constantly looking back at the past, observing and evaluating themselves in the perspective of time. Through a highly controlled use of split narrative and flashback, Anita Desai makes the readers see the world from the perspective of childhood. The juxtaposition of the past

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and the present, the near and the remote, the subjective and the objective, while suggesting the theme of continuity in change, also keeps the readers alive to the changing dimensions of reality. The contrasts that Anita Desai suggests between these two perspectives are central to the aesthetic design of the novel.

Desai uses flashback technique as a pattern in so far as there are journeys into the past and into the childhood and one is changed being at the end of the journey. In both the novels, *Bye-Bye, Blackbird* and *Baumgartner's Bombay*, Desai uses the flashback technique. In the novel *Bye-Bye, Blackbird*, the protagonist Dev, thinks of his past memories where he felt once comfortable in his homeland, while he now feels isolated and insulted by the people of the host land. In the novel *Baumgartner's Bombay*, whenever the protagonist Hugo Baumgartner feels isolated even after his stay of fifty years in the host land, he relishes his childhood memories – of his mother's love and comfort.

Desai also wants to give the readers a perfect Indian background. So, she has used different fictional techniques according to the demands of the story. She has made use of poetry in German language. Many Hindi words have been used in order to give a perfect Indian background - the use of German language in *Baumgartner's Bombay* is not offered in translation into English. Anita Desai's excellence lies in nature description, flashback scheme, unmasking the mental trauma of the female psyche and such. She uses the stream of consciousness technique, contrasting characters and uses symbolism with highly effective use of language. The readers can also find in her major novels, different techniques; she has made use of Indian words, German poetry and a few nursery rhymes. Mainly, she portrays dilemmas and doubts of 'misfit' female characters, who do not want to be heroic, but are struggling all the time. The readers can find them struggling for what they do not have - for love, affection, attention, acceptance, recognition or appreciation. Her novel focuses on the inner climate of sensibility, interplay of thoughts, feelings and emotions which is reflected in the language syntax and the imaginary aspects of existentialism that form the total frame work of her stories. A modest attempt has been made to make a comprehensive study of the novels of Anita Desai.

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Conclusion

Thus, Desai has wonderfully portrayed the dilemma of uprooted individuals through the protagonists Dev in *Bye-Bye, Blackbird* and Hugo Baumgartner in *Baumgartner's Bombay*. The experience of exile which begins as a condition of living often becomes a condition of mind as in the case of Hugo Baumgartner. Cultural displacement makes the major characters Dev and Hugo, and the minor characters Adit and Lotte alienated and lonely in spite of their attempts towards adjustment. They suffer from problems such as the loss of identity, alienation and humiliation, largely on account of racial and cultural prejudices. In *Bye-Bye, Blackbird*, Adit, the immigrant, once comfortably settled in England becomes homesick for India and returns to India. While Dev, the immigrant born and brought up in India, though with the desire to return to India, finally decides to stay back in England. Hugo Baumgartner, the immigrant in *Baumgartner's Bombay*, an uprooted Jew is not accepted anywhere, neither in his country of birth, Nazi Germany, nor in his adopted country India. Thus he is a real 'nowhere man' – belonging neither to Germany nor to India. He too has got the dilemma of going back to his home land Germany but, unfortunately his life is brought to a sudden end by a young man Kurt, the man from his own native land. Thus the above study has focussed on the problem of immigrants, their dilemma, their alienation, their physical and their mental crises in an alien land.

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Verb Morphology in Kisan

A. K. Kujur, Ph.D. Scholar

Abstract

The empirical evidence of morphological complexities in Kisan language indicates the formations of verb in finiteness, causation and passivization. It highlights some salient properties of Kisan as a language of Dravidian family. A complex variety of inflectional markings in verb morphology provides a subtle identity to the language. Non-Dravidian language changes in Kisan language are the outcomes of its contact situation with the neighbouring languages belonging to Indo-Aryan and Austro-Asiatic language families.

Key words: Verb Morphology, Finiteness, Causation, Passivization

Introduction

The topography makes Kisan (formerly known as kuŋha) speech variety very unique and prominent. Geographical location of Kisan in Orissa presents a fascinating linguistic landscape and thus reflects the complex and very rich case of language restructuration. Genealogically the language belongs to Dravidian family. Researchers have worked on the Dravidian spoken in Central and North regions; however, almost no work has been done in Kisan. (Perumalsamy, 2002) records the speech variety in the Linguistic Survey of India as spoken mainly in the districts of Sundergarh and Sambalpur situated in the northwest Orissa. As per the 1991 Census, the number of speakers in India is 162,088 and Orissa alone has 160,704. The number is on the decline as the speakers are moving rapidly to dominant languages like Oriya and Hindi. Kisan will no doubt be gradually used as the second language in the near future.

The present article attempts to present the morphological intricacies in finites, non-finites, causation, and passive structures in Kisan. The detail account of the verb forms contributes in the development of the overall knowledge system that the native-speaker of Kisan

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possesses. We are able to excavate the hidden linguistic rules of Kisan language which would further help to find the missing link with aboriginals of with other social groups in the area.

Methodology

The language use is limited to social gathering and mode of communication among elder people. As a result, language finds narrow place among younger generation. The work is done based on the tools used in traditionally descriptive linguistics. The study on Kisan language is undertaken with extensive interactions among the speakers, asking informants to gather and validate the data. Some of the regional libraries are visited to find out any written book, articles or any relevant data. Leaders (locally known as *Raja Dewans)* of Kisan tribe are approached for elicitation of the data because they are traditionally considered to be having every bit of knowledge about Kisan. Given the sociolinguistic situation of Kisan, it is really hard to find the language which is spoken without any borrowed words or borrowed minimally. It is mostly surrounded by the languages belonging to Austro-Asiatic and Indo-Aryan language families. This adds to the problems of describing a language scientifically.

Finiteness

Though the difference between finite and non-finite forms is one of the most complex domains of grammatical description however Traditional Grammarians have divided verb forms into two major classes such as finite forms which include indicative, subjunctive, optative and imperative and non-finite forms are infinitives, participles and gerunds. This distinction is based on two main characteristics: (a) the verbs ability to appear as the main verb of a clause and (b) the agreement of verb forms with other constituents of a clause. These are the kind of verbs which limit their agreement with the available arguments in a sentence. They are restricted by the inflections for conjugations. A finite verb form contains only suffixes in Kisan expressing a large variety of meanings. It is consisted of three major constituents such as stem + tense/aspect/mood + pronominal suffix and the last constituent having an agreement with the subject noun phrase in person, number and gender. (Steever, 1988) defines finiteness[1] as a grammatical category and it

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[1] The Serial Verb Formation in the Dravidian languages by Sanford B. Steever highlights that Finiteness is considered as grammatical property. pp 2.

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conjugates verbs with NPs in a sentence by the help of morphological inflections of tense, aspect and mood.

Structure of Finite Verb Forms

A finite verb form consists of a verb stem followed by one or more suffixes. Most finite verb forms are either perfective or imperfective. Perfective and imperfective forms differ in meaning and have a different inflection, a different stem, or both. Finiteness consists of the ability to license structural case in subject position and the possible presence of agreement marking on the verb. Finiteness is thus a purely syntactic property.

Tense in non-past in Kisan is generally marked by /-d-/ or /-n-/ in present tense and /-ɔ/ in future tense. The verbs in past tense are marked by /-k-/, /-c-/, or /-ɑ/. For examples:

1a. nɪn   ɑmmu   hɑp-d-ɑe.

you-2MS-NOM   water-ACC   drink-PRES-2MS

'We ate rice.'

1b. hub-Rɑr   jʰɑrɑ   hɑp-n-ɑe.

they-3NPl-NOM   wine-ACC   drink-PRES-3NPl

'We ate rice.'

1c. em   mɑnDɪ   on-k-ɑm.

we-1MPl-NOM   rice-ACC   eat-PST-1MPl

'We ate rice.'

In examples (1a, b & c), the grammatical morphemes such as /-d-ɑe/, /-n-ɑe/ and /-k-ɑm/ are inflected to the verb roots /hɑp/ 'drink' and /on/ 'eat' respectively to show the conjugation with subject NPs 'You', 'They' and 'We'. The verb ending grammatical morpheme possesses an ability to change the form of finite verb. The morpheme /-dɑe/ can agree only with the first person masculine singular in the present tense. It does not have any scope of agreement with any other subject or object NPs in a sentence and thus, we can say these verbs are completely finite in terms of agreement.

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Indicative Form of Finite Verbs

Kisan language has pronominal inflections in the verb ends for 1st person and 3rd person singular; however, for 2nd person and 3rd person plural, these are affixed with modification. These inflections are used to mark the person and number of subject NPs.

In the present tense, markers for gender and tense are manifested through a set of morphemes for singular forms such as /-dɑn/, /-dɑr/ and /-dɑs/ for masculine, /-en/, /dɪ-/ and /i/ for feminine and /-dɑm/ or /-nɑr/ for plural depending on different persons. Gender and tense are marked to show finiteness of the verbs through morphemes /-kɑn/, /-kɑe/ and /-ɪɑs/ for masculine and /-ɪɑn/, /-ki/, /-ɪɑd/ for feminine in the past tense. For examples:

2a. en   ʈɑtʰɑ   hend-k-ɑn.

i-1MS-NOM   mangoes-ACC   buy-PST-1MS

'I bought mangoes.'

2b. en   ʈɑtʰɑ   hend-ɪ-ɑn.

i-1FS-NOM   mangoes-ACC   buy-PST-1FS

'I (*Male*) bought mangoes.'

2c. nɪn   ʈɑtʰɑ   hend-k-i.

i-1FS-NOM   mangoes-ACC   buy-PST-1FS

'I (*Female*) bought mangoes.'

The sentences (2a), (2b) and (2c) are in simple past; however, the markers differ in accordance with the person, number and gender they refer to. This kind of rigidity affirms the finiteness of the Kisan verbs in the past tense.

In the future tense, finite verbs have a similar temporal inflection /-ɔ-/ for both masculine and feminine genders in the 1st person unlike in present and past tenses. For example:

3a. en   bɑr-ɔ-n.

i-1NS-NOM   buy-FUT-1NS

'I will come.'

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The example (3a) does not differentiate between genders provided it is addressed by a male speaker; however, verb inflection in 2nd person would be different had it been spoken by a female speaker. The morpheme /-ɔ-/ explicitly marks the future tense and followed by the pronominal inflections.

Subjunctive Form of Finite Verbs

In order to express a wish or a condition we use subjunctive mood. The verbs used here do show agreement with the intended subjects. For examples:

4a.   em-hɑe-d   ɪnnɑ   bɑr-ɔ-r.

i-POSS wife-3FS-NOM   today   come-FUT-3FS

'My wife will come today.' (Addressed by husband)

4b.   em-hɑe-s   ɪnnɑ   bɑr-ɔ-r.

i-POSS husband-3MS-NOM   today   come-FUT-3MS

'My wife will come today.' (Addressed by wife)

In the third person singular, we usually have / bɑr-ɔ-s/ and /bɑr-ɔ-d/ 'Come' for masculine and feminine respectively; however, they take the third person plural form to show a sense of honor.

Imperative Form of Finite Verbs

The verb forms under imperative mood show the verb agreement with the subject NPs. For examples:

5a.   nɑlɑ   ɪsɑn.

dance-PRES-2MS   here-LOC

'Dance here.'

5b.   nɑlkʰʊ   kɑmu.

work-ACC   do-PRES-2FS

'Do the work.'

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The above examples exhibit the formation of imperative sentences the suffixing /-ɑ/ for masculine and all plural forms as in (5a) and /-u/ as in (5b) for feminine singular form. The main verbs agree with the covert Subject NPs in person, number and gender.

Non-Finite Verb

The very notion 'non-finite verb-form' implies that these are forms that lack (finite) tense/mood and person inflection, but do have at least some nominal inflectional properties. The participles have full nominal inflection in number, case, and possessive. Because they are basic verbs, they also inflect for voice.

It is free from finites but not as free as infinitives. Aspect is the only feature that is in non-finite verbs. It is devoid of tense and agreement. In English, auxiliary verbs carry the tense, person, number and gender leaving the main verbs in the sentence without any agreement with the subject NPs.

Infinitives

The infinitive verbs lack tense, aspect and mood (TAM) and person, number and gender (PNG) and so do not reveal anything about the agent of the verb activity. There are unlimited verbs and non-restricted. They are insensitive in selecting clauses and remain unchanged. These are formed by adding /-ɑ/ 'to' to the verb root form such as /bec-ɑ/, 'to play'; /pɑRʰ-ɑ/, 'to study'; /bɑr-ɑ/, 'to come'; /em-ɑ/, 'to bathe'; /meh-ɑ/, 'to call'.

6a. kʊkko-s   bec-ɑ   kɑ-ɑl-d-ɑs.

boy-3MS-NOM   play-INF   go-IMPERF-PRES-3MS

'Boy is going to play.'

In example (6a), the infinitive /bec-ɑ/ 'to play' does not conjugate with any constituent in the sentence as it does not have TAM or PNG for conjugation. "To play" says nothing about agent of the action nor shows any reference to time of action. The verb roots /kɑ/ 'go'; /bed/ 'want' and /bɑr/ 'come' are also known as bare infinitives as they do not carry any kind of inflections for verb agreement.

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Gerund

It functions as the verb noun. It refers to the action of the verb and has potential to take the place of accusative form. It applies the suffix /-ɑ/ to the root of the verb to construct gerund.

7a. hu-sɪn   genda   beca-ge   meh-k-ɑn.

he-ACC   hockey   play-GER   call-PST-3MS

'I called him for playing hockey.'

The postposition /ge/ indicates a gerund in (7a). It is the main differentiating factor between gerund and infinitival constructions. It helps the verb form to get gerundial impact in the sentence.

Participle

It plays the role of an adjective and qualifies nouns. Its functions are divided into present participle which is also called imperfect participle and past participle also known as perfect participle. Apart from aspect, participles do not possess any other grammatical inflections.

Present Participle

8a. sɪta-d   paRʰ-na   kukɑe

Sita-3FS-NOM   study-PRES-PART   girl

'Sita is a studying girl.' (studious girl)

Past Participle

8b. hend-kɑ   bohɪ   eŋ-gɑn   cɪ-ɑ

buy-PST-PART   book-DAT   i-ACC   give-IMP

'Give the bought book to me.' (Book that is bought.)

Nonfinite verb /paRʰ-nɑ/ 'studying' (8a) sentence functions as an adjective to qualify the noun 'girl'. It clearly marks the imperfect aspect in the present participle. On the other hand, /hend-kɑ/ 'bought' (8b) has perfect aspect. It is a past participle. All these morphemes do not have any potential to mark gender and number in the aforementioned sentences.

Passivization

The analysis of voice by the traditional grammarians was based on affectedness and this has been revived by (Klaiman, 1991). The assumption is that the subject does not control the

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action but is affected by it. The passive voice is employed as the strategy for handling situation in which objects of the verb action are treated as the subjects and so the subject is viewed as the endpoint and not the initiator of the verb segment (Croft, 1991). Because the initiator of the verb predicate can never be direct object in the same clause as per the clausal order hypothesis.

Kisan stands out as a unique speech variety for having the passive through suffix -r- in Dravidian languages. This is in opposition to earlier assumption that passive voice is alien to the Dravidian language family. This is in contrary to the remarks made by (Caldwell, 1956) "…None of the Dravidian dialects possesses any passive particle or suffix or any means of expressing passivity by direct inflectional changes…"

9a. pɑɪsɑ-d   eps-**r**-ɪ-d

money-3NS-NOM   lose-PASS-PRES-3FS

'Money is lost.'

9b. mɑnnu-d   kʰɑt-**r**-ɑ-d

tree-3NS-NOM   fall-PASS-PST-3FS

'Tree fell down.'

The passive verbs in (9a & b) are formed through an insertion of consonant /-r-/ between the root and the inflectional end of the active voice. Tense in passive sentences is morphologically marked differently as /-ɪ-/ for present and /-ɑ-/ for past. The passive constructions are without an overt agent irrespective of their tenses. The passive verbs agree with the person, number and gender of the derived subjects. In English these verbs would be in past participle and followed by the preposition '*by*' in the passive sentences.

Causativisation

Causative verb is a verb which creates the process of the causation in the sentence increasing the number of the arguments. It indicates an action that the subject does not directly perform, but rather causes to happen, perhaps by causing some other agent to perform the action. A causative is a linguistic expression that contains in semantic/logical structure a predicate of cause, one argument of which is a predicate expressing an effect (Paine, 1997).

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Patterns of Forming Causative Verbs

There is a definite process of causativisation through which intransitive or transitive verbs are transformed into causative verbs with the suffix of /-tɑ/ to the base form of the verbs. The basic patterns of formation from intransitive to causative verbs could be as:

Table-1a

Intransitives	Causatives
/co-nɑ/ 'to rise'	/co-tɑ-nɑ/ 'to cause someone to rise'
/hɑndr-nɑ/ 'to sleep'	/hɑndrɑ-tɑ-nɑ/ 'to cause someone to sleep'
/er-nɑ/ 'to see'	/er-tɑ-nɑ/ 'to make someone see'
/teŋ-nɑ/ 'to say'	/teŋ-tɑ-nɑ/ 'to make someone say'
/ɑlkʰ-nɑ/ 'to laugh'	/ɑlkʰ-tɑ-nɑ/ 'to cause someone to laugh'

The process of causation from intransitives to causatives is not regular as some of the intransitives cannot be changed into causatives; verbs like /bɑr-nɑ/ 'to come', /kɑ-nɑ/ 'to go' etc. The inflectional suffix /-tɑ-/ is used is to derive causative verbs from both intransitive and intransitive verbs.

Table-1b

Transitives	Causatives
/hɑɽ-nɑ/ 'to steal'	/hɑɽ-tɑ-nɑ/ 'to help someone to steal'
/hɑp-nɑ/ 'to drink'	/hɑp-tɑ-nɑ/ 'to cause someone to drink'
/moh-nɑ/ 'to eat'	/moh-tɑ-nɑ/ 'to cause someone to eat'
/dʰɑr-nɑ/ 'to catch'	/dʰɑr-tɑ-nɑ/ 'to ask someone to catch'
/modrɑ-nɑ/ 'to forget'	/modrɑ-tɑ-nɑ/ 'to cause someone to forget'

Conclusion

The inflections used in Kisan verb morphology point out some of the features of agglutinative language. Their occurrence may not be follow a uniform pattern across languages

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but resembles in most of the languages of Dravidian family. An attempt has been made to analyse the different set of inflections in the formation of verb structures in the language. Kisan language substantially emphasizes on the gender-based inflections.

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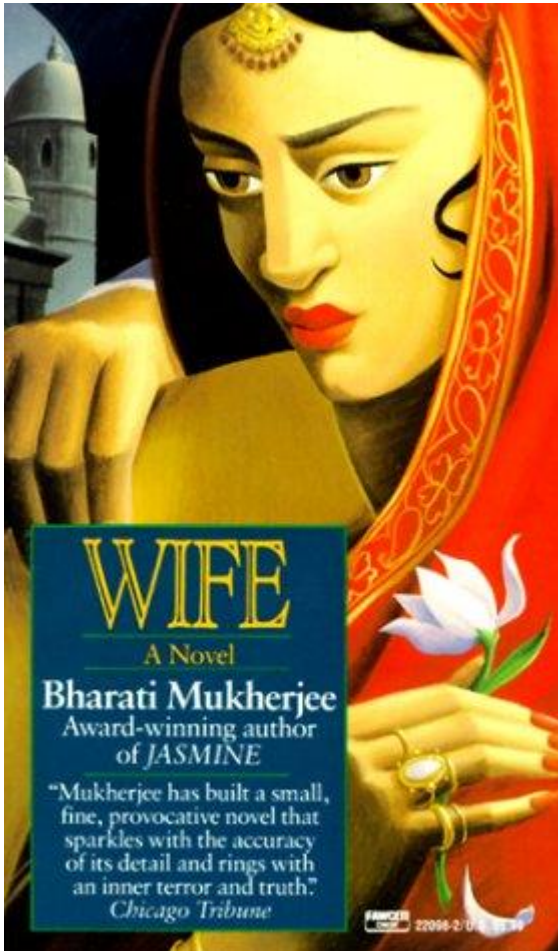
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Verb Morphology in Kisan

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Myth of Sita in Bharati Mukherjee's
Wife and *The Holder of the World*

T. Latha, M.A., M.Phil.
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Abstract

One of the major trends in recent literature is to interpret the ancient myths, humanize them and offer a new interpretation. The use of myths in fiction is another narrative strategy followed by the writers in accordance with the demands of the times. Thus, the writers create a new language through the myths. For the women writers most of the mythological worlds are shattered to build up new worlds from their perspective. In *Sitayana* - (1987) Professor Srinivasa

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Iyengar rewrites the story of Sita. His Sita is not a rebel. She fits into the old pattern and remains with the same parameter but with understanding and acceptance. In *Savitri*, Sri Aurobindo expounds his philosophy through the account of Savitri's life. In his work, the character of Savitri is imbued with a new meaning and life. Such archetypal images from mythologies are being portrayed in several new ways. Bharathi Mukherjee, Indian born American writer, uses this myth to show the condition of traditional Indian women and the modern American women. Dimple in *Wife* and Hannah in *The Holder of the World* try to follow the path of Sita. As they are modern, their reactions to life is different.

Key Words: mythology, myth, ideal woman, Rama, Sita, chastity, tolerance, submissiveness.

Myths for Women's Submissive Role

Women writers like Shashi Despande, Anita Desai and Bharati Mukherjee use these myths to show women in the submissive role. Sita myth is used to refer to the chastity and purity of women. Savitri myth is used to stress the devotion of a woman to her husband. In general, these myths stress the idea that to be a good wife is to be a good woman. Shashi Despande has mentioned the myths of Sita, Savitri, Gandhari and Maitreyi. In *The Long Silence*, the heroine identifies herself with these women. Like Sita, who follows Rama to the forests, she follows her husband wherever he goes. Like Gandhari, she blindfolds herself to unpleasant realities in her home. She wonders at Savitri who reclaims her dead husband from the jaws of death. She also wonders at Maitreyi, who begs for knowledge and immortality from her husband.

Bharati Mukherjee and *Sita*

Bharati Mukherjee uses the myth of Sita in *The Ramayana* in her works. *The Ramayana*, the Hindu epic, is used for spiritual guidance which shows Indian culture. She uses the story of Ramayana and other Indian cultural artifacts in an American context to emphasize a tie between India and America.

Story of Sita

The story of Sita is a popular one in Hindu mythology. Sita, the protagonist of *The Ramayana* has great impact on Indian women in general and the writers in particular. The

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passive, obedient Sita of the epic takes different manifestations in the hands of the creative writers. Sita is a foundling. She is raised by childless King Janaka. She is married to Prince Rama of Ayodhya. Rama's inheritance of the kingdom is disputed by his step mother, Kaikeyi, who wants the kingdom for her own son, Bharata. To avoid complications for his father, Rama goes into exile. Sita and his brother Lakshman accompany him to the forest. In the forest, she is abducted by the demon King, Ravana. She becomes a prisoner in Ravana's island. With the help of Hanuman and others, Rama fights a battle and gets back his Sita. Before returning home with Sita, Rama compels her to walk through fire to prove her chastity. And she passes the test-'Agnipariksha'. They return to Ayodhya and rule as King and Queen. Sita becomes pregnant with twins when a citizen of Ayodhya comments on the inappropriateness of the King's acceptance of a woman whose chastity is under suspicion because of her capitivity. To avoid controversy, Rama sends Sita to the forest. In the forest, Valmiki, the saint takes care of Sita. She raises her twins with the help of Valmiki. Many years later, Rama, the King of Ayodhya comes to the forest and encounters his sons. On seeing his sons, Rama wishes to take them back to Ayodhya. At this point, Sita tells Rama that her duties on earth are over. It shows Sita's boldness. She does not want to go with Rama who suspects her chastity. She prays to her mother – the earth. Mother earth opens up a chasm beneath her daughter and takes her back to herself. This story is known by all in India. Rama is celebrated as God in Hindu mythology. His Sita is a model for an ideal wife. The Sita myth generally represents an ideal woman who is the role model for many women.

Sudhir Kakar in *Feminine Identity in India* says,

> The ideal of womanhood incorporated by Sita is one of chastity, purity, gentle
> tenderness and a singular faithfulness which cannot be destroyed or
> even disturbed by her husband's rejections, slights or thoughtlessness… In
> Savithri myth, the ideal of devoted fidelity to one man takes on an added
> dimension and categorical refinement. Exclusive devotion to one's
> husband becomes the prerequisite for the all important motherhood of sons . . .
> To be a good wife, is by definition, to be a good woman . . . (55)

From this it is clear that Sita is famous for her faithfulness and Savithri is famous for her devotion to her husband.

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Satirical Approach – Dimple in *Wife*

In order to show the new image of the modern woman, Mukherjee uses the myth of Sita. Mukherjee uses Sita myth in her novels in a satirical manner. Her protagonist Dimple in *Wife* breaks the traditional role of women. Jasbir Jain explained this as , ''Bharati Mukherjee, like Desai, uses the Sita, Savithri image to enclose Dimple's identity in *Wife* which however slowly breaks through the traditional role model of an Indian wife.'' (34). Dimple knows the character of Sita and she wants to follow Sita but at the sametime, she hates the traditional role of wife.

Meera Manvi in her article ''Rereading of Indian womanhood: A note on the narrative structure of wife'' also views Mukherjee's use of the myth of Sita. There are two modes of existence of Sita, namely, Sita's heroic path of self-sacrifice and Sita the liberated woman who rises against the injustice meted out to her by entering the bowels of earth. Regarding the myth of Sita, Meera Manvi says,

> The narrative structure of *Wife* is conceptualized through Bharati
>
> Mukherjee's evocation of the Sita myth at strategic moments
>
> in the narrative; the examination of this myth is further strengthened
>
> by the opposition that is successfully manipulated between passive
>
> resistance/ violence, female desire / male authority, enclosure/
>
> freedom, marriage as bond/ female eroticism, reality/ 'after dream,'
>
> love / marriage . . . .(141).

Dimple's romantic notion about life and the freedom she expects in America do not match with her husband Amit's view of life.

**Sita in Different Novels of Bharati Mukherjee**

In Mukherjee's novels, Sita comes and occupies the mind of her characters at different levels. In *Wife,* the reference to Sita is surfacial. In *The Holder of the World,* Sita myth is functional. To Indian women, Sita is an embodiment of virtue and chastity. But, the irony in *Wife* is the protagonist Dimple would like to lead a life of Sita. In Dimple's dreams, she becomes Sita, the ideal wife of Hindu legends, who had walked through fire at her husband's request. Such pain, such loyalty impressed Dimple.

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Sita's myth somewhat plays a negative role in Dimple. Earlier in the novel Dimple was in the hospital for four days. At that time one nurse exclaims that a woman patient set fire to herself. This triggers off wild dreams in Dimple. The idea of being like Sita herself revolves around in her mind, so that she can show herself to be courageous. She thinks, ''oh, to have walked through fire! Oh!, to have had the courage and the passion to be dramatic!''(30) But these thoughts make her an incurable schizophrenic. Because of this thought, Dimple is transformed but negatively. In reality, she is no more than the Sita she wants to be. Dimple's character reveals the negative persona motivated by shadow archetypes.

Functional Use of Sita Story

Myth is primarily a story. Myth signifies a primitive response to basic human values and it sustains its relevance even to the present times. The use of myth in a realistic fiction causes displacement to maintain realism in the text. Northrop Frye defines displacement as, ''The technique a writer uses to make his story credible, logically motivated or normally acceptable'' (156).

In *The Holder of the World*
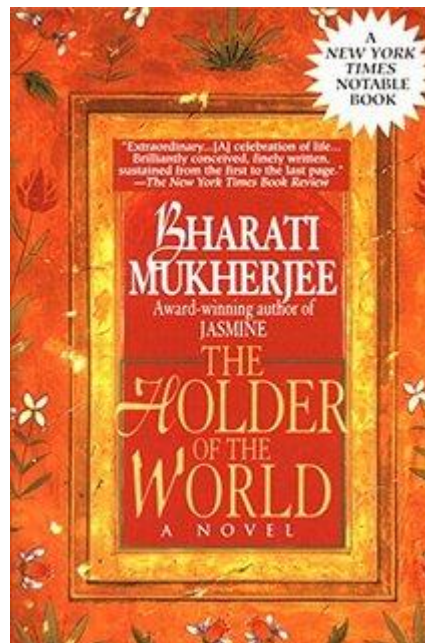
The Sita myth used by Mukherjee is functional. The use of Sita myth automatically gives strength to its characters. In *The Holder of the World*, Bhagmati tells the story of Sita. By

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retelling the story of Sita, she weaves the life stories of Rebecca, Hannah, Bhagmati and herself. In the epic, God Vishnu comes down to earth for the seventh time to save mortals from demons, assuming the bodily form of Rama. Rama is the hero of *The Ramayana* and the prince of the country Ayodhya. He is the husband of an orphan named Sita. Prince Rama is banished to forest and the demon – King Ravana abducts the beautiful Sita. Hannah finds the story of Sita resonating with her own experience of being an orphan and in captivity. The narrator in *The Holder of the World* says,

> Like Hannah, Sita was a foundling. The Fitches recovered her from their
> doorstep; a childless King, Janaka, had unearthed the girl infant with his plow
> and named her Sita, or ''furrow''. Sita adjusted to life as a King's
> adopted daughter and a prince's wife as willingly as Hannah had to her
> girlhood in Salem. And then, because of machinations against her husband,
> her life changes abruptly.(174)

Sita and Hannah

Sita was a foundling. King Janaka adopted her. Like Sita, Hannah was an orphan and she was adopted by a couple in Salem. After marriage, Sita and Hannah suffer a lot. King Ravana imprisoned Sita and King Aurangzeeb imprisoned Hannah. To Bhagmati, Sita is the self – sacrificing ideal Hindu wife. However, in Hannah's fantasies, Sita is a woman impatient to test herself, to survive in an alien land. To Bhagmati, Sita's story is part of an oral tradition. It represents ideal womanhood. She uses Sita's story to assimilate Hannah into Indian culture. But Hannah is surprised by Sita's nature. It is something different for her when she hears about the dislocation of Sita in Lanka and her fear of rape by King Ravana.

Mukherjee presents Hannah's story just opposite the story of Sita. An alien King Ravana abducts Sita. Whereas Hannah is rescued by an alien King Jadav Singh. In Ilangai, Sita is faithful to her husband Rama and she prays to God for Rama. She also waits for Rama to rescue her, whereas Hannah seduces King Jadav Singh. By becoming his favourite bibi, she gets a place in an alien land. Like Sita, her husband Rama is faithful to her. Like Hannah, her husband is also unfaithful to her. At the same time, the patriarchal rationalization of women's treatment as second-class citizens in *The Ramayana* lends itself to become a feminist message when the

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author translates Sita's voice through Hannah's experience. Jadav Singh doubts Hannah's loyalties as his bibi in ways similar to Rama after she begs him to stop fighting. In one context, Hannah compares herself to Sita in that they were both foundlings. Sita was discovered in a fallow field and Hannah was an orphan. Her mother leaves her. And both Hannah and Sita faced the choice between staying in a hostile environment and trying out new surroundings. Bhagmati's story also stands in contrast to Sita's story. She was raped and immediately disowned by her family, whereas Rama rejected Sita later for the public perception of her assumed lack of chastity. Like Hannah, Bhagmati managed to survive by becoming an English factor's mistress. Both Hannah and Bhagmati know well about the mythical story of Sita who is noted for her chastity. They like her very much. At the sametime, they are not able to follow her chastity, which is the cultural trope for ideal womanhood in Hindu culture. Both Hannah and Bhagmati appreciate and adapt Sita's story to reconcile their individual experiences as women. But their experience is different from Sita because native culture is different from an alien one. Mukherjee in her biographical work , *Days and Nights in Calcutta* says,

> Again and again, among middle class Bengali women, I would hear, ''She is a
> Lovely, docile girl, she's never given us any trouble'', or She is not
> at all independent, she'll do whatever her husband tells her'', and these
> remarks would be offered as compliments. (231)

Societal Expectations

This mythical image of women is satirized by Mukherjee in her works. Traditional Indian society expects women to be silent and lovely. It expects women to be always dependent. She must simply obey her husband's order. It all shows that women do not have/should have any feelings or opinions. They must obey the orders of her husband and in-laws. The groom and his family expect only this type of girl. Brides' parents also appreciate these qualities of submissiveness and do not care they would to be repressed by the males of their future families. Through her writings, Mukherjee tries to present women as having modified their attitudes and ideas. Inshort, she expects her women to be independent.

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Addressing the Needs of Primary English Teachers of U. P. State Board Schools

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Dr. Asha Choubey, M.A., Ph.D.

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Abstract

The need for imparting training to teachers cannot be denied irrespective of their level of teaching. But, when it comes to primary education, it is like laying the foundation of a building as the child's formative years are the most critical ones in his life. In the present time, professional education has become accessible to all. A great number of students in professional colleges are from the rural and remote sectors. Engineering and Management students from these sectors have little command of English, which comes up as a threat and hampers their growth. An insight into the teaching methodologies and the level of primary teachers' awareness show that they need to revitalize their knowledge and skill to adapt themselves to the socio-psychological requirements of students. They also need to be guided on their role in relation to the development of the primary language learners to help them grow as professional students. This paper is an attempt to study the reasons of the failure of students at the secondary or undergraduate level, to communicate effectively using English though the government is running many ambitious programs for students' and teachers' education the status of English at the primary level.

Key words: Primary School English teachers, Uttar Pradesh Government Schools, training needs.

Introduction

The spread of English has been more rapid in recent years as a consequence of decisions and actions taken by the government, institutions and individuals (David Graddol 2000). This applies to the UP government decision to implement English from class I. This is a welcome change. Earlier, in UP government schools, English was taught from Class VI onwards. Later, it

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was implemented from class III and presently it is being taught from class I onwards. Introducing English at an early age has enabled the children even in the remote areas to learn English words. As a result, English has reached the children of less privileged walks of society. A child living in rural/remote area where English was not accessible has received an opportunity to be acquainted with the most popular language of the world. But, a close observation of various schools has shown that this welcome move is not as welcome as it could have been, because it has not shown any visible impact upon children studying in these schools.

Not to mention that Primary education serves as a foundation in the life of a child. The quality of primary education decides the future of rest of the child's education. How good a child performs in his later years of secondary and higher education has a direct relationship with the primary education he/she receives. In these early years in school, the important factor which plays a prominent role in building the foundation is the role of the teacher. The teacher functions not only as a teacher but also as a caretaker, mentor and a guide. Primary school is the place where a child spends considerable amount of time being away from parents. The parents send their wards to school in the direct care of teachers, and therefore, a teacher is expected to take care of the child more than the parents do. This requires great sense of responsibility towards the child, the institution and the society as well.

Literature Review

A report entitled 'Inside Primary Schools:A Study of Teaching and Learning in Rural India' (Suman Bhattacharjea 2011) states that learning outcomes depend fundamentally on what happens inside the classroom, and major policy documents such as the National Curriculum Framework (2005) and the National Curriculum Framework for Teacher education (2009) emphasize this fact. It is also mentioned in a report entitled 'Teaching English as A second language' by Centre for Learning Resources that in India, the medium of instruction in the vast majority of government rural and urban schools is the regional language. English is now introduced as a second language in Class 1 in most of these schools. However, even after many years of its compulsory study, vast numbers of students completing high school are unable to speak, read or write simple English. The principal cause for the inadequate command of English

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of high school leavers is that their teachers themselves have a very limited knowledge of English. Consequently, little English is spoken or transacted in the classroom. (Web. March 2013)

On teacher absenteeism and lack of motivation, Krishna Narayan and Jos Mooij (2010) find that the high level of unauthorized teacher absenteeism, several scholars have emphasised the lack of motivation on the part of the teachers. This has been ascribed to overcrowded classrooms, poor infrastructural facilities, unfilled vacancies, burden of non-academic tasks, lack of adequate training to deal with multi-lingual and multi-ability classes, declining social status of the teaching profession and increasing social class differences between teachers and the clientele of government schools.

The web portal of Serv Shiksha Abhiyaan also highlights the present status of English in Uttar Pradesh primary schools and measures taken for improvement. It also states the problems related to teacher absenteeism and lack of motivation.

Ashok Ganguly, Former Chairman of the Central Board of Secondary Education, said that only 2-2.5% teachers (primary and secondary) across the state can teach or communicate in English. According to him, the state is already grappling with an acute shortage of teachers, leading to a situation where a science teacher is teaching Hindi and a mathematics teacher is taking social science classes, said Ganguly (TOI) It is important at this stage to try and understand the way in which English is being taught in government schools across the country. Teacher development in the form of pre service and in-service teacher training programme is an important input to enable teachers to transact curriculum through a student centred, participatory approach to ensure quality elementary education (Web. March 2013).

The Social Scenario

The high expectations of the parents and the government put the teacher under great pressure of work. They are accountable for their duties and responsibilities but no step is taken to review the conditions under which these teachers are working. They not only teach to their students but train the parents as well. They counsel the parents to regularly to send their wards to schools.

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Observations

A close and discerning look at the working conditions of primary English teachers in U.P. Board schools brings home some pieces of stark reality:

- At the primary level, teachers are expected to teach all subjects, i.e. English, Hindi, and Mathematics. No specialization is either expected or provided. A graduate who qualifies 'Teacher Eligibility Test' is appointed as a primary teacher.

- These qualified teachers are trained at DIET offices.

- They are assigned multiple jobs as different in nature as distributing mid-day meal to coordinating with the gram-pradhan (village head) to inform if the child remains absent for a number of days or for other problems.

- They run short of staff as teachers are appointed on the basis of number of students admitted in the school.

- These schools are short of infrastructure which put the teacher to conduct multiple levels of classes in one room, i.e. I, II and III std. students are clubbed in one room and IV and V Std. students in another room.

- They are deprived of even the basic amenities, i.e. wash rooms etc. required for their stay in school during duty hours

- In the absence of adequate staff these wash rooms are not cleaned and have to be locked, thus depriving them of the basic facilities of life.

- A lot of paper work is assigned to the teachers which they have to complete on daily basis.

- The teachers are posted in schools in far off or rural areas which are not properly connected with the public transport and posing trouble for them to reach their workplace. This is one of the factors which may be responsible for their long absenteeism.

- Their trainers are from among themselves and do not possess specialized training required for being a teachers' trainer.

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These observations have been consolidated on the basis of personal interviews with teachers, visits to schools, DIET office, BSA office and meeting with children studying in these schools and parents.

It is an observation that the older 12th pass generation had better English proficiency than the 12th pass students of today. The standard of English teaching/learning has declined considerably over the years. It is only a recent late decision to start the teaching of English from Class 1 and may have effective results after a few years. But presently, with the current lot, the condition is grim. There may be various factors responsible for this serious condition of students', and teachers' long absenteeism and irresponsible attitude may be one of them. But the conditions in which the teachers are teaching in these schools are always neglected. For effective teaching/working, it must be taken care of that they be provided certain basic facilities required for survival. This leads to an ineffective teaching-learning environment in these schools.

Findings

The decision to teach English either from Class I or from Class III is a welcome move but it seems that it has been implemented without inadequate preparation. This is an obvious reason that students of the previous generation who have studied English from class VI have better command over English than the lot which is studying English from Class III/I. It means that before implementing this decision in the classrooms, strenuous training was required for the teachers. In the present scenario, in spite of pre-service and in-service training to teachers, a great number of teachers lack command over English language, hence they fail to teach effectively. Teachers are teaching English using bilingual material as also bilingual method but they are unable to help their students develop proficiency in the language usage. Cramming of English words and knowing their meanings in Hindi does not prepare the student for using English for communication purpose.

Project English of British Council has been implemented in many states, but what stops such project to be initiated in Uttar Pradesh is to be looked into. Kerala is doing experiments in its schools. It has been seen that they are developing tasks and activities for their teachers and students. This has led the state to set examples for others. Such initiatives are required to be

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taken seriously in a state much larger than Kerala not only in terms of its population but also in terms of producing employable graduates.

Teachers need to understand the objective of teaching English and they also need training to teach English for communication. Most of the state board schools have either the rural children or children from the under-privileged classes of society. This is the biggest reason for lack of exposure to these children. This results in their learning English faster. Not only English, it is obvious that they face problem even in use of Hindi which is their mother tongue. Basically, they require training in communication skills – verbal as well as written.

It was also found during the visits to schools that students elope from school on pretext of health issues, family functions and family occupation. Their irregularity is one of the problems which makes it difficult for the teachers to give them required drill and practice which is a prerequisite for language learning. Student absenteeism further results in teacher absenteeism. The habit of long absenteeism on the part of students as well as teachers is to be discouraged. Teachers need to spend more time with their students to motivate them. Schools must have audio-visual aids so that teachers can show jingles, poems, stories and movies etc. which will make the classroom more interesting and appealing and will be helpful to fetch the students to classes.

Deputation of teachers in other than teaching jobs, such as, election duties and duties in polio campaigns and other such state sponsored/run programs, must be stopped as this takes them away from their basic duty to educate the children. For being a dedicated teacher, one must have a particular mind frame with which he/she can think what could be done to improve the status of students. Teachers must be given privilege to initiate different activities in their classes. Children's enhanced proficiency may be the teachers' responsibility for which the teacher could be accountable, whereas the present conditions are so pathetic that the IV std. child does not know the name of his/her country or state in which he/she is living. To answer a question is a herculean task not only for the child but for the teacher as well in these schools, but the worst is that the child cannot even answer this question in Hindi, if you ask – 'Aap kis desh mein rehte hai?' (In which country do you live?). In most cases, the child answers the name of the city. We

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cannot say that these children do not have aptitude for learning. What they know, they tell. It means knowing is important, and for this teachers are responsible to a certain extent. Nobody teaches them to operate a mobile phone to play games. These children are equally good at that in comparison to children studying in public schools. It means given an opportunity they would do equally good in language learning.

Conclusion

Government is spending lakhs of rupees on various schemes. The biggest of which is 'Sarv Shiksha Abhiyaan' or 'Education to All'. It is an ambitious scheme and hopefully will have good results in the years to come, if not today. This is a scheme in which government has taken responsibility to educate children between 6-14 years. If crores can be spent on such ambitious projects, a few lakhs can also be spent on developing the infrastructure and appointing adequate staff required for running an institution so that survival becomes comfortable and teaching becomes enjoyable so that teachers and students feel motivated to rush to the schools.

In today's world of globalization, to achieve professional excellence, knowledge of English serves as a tool. To sustain in the world market, we would need to produce more number of employable youth with proficiency in English language. Unless, the facilitators at the primary level in Uttar Pradesh are equipped with academic excellence and teaching pedagogy, better and more employable graduates will remain a dream. So, serious and immediate attention is needed to raise the level of primary teachers' proficiency in English language to prepare them for effective teaching and be recognized for their roles. If given adequate working environment and training, they will surely be able to produce good results and the society will see a revolutionary change.

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Pre and In-Service English Language Instructors and Their Practices of Technology Integration Techniques

Dr. Mohammed Mahmoud Talal Mohaidat

Abstract

Technology has become a challenge to its users especially instructors as it is changing rapidly and this challenge is due to the lack of training in this field. The sample of this study is done by seven PhD instructors with more than six years of professional experience. These instructors are facing burdens to cope with the implementation of integration technology in the classroom.

Data were collected through open-ended questions. An inductive analysis method was used to analyze the data. Results indicated that the participants had positive views about the good role educational technology plays in enriching instructor's performance in their classes. They also assured the importance of training for both instructors and students on how to deal with technology. It concluded that participants get the added advantage of the use of technology to teach academics and linguistics, urge students to seek knowledge, expose students to new strategies and different learning styles, equip students with techniques to use the existing resources on the Internet and finally create a tempting environment for learning.

Keywords: Instructor perceptions; technology integrated teaching; ICT; ELT; EFL; Pre-service & in-service instructors

Introduction

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Integrating technology in the classroom has been considered the most recent development in teaching and was seen as the great step towards meeting the society's needs (Keating, 2005). The integration of Information and Communication Technology (ICT) in the curricula and instruction has provided invaluable assets to the teaching - learning process. It has changed the learning patterns. Therefore face-to-face instruction has stepped aside to give way to web-based instruction via the Internet.

Technology can be a valuable learning facilitator. It can improve teaching and make learning more effective. However, integrating technology in teaching is a process that requires instructors qualified at using it in the classroom. The manner by which instructors integrate technology and how often they use it and if they succeed or not are related to factors, for example, their perspectives about technology integration, their attitudes towards it, their competence, and their worries about technology application in the classroom.

This great movement to integrate technology within schools was very difficult to achieve as it demanded major changes in the curricula, methods of instruction, as well as resources. Integrating technology in the English classroom is thought to bring about authenticity and meaning to language learning within the context of English Language Teaching (ELT). The instructors' reluctance to incorporate technology in their instruction has also been considered a critical factor in the slow embracement of technology as a creative movement (Ottenbreit-Leftwich, 2007).

Computers and Internet access are both available in King Saud University (KSU) in every classroom. However, usage level statistics are not provided. This study will define the level of technology usage and competence along with the opinions of English Department faculty members in KSU in Saudi Arabia. This study will also investigate instructors' computer competence, what the obstacles facing technology integration are, what factors affect computer awareness and use, and what learning gains instructors get from incorporating technology in ELT. These data can help define the amount of technology integration in public universities in Saudi Arabia.

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Background of the Problem

   The world has become a small village. The Internet has created revolutions in almost all aspects of life worldwide including education. Due to these revolutions, societies' needs as well as educational needs have been changed rapidly. To meet these needs, educational tools have always been developed in order to achieve the required goals which were mentioned earlier. It was believed that tools could lead to educational change and this belief is not new, in fact, it dates back to many years ago, even to ancient times when instructors had tried sand to enhance their teaching lessons. (Cambre & Hawkes, 2004) Hew and Brush (2007) said that from the birth of the motion picture in 1922, to the advent of the computer in the mid-1970s, educators have been intrigued with the potential of technology to help transform education and improve student learning.

   The presence of new technology has been looked at as the key solution for the difficulties and problems the educational system faces (McKendrick, 2001). Consequently, educators have gone on thinking of how to find ways that are beneficial to the educational system. It is undoubtable that the presence of computers and the Internet in the 1980s have led to great integration in education.

   Berkowitz, 2000; Cuban, 2001; and Yıldırım, 2000 in their conducted studies claimed that ninety percent of the availability of jobs will need technological training, so the integration of technology into education has become vital in schools and colleges in order to meet the society's needs.

   Referring to what is mentioned above, the integration of technology into education may lead to a better learning and may facilitate the instructor's role and make the teaching process easy. Namely, in the field of ELT, the power of ICT cannot be underestimated as it provides solutions for the problems ELT has faced for decades. Besides, it can provide authentic materials for the students. Furthermore, students will have a better learning environment. Finally, the

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Internet will make it easy for the students to access authentic texts and different cultures (Braul, 2006; Kim, 2004; Salaberry, 2001).

It is important to stress that computers or the Internet is just another field to be used in the teaching and learning process. Besides, the computer is just a machine and people who use both the Internet and the computer are required to do a lot of training in order to be efficient, if they want to technique the integration of technology in language teaching.

Despite all the treasures it makes, the surveys show that technology integration statistics are still inconclusive including the developed countries like the UK (D. Reynolds, Treharne, & Tripp, 2003) and developing ones like Saudi Arabia, although the amount of money spent on technology and training is increasing more and more every day. As the number of computers is increasing at all faculties of the university, still the instructors report that they reluctantly use this new technology and when they do use them to asset their teaching, the use is only for low level tasks, such as word processing or presentations using the PowerPoint (Albirini, 2004; Barton & Haydn, 2006; Kesten, 2006; Pope, Hare, & Howard, 2002). This could be due to several reasons: lack of training, low computer competence, the attitude towards computers and being in doubt about the usefulness of computers.

Purpose of the Study

This study aims at gaining an insight into the educational significance. English instructors approve technology integration, making it evident they have a vivid idea of the importance of the technology usages, specifically (namely) using computers as ―student tools. It is hopeful that the data collected may equip and supply a new track for future research.

Significance of the Study

This study is significant for several reasons. First, as mentioned earlier, the absence of the data of ELT instructors in terms of technology, attitudes and competence are absent in the Kingdom of Saudi Arabia, the findings of this study are hoped to shed light on this and prepare the ground for future researches on technology integration.

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Second, earlier researches were mainly done on either in-service instructors or pre-service instructors and while doing so, these researches ignored the real practices of the in-service instructors (Albirini, 2004; Dexter& Riedel, 2003; Doering et al., 2003; and Toker, 2004)

Research Questions

To achieve the pre-mentioned purpose, this study will address the following research questions:

1. What are the pre-service and in-service English instructors' attitudes toward computers, their personal computer competency, perceived barriers to technology integration and the degree of their computer usage?

2. What factors affect pre-service and in-service instructors' attitudes toward computers, their personal computer competency, perceived barriers to technology integration and the degree of their computer usage?

3. What are the factors that affect in-service instructors' technology usage, competence, attitudes and perceived barriers?

4. Is there a significant difference between pre-service and in-service instructors' use of technology, competence, attitudes and perceived barriers?

5. What pedagogical value do the instructors assign to using computer technology in language teaching?

Definition of Terms

Information and Communication Technology (ICT) refers to technologies and tools that people use to share, distribute, and gather information, and to communicate with one another through the use of computers and interconnected computer networks (Albirini, 2004).

Pre-service Teacher: This term refers to a student of Education Faculties, who is currently studying to become a teacher.

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In-service Teacher: A teacher who earned a University degree in Education and is teaching in his/her educated subject area.

Technology integration: Technology integration is the infusion of technological tools and services, such as computer systems and the Internet, into the educational environment within various subjects' areas (McDonald, 2002).

Related Studies

Chen and Tseng conducted a study in 2012 in Taiwan. They investigated the reasons that have an impact on the in-service instructors' acceptance of the web-based e-learning systems. The findings of the study showed that instructors who have strong desire to use the net to facilitate their learning systems were the ones who really support the good uses of those systems.

Ottenbreit-Leftwich, Sadik, Sendurur and Sendurur (2012) also reached the same findings that Chen and Tseng claimed in their conducted study.

Besides, Al-Ghazo (2008) conducted a study on technology integration. His sample was university instructors. They sat for a training program using this technology. The results echoed the participants' positive attitudes towards the program and they considered that as a good investment in the field of education.

Rahimi and Yadllahi (2011) investigated EFL instructors' attitudes towards technology in Iran, computer anxiety and ICT integration in English classes. Their findings showed that computer anxiety among instructors was due to age. The use of ICT in their English classes decreased as their computer anxiety rate was high.

Ellinger, et al. (2001) conducted a study on the use of internet in language classes. They believe that internet, as an important tool, encourages students, increases autonomous learning potential and brings enthusiasm into the classroom.

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Moreover, Karl (2011) investigated the elementary instructors' grasp about technology and motivation to merge technology in their teaching at schools in the United States. The findings of the study showed that instructors were highly motivated to utilize technology in addition to their positive opinions about technology. The study also confirmed instructors' confidence that technology would make them more successful and would lead to a better performance.

Method

- **Participants**

This research is based on the data collected from English language department instructors at King Saud University. The university provides computers, projectors, smart boards, and wireless Internet connections in all lecture rooms. The study sample included seven instructors. They had teaching experience ranging from 6-13 years and all had a PhD in English language teaching.

- **Data Collection**

The study used an open-ended questionnaire. The participants were requested to express their opinion by providing detailed answers in writing. The questions concentrated on the instructors' competence in using technology including training, their perceptions about technology integration and how often they use it in their classes, their opinions about the advantages and disadvantages of using technology, and their opinions about students' feelings about technology integration in their classroom.

- **Data Analysis**

The instructors' responses on the open-ended questions were classified and then analyzed. The analysis was based on coding the meaning, and interpreting it as shown in Miles and Huberman model (1994).

The participants were given a week to send in their responses. All participants returned their answers on time.

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It has been proved by many researchers that these technologies help increase the potential of teaching and learning (BECTA, 2007).

To determine reliability, the number of agreements was divided by total number of agreements and disagreements. The findings revealed that initially there was 85% of agreement. The disagreements were resolved in further meetings. In the same vein, pattern coding was used to reduce large amounts of data into smaller number of analytic units. At times meanings expressed by the participants were abridged and condensed into shorter forms so as to look for natural meaning units and explicating their main themes" (Kvale, 2007).

Findings and Discussion

The instructors' understanding of students' views in technology integrated ELT showed that students realize technology positively, because it aids them in their learning as it equips them with stimulus, about being practical, efficient use of time and be more attentive to the instructor's remarks and feedback. Besides, it makes them give much appreciation to peer learning and provide them with more opportunities to share their learning production among them.

The majority of instructors believe in the benefits of technology and its positive reflection on students. Besides, instructors concentrated on the close relationship between their students' positive understanding of technology integrated language teaching and the real use of technology in students' real life.

But, some students criticized technology as it kept them isolated and prevented them from interacting with their colleagues because of being involved in their tasks. Besides, when technology was integrated in the process of teaching, it caused a pause in instructor-student interaction due to some pattern changes.

It was believed that students were totally occupied with technology and they also mentioned that technology kept them away from each other. They added that technology created

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a kind of distance between them which finally was proved to be right. They also claimed that before technology, their relations between the instructor and the students were natural and they were closer. With the presence of technology these relations had changed although technology had increased their motive for learning.

In addition to high motivation, students also liked technology, because they found more activities that helped them accomplished their tasks. Those at King Saud University seem to have associated the educational technologies with the academia and, consequently, attribute value to using them.

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Dystopic Vision of Margaret Atwood in
The Handmaid's Tale

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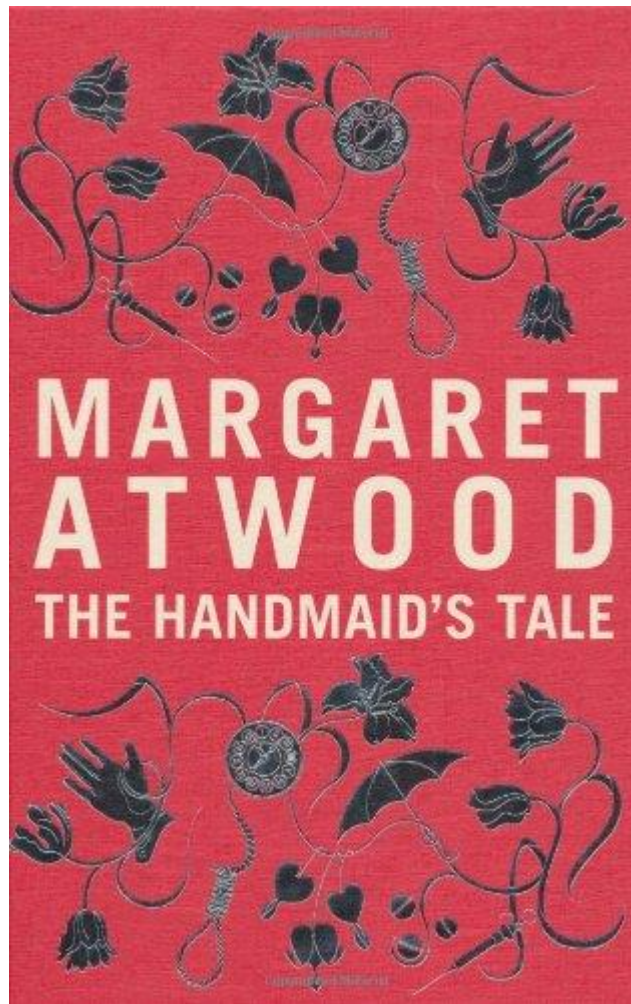
Abstract

Atwood has written fiction about the future. Starting with *The Handmaid's Tale*, she has written five novels which come under that category. They are, apart from the aforementioned novel, *Oryx and Crake*, *The Year of the Flood*, *Maddaddam* and *The Heart Goes Last*. She, as most of the readers of Canadian literature know, is an ardent lover of nature, which maybe

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because she has come from a family which was living "in and out of the bushes". (Cooke 22) Her father was a zoologist, mother a former dietician and nutritionist, and her brother is a neurophysiologist. Her fiction comes with harsh tone, instructing society to move onto safer sides in order to avoid devastating effects in the future. "Environmental awareness became an explicit theme in Atwood's fiction during the late 1980s". (Cooke 291) Starting from this period, she has produced a lot of works that are environment-conscious. These could be attributed to her visit to many places including Temagami in Toronto, where she came across acid-rain lakes and found out about the disappearance of black flies.

In the twentieth century, writers like George Orwell and Anthony Burgess were pushed by the social and political scenes of the time which made them bring out their fears and write about them. George Orwell's *1984* is one such fiction where he satirizes such a muddled society. "Being deprived of free will and choice the individual has to obey and to live in this devastating environment. Dystopian literature refers mostly to the decadence of people reflected in acts of violence, sexual immorality and use of drugs. The protagonists indulge themselves in sin living only in the present". (Dima- Laza 42) Many novels of Margaret Atwood including *The Heart Goes Last,* Yevgeny Zamyatin's *We*, Cormac McCarthy's *The Road* and many other novels of various writers have a dystopian society as their settings. In this paper we shall see some of the attributes of the Dystopian vision of Margaret Atwood.

Keywords: *Handmaid's Tale,* Margaret Atwood, Dystopian literature, decadence, violence, futuristic society

Introduction

At about the age of eleven, Atwood started experimenting with words and her imagination. The results of those experiments are her novels, poetry and works of criticism. She has also written some short stories, short fiction and stories and poetry for children. Some of her works include: *The Edible Woman*, *Bodily Harm*, *The Handmaid's Tale*, *Cat's Eye*, *Dancing Girls*, *Bluebeard's Egg*, *The Circle Game*, *Survival: A Thematic Guide to Canadian Literature*, *Up in the Sky*, and some of her latest works: The *Maddaddam trilogy* consisting of *Oryx and*

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Crake, *The Year of the Flood* and *Maddaddam* and *The Heart Goes Last*, was released in September 2015.

Atwood says,

Fiction is one of the few forms left through which we may examine our society not in its particular but in its typical aspects; through which we can see ourselves and the ways in which we behave towards each other, through which we can see others and judge them and ourselves (Margaret Atwood in Cooke 275)).

"An anarchic and undesirable society, referring to a bleak future in which things take a turn for the worse and which displays images of worlds more unpleasant than our own may be called a dystopian society" (Dima- Laza 42) This is exactly what Atwood tells about in *The Handmaid's Tale.* A totalitarian society, where almost all beings live under control, either controlled by others or controlled by their own thoughts, is what the futuristic novel is about. It is set in a place where most of the women have gone infertile due to radiation and the scarce population of fertile women is sent from one house to another in turn, trying to conceive a child for the childless Commanders who are considered the rulers of the society.

The Handmaid's Tale

The Handmaid's Tale is one of Atwood's many novels through which she has brought out her concerns about womankind, through the horrific experiences of Offred, the protagonist. The horror is so very much that the reader cannot come out of it for long, after completing the book. Offred is a handmaid in Gilead, who is allowed to survive only because she can bear children to the Commanders whose wives have gone infertile due to the radiation. In the world of Offred and the other handmaids of Gilead, the once unimaginable happenings have become usual "Is that how we lived then? But we lived as usual. Everyone does, most of the time. Whatever is going on is as usual. Even this is as usual, now". (THT 109) Offred and her kind are restricted from almost everything. They are restricted from communicating with each other, expressing their feelings and the utmost restriction being the restriction of thought. They have nothing for themselves.

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Restrictions on Handmaids

The handmaids learn to communicate with their hands and eyes. But even these gestures are restricted by the Marthas. "To withhold information, or to spread unauthorized material is an act of treason for which the punishments are brutal and public". (Hunter 98) Once Offred is asked by the Commander, in one of their secret meetings, what she wants. Her answer is the one which articulates the intensity of the handmaids' struggles. She says, "I would like to know . . . whatever there is to know… what's going on". (THT 198) It is unimaginable, where a person who had had all the freedom that she had known from birth, is deprived of all of them at one point, and deprived of even the right that she ought have been given, is prohibited from knowing even the happenings around her: where have her daughter and her family gone? Are they even alive so that she may get a chance to see them? What is happening to the handmaid in the next household who is a facsimile of herself? What is happening in the house in which she lives? She even keeps secret her own name separate from the name given to her by the household of the Commander, which is Offred.

Women of Self-esteem

Each of the handmaids must have been a woman of self-esteem. Almost all of them would have had a family who must have loved each of them. "Like other things now, thought must be rationed". (THT 17) They have restricted themselves from thinking about their loved ones. Unlike what Dima- Liza has pointed out, ". . . people must have freedom to move, to speak and to express ideas and feelings" which distinguish them from machines (42); the Handmaids do not have any of these rights.

Women of Gilead are deprived of their jobs, families, comfort, freedom and so on; there are also women who are called "unwomen"(THT 20). These are women who cannot bear children. These unwomen are either sent to "the wall" to be hanged or to die of radiation. In their world, there is only "faith". Neither "hope" nor "charity" is relevant in the lives they live. "I get out of bed . . . kneel on the window seat, the hard little cushion, FAITH . . .wonder what has become of the other two cushions . . . HOPE and CHARITY". (THT 119)

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Made to Believe

The handmaids are made to believe that their position is of great honour, as if they are hypnotised. "Aunt Lydia said she was lobbying for the front. Yours is a position of honour, she said". (THT 23) They are made to forget that they are deprived of their self-esteem. They are not even allowed to enter the house through the front doors.

Men too are not exempted from this. Helpers of sinners are punished as sinners. The Guards who help the handmaids in any way face the same fate as the handmaids. Atwood has shown the intensity of such sufferings when a society moves in a disorderly fashion.

Portraying Disastrous Effects of Men's Behavior

Not only *The Handmaids Tale*, many of her other novels such as *Oryx and Crake, The Year of the Flood* and *Maddaddam* propagate the disastrous effects of man's misbehaviour. Though she says she does not believe that fiction can make great changes in society, they at least discuss and "examine" the society, as she herself has said.

Advantages and Disadvantages of Technology

Technological development, as everyone knows, has both advantages and disadvantages. Atwood's futuristic vision combined with her imagination has brought out some fiction which describe the ill-effects when man goes against nature. *The Year of the Flood* is an example of this, where the lives of people who are against technology and those who lead a life akin to nature are highlighted. It is shown that the people who live closer to nature survive and "float above the Waterless Flood" (YOF 61) in the end of book.

"The newspaper stories were like dreams to us, bad dreams dreamt by others. How awful, we would say, and they were, but they were awful without being believable. They were too melodramatic, they had a dimension that was not the dimension of our lives". (THT 109) These are some of the sharpest lines through which Atwood intends to put forth a warning to the society. Literature has always acted as a mirror of the society. A literary creation echoes the happenings of the particular time of the book's origin and emphasizes the necessity for the people of the society to act accordingly so as to protect themselves from disasters. Dystopian

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novels are very important among these as they bring with them harsh notes that come as warnings to people. Margaret Atwood is a person who has great concern for the earth and its beings and it is explicit in her works of this kind. These authors like her, without any doubt, fulfill their task of warning the people against great disasters.

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Bilingualism: A Test of MLF Model

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Abstract

Bilinguals are defined as individuals or groups of people who obtain the knowledge and use of more than one language .Bilingual profile may change over time. Code switching and code mixing are two linguistic phenomena that are most rampant and common modes of interaction among bilingual speakers. The study aims to investigate the patterns of Language mixing in Typically Developing Telugu-English Bilingual Children. Thirty Children with an age range of 6-7 years participated in the study. Picture description and Narration task were used. Analysis was done using Matrix Language Frame Model (MLF). Results revealed that there was no difference in performance between boys and girls. However, language mixing was more in girls. On comparison of tasks, it was observed that instances of code mixing were greater than code switching. Language mixing was observed to be more in narration task. The study contributes to a better understanding of language mixing and the differential use of language behaviour in bilingual children. Code switching and code mixing can also explain speaker's language preference.

Key Words: Code switching, Code mixing, Bilingualism.

Introduction

Speech and language are quite different things. Speech is a physical ability, whereas language is an intellectual one (Berko & Brown, 1960). Speech and language are independent abilities. The ability to use language requires one to acquire components such as phonology, morphology, syntax, semantics and a widespread vocabulary.

Language is inextricably entangled with our mental life; it involves all our abilities to perceive, remember, attend, comprehend and think. In short our attempts to make sense of the experiences in the world (Lindfors, 1991).

Language acquisition is the process by which humans acquire the ability to perceive language and comprehend its meaning, to produce and use words and sentences to communicate effectively. It is one of the quintessential human traits, because nonhumans do not communicate by using language which is referred to as first-language acquisition. This is distinguished from second language acquisition, which deals with the acquisition of languages other than the primary language.

Bilingual acquisition is complex. Bilingual children may learn their primary language in the home like monolingual children or in the day care or neighbourhood. Monolingual children may learn language from their parents. Bilingual children's exposure to their languages differs to a great extent. Their language exposure can fluctuate greatly over time (Genesee, 2006). Bilingual children depend not only on parents but also on grandparents, playmates and caregivers to learn secondary language.

Bilinguals are generally defined as individuals or groups of people who obtain the understanding and use of more than one language. In a nutshell, bilingualism is a psychological and socio-cultural linguistic behaviour which is complex in nature having multi-dimensional aspects.

For ages India has been a bilingual mosaic. Although many languages and dialects were not given importance, bilingualism still survived. The 2001 census listed 122 languages existing in India. Moreover, 240 million Indians are multilingual with most of them being trilingual. Even within small geographic regions, one can find a multiple languages being spoken.

In the south Indian state of Andhra Pradesh where this study was carried out, 1991 census shows 9.44% of people spoke English as second language and for 2.54% of people it was third language. Telugu is the official language of the state and it is being spoken by majority of the people. English serves a prestige function for the people and has entered the realm of the social life as well.

Bilingualism in India is different compared to western countries. Early bilingualism and its effects on overall development of a child is one of the most recently researched areas

in the recent times, English bilingualism being one of them. Telugu as a language has a lot of borrowed English words with Telugu-English code switching found frequently in normal literate bilinguals.

Code-switching and code-mixing are sociolinguistic phenomena. They are features of language in contact. Code-switching and code-mixing often occur among bilinguals when their mother tongue is in contact with a second language (Roni, 2008). Therefore, two languages are bound to influence one another (Babalola & Taiwo, 2009).

Aim of the Study

The aim of the current study was to investigate the patterns of Language mixing in Typically Developing Telugu-English Bilingual Children.

Method

Participants

Thirty Children in the age range of 6-7 years participated in the study consisting of equal number of boys and girls. All the children had acquired Telugu as first language and English as second language.

Stimulus

Picture description and Narration tasks were used. Picture description involved a scene depicting activities in a park and in the narration task, children were asked to describe their activities in the school.

Procedure

Informed consent was obtained for all children from either their class teacher or their parents. Prior to data collection, all children were administered language proficiency questionnaire which was based on LEAP-Q developed by Maitreyee & Goswami (2009). The children were made to sit comfortably in a quiet room. They were provided with the picture card and encouraged to describe the picture in their native language Telugu. A 15 minute time gap was given before eliciting narration task. The language samples were audio recorded. Separate instructions were given for both the tasks before collecting the data. Overall, as many utterances as possible were collected for both tasks.

Analysis

Subject's utterances were analyzed for constituents of Matrix Language Frame Model (MLF) (Myers Scotton, 1993 & Munoz et al, 1999). Percentage was taken on the basis of number of words for each of the MLF constituent and the data was subjected to statistical analysis.

Results & Discussion

Descriptive statistics was done to calculate minimum and maximum values, Mean (m) and Standard Deviation(s). Non-Parametric Mann Whitney U test was used to find out the significant difference for MLF constituents between age groups and gender. To find out the significant difference for MLF constituents between the tasks, Wilcoxon Signed Rank test was used.

Comparison of Gender

Comparison across gender for MLF constituents revealed no significant difference. From the graph it can be seen that boys had higher mean value for ML shifts, ML+EL, borrowed forms and EL Insertion in picture description task indicating higher language mixing. Girls had higher mean of 51.6 in ML Island in picture description which reveals lesser language mixing. Occurrence of revisions was greater in girls with a mean value of 1.3 for picture description task. In narration task, girls had higher mean for borrowed forms and Revisions.

The results are quite similar to those reported by Shogren (2002) where boys tend to code switch and girls are inclined to code mixing.

It can also be observed that occurrence of ML Islands and ML+EL was found to be same in both boys and girls for narration task. This reveals that boys and girls had same level of language mixing.

Table 1: Comparison of Gender

Constituent	N	Gender	Picture Description				Narration Task			
			Mean	S.D	Z	p	Mean	S.D	Z	P
MLI	15	B	49.9	24.8	0.29	0.77	44.3	13.9	0.12	0.9
	15	G	51.6	15.7			44.2	16.5		
MLS	15	B	1.2	3.1	0.63	0.52	3.8	7.1	0	1
	15	G	0.5	2			3.6	6.8		
ELI	15	B	0	0	0	1	21.6	17.9	0.38	0.7
	15	G	0	0			19.5	21.3		
ML+EL	15	B	38.5	22.4	0.06	0.95	14.7	7.9	0.22	0.81
	15	G	37.7	16.7			14.8	9.9		
BF	15	B	8.5	4.2	0.1	0.91	14.7	6.6	0.16	0.86
	15	G	8.1	6.3			15.6	6		
EL	15	B	1.3	3.5	0.63	0.52	0	0	0	1
Insertions	15	G	0.5	2			0	0		
Revisions	15	B	0.4	1.6	1.01	0.3	0.6	2.5	1	0.27
	15	G	1.3	3.3			2	4.3		

Figure 1: Comparison of Gender
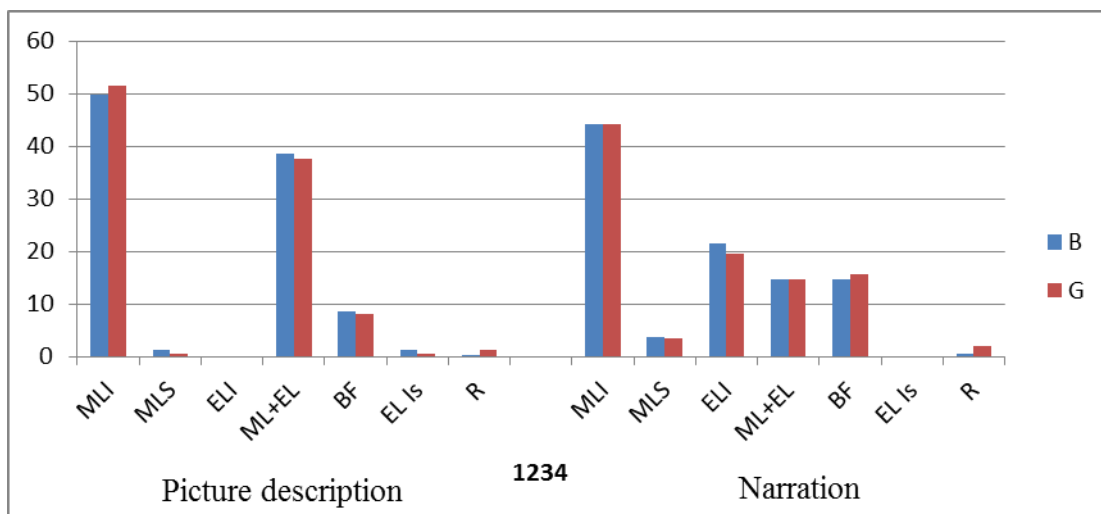
 (MLI:Matrix Language Islands, MLS: Matrix Language Shift, ELI: Embedded Language Islands,ML+EL: Matrix Language + Embedded Language, BF: Borrowed forms, EL Is: Embedded Language Insertions, R: Revisions

B: Boys, G: Girls)

Comparison of Tasks

Comparison of tasks for MLF constituents revealed significant difference for ML shift, EL Islands, ML+EL and borrowed forms. Results reveal that occurrence of ML shifts had a higher mean value of 3.7 in narration with a significant difference in performance (Z=2.1; p< 0.05). EL Islands was found to have higher mean value of 20.6 in narration with a significant difference in performance (Z=3.92; p< 0.01). ML+EL had a higher mean value of 38.1 in picture description with a significant difference (Z=4.1, p<0.01). Borrowed forms had a higher mean value of 15.2 in narration with a significant difference (Z=3.4; p<0.01). There was no significant difference observed for ML Islands, EL Insertions and revisions.

ML Islands were greater in picture description than narration task indicating lesser Code Switching and Code Mixing for picture description. This could be because of the picture used in the task i.e., 'Park', where children might visit it frequently for recreation, amusement and play. They play with their counterparts and peers where they converse in their native language resulting in higher occurrence of ML Islands. Findings are supported by Lanza, (1997), Schieffelin & Ochs (1986) that children's patterns of using language and code switching often mirror the ways in which language is used in their communities or environment.

In narration task, ML Islands were lesser with higher occurrence of ML shifts, borrowed forms, EL Islands, Revisions and EL Insertions. This could be due to the content to be spoken in the task which involves usage of more number of technical terms. As the task was to describe about their school, more of English language was used. Gumperz (1982) stated that there is a tendency in bilingual community to use different languages at different situations in order to mark a change. Switching to other language is also motivated by variables such as topic and interlocutors.

Results are also in consonance with Cheng & Butler (1989). Children are being brought up in a society which considers English as a language used for educational and occupational purpose and English takes the standpoint of the dominant language.

Table 2: Comparison of tasks

Constituent	N	Task	Mean	S.D	Z	P
MLI	30	1	50.82	20.4		0.12
	30	2	44.28	15	1.5	
MLS	30	1	0.8	2.6		0.03*
	30	2	3.77	6.8	2.1	
ELI	30	1	0	0		0.00**
	30	2	20.6	19.3	3.9	
ML+EL	30	1	38.17	19.4		0.00**
	30	2	14.8	8.8	4.1	
BF	30	1	8.3	5.3		0.00**
	30	2	15.2	6.2	3.4	
EL Insertions	30	1	0.9	2.9		0.10
	30	2	0	0	1.6	
Revisions	30	1	0.8	2.6		0.61
	30	2	1.34	3.5	0.5	

**$p<0.01$, Highly significant; *$p<0.05$, Significant

Figure 2: Comparison of tasks
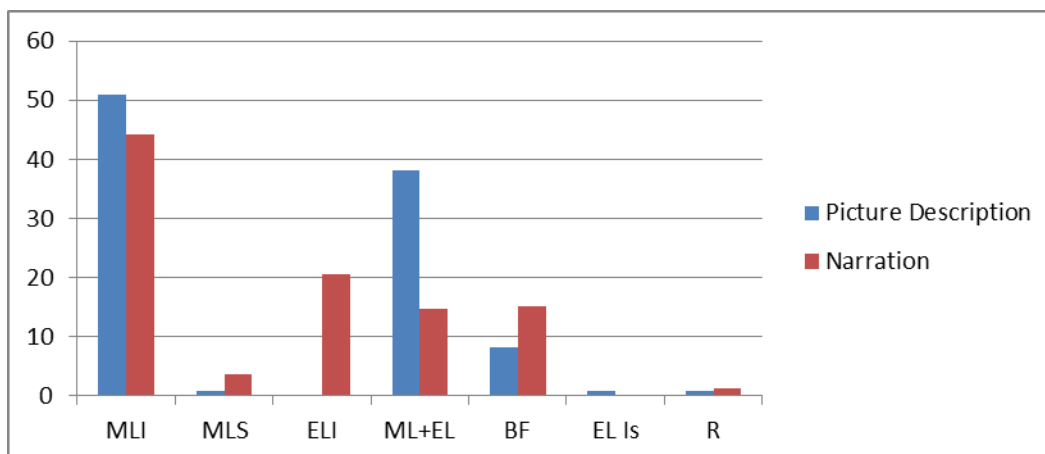
(MLI:Matrix Language Islands, MLS: Matrix Language Shift, ELI: Embedded Language Islands,ML+EL: Matrix Language + Embedded Language, BF: Borrowed forms, EL Is: Embedded Language Insertions, R: Revisions; Task 1: Picture Description, Task 2: Narration)

Conclusion

It can be concluded that it is common for children growing up in bilingual environment to merge languages extensively as they are purely learning the patterns of communication that are widespread in their community. Code switching and code mixing can also explain speaker's language preference. The study also implicates that code mixing is not a disordered behaviour and it is common among typically developing children. It also contributes to a better understanding of language mixing and the differential use of language behaviour in bilingual children.

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A Psychological Conflict in the Selected Characters in Sam Shepard's One Act Play *Icarus' Mother*

C. Priscilla Lydia Sathya, M.A., B.Ed., M.Phil.

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Sam Shephard
Courtesy: http://www.sam-shepard.com/sambw5x.jpg
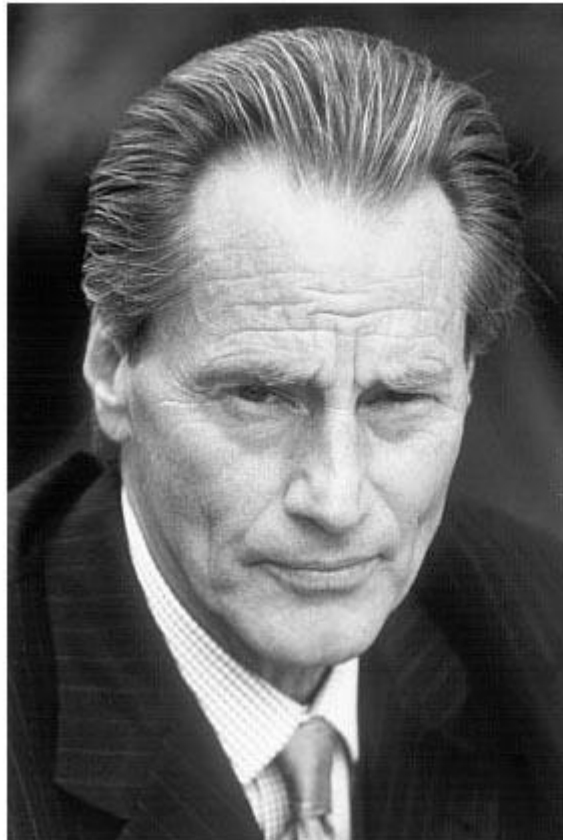
Abstract

The play *Icarus' Mother* is a one act play by Sam Shepard. This was first produced at the Caffe Cino and directed by Michael Smith on the 16th of November 1965 at New York. The play *Icarus' Mother* is one of Shepard's dramatic reflections upon creativity. In the play, the scene of action is much wider, and the vision of a traumatic existence is elaborated more fully and seriously than in the earlier plays like *4-H Club* and *Chicago*. There is a sense of the outside world in the play and there is also a pervasive fear that transmits a powerful gestalt to the audience.

Key words: Sam Shepard, *Icarus' Mother*, gestalt, Greek mythology, primordial struggle

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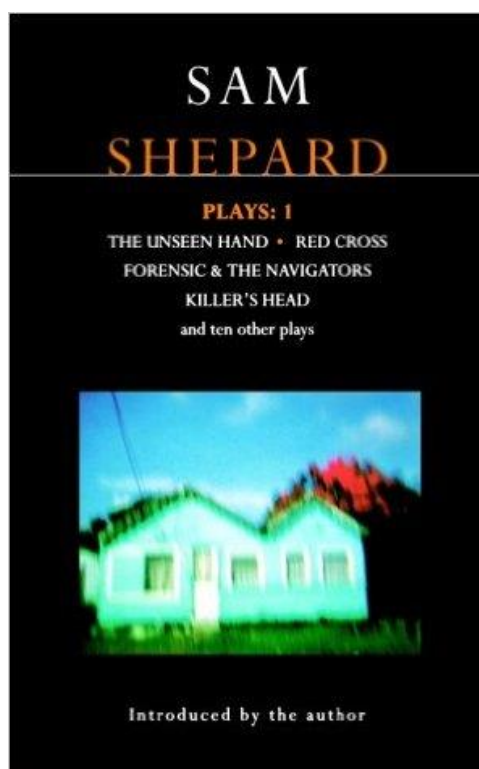
Primordial Struggle

According to Albert Wilhelm, *Icarus' Mother* foregrounds the primordial struggle for (the son's, the present) creative expression in the face of opposition (by the father figure, the past) and the accessibility of the inspiriting figure (the mother figure). The play *Icarus' Mother* also represents the conflict between genders and generations.

Opening Scene

The play *Icarus' Mother* opens with a portable barbecue in the center of the stage and on one side there is a table cloth with the remnants of a huge meal the picnickers have just finished. Bill, Howard, Frank, Jill and Pat are the five picnickers in the play *Icarus' Mother*. All of these characters are seen lying on their back staring up at the sky watching the gimmick of a plane. They are wondering: "Is it skywriting or just a gas trial?" (IM 32) The picnickers are frightened because the plane has been in the same area for the past one hour. They shout at the pilot and ask him to get away.Only Jill is sensible. She asks them to stop being silly. Quite coolly she tells them that she is the pilot's wife.

The Plane

As the plane is moving away, they shout to the pilot not to leave. They have been behaving exactly like children. Now the conversation turns to the fireworks, for which they

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have come here to the open place. Pat does not want to lie around waiting; she wants to walk to the beach and she wishes to watch the fireworks while walking. Bill suddenly falls unconscious. The other picnickers go looking for her, for hours. Pat sits down and they stand in a circle around her and talk of possibilities, to send helicopters or even jets to look for her. Pat tells them to shut up and stop scaring her. They say Pat that they are only kidding. Howard grabs Pat's hand and pulls her saying that they wish to go for a walk. Pat struggles to pull her hand away. Jill says Pat's husband the jet pilot will come and kill Howard with a laser beam.

Explanations Why a Jet Pilot Cannot See People on the Beach

Howard gives a scientific explanation why a jet pilot cannot see them on the beach. Then he talks about aeronautics and planes. The pilot can see a wonderful panorama from his cockpit. He can also see things up and down. Jill tells Howard to stop it and leave Pat alone. Jill consoles Pat saying that nobody was going for a walk. But Frank gets up and says he wants to go to the beach because he wants privacy.

Bill suggests that Pat and Jill also should go to the beach to empty their bladders. They cannot afford to miss the fireworks display. He says that the same year the city spent thirty thousand dollar on fireworks which made a little pop and produced a lot of smoke. It was a joke. But Jill says that some of them were beautiful. Pat says that she has been watching the display for ten years and finds that they get better. Even if everything is a washout, except one, she enjoys that. Then Pat and Jill go for a short walk.

Smoke Signals

Howard and Bill send up smoke signals, with the tablecloth over the barbecue. Frank comes back saying that the beach is a fine place to watch the display of fireworks. But Bill and Frank prefer to stay where they are. Frank says that during the ten years of his life there, he didn't know that there was a clean beach. He says it would be nice to spend a week-end hiking along the beach. Howard and Bill leave Frank saying that the girl has an important secret to tell him.

Howard and Bill send up smoke signals once more. Pat and Jill come in giggling violently. As they are staring, the jet plane comes zooming low over them. He keeps flying back and forth above them. Pat blows him some kisses and the pilot goes nuts. He starts doing flips and slides, flying upside down and so on.Then the two girls take off their pants and run

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into the water. The pilot then climbs high up into the sky and writes E=Mc². Howard then informs them that Frank told him he saw the plane crashing into the ocean, exploding just before it hit the water. The girls run off to find Frank. But Frank enters now to tell Howard and Bill that he saw a wonderful sight.

Fireworks and Jet Plane Going out of Control

While he is describing the scene, sounds of fireworks are heard, while coloured lights light up the area. Frank describes the spectacle of the jet plane going out of control and plunging into the sea. Before touching the water, the plane explodes into a magnificent display. But it is the description of a bizarre scene: people rushing out, sirens screaming, the whole sky lit up. "The beach sinks below the surface. The seagulls drown in flocks of ten thousand. And the pilot bobbing in the very center of a ring of five that's closing in". (IM 59) Jill rushes in shouting, "The plane went down, come and look!"(IM 59) Bill tells her to get away from the picnic area. She leaves the place saying that they are missing something.

What Lies Behind the Reality

So far as the production of the play is concerned one need not go beyond reality. The play is about a picnic. But the scholars and critics are concerned more about what lies beyond the reality. They search for the meaning. Michael Smith himself realizes that the smoke signals are 'the abstract gestures of a formal rite' and that the plane transforms itself from the familiar everyday object "into an agent of apocalypse behind a veil of fantasy and deception". Sam Shepard in his *Chicago and Other Plays, Michael Smith's Notes on Icarus Mother* proves the above quote to be true. Punning, rather irreverently, Smith asks, "and how do you go from real plane to planes of reality?" Quite frankly he answers, "I don't know". (p 25)

Icarus and the Pilot

The pilot of the plane soars high and falls into the ocean like Icarus of Greek mythology. But the legend speaks only of Icarus's father Dedalus and not of a mother. The mother of the play suggests mother-earth who the pilot enters apocalyptically. It suggests an intense relation between mother and son. And death by drowning is a well-known symbol of parturition. There are the two girls Pat and Jill, pulling off their pants, showing the legs and running into the sea. This is enough to drive the pilot crazy. He shows off his aerobatic stunts which has an explosive finale, suggesting a fatal end.

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Traumatic Existence of Modern Man

In this play the central theme is the traumatic existence of modern man, surrounded by fear caused by the constant threat of the struggle for survival. The characters are surrounded by a strange atmosphere symbolized by the plane and the fireworks display. Both are symbols intimately connected with the struggle for survival and succeed in suggesting a pervasive fear which transmits a powerful perception to the audience. All five characters play games connected with the plane, the fireworks display and the idea of taking a walk. Each tries to win the argument, suggesting mysterious conflicts and differing opinions, displaying a lack of understanding of the world of reality.

Words Bring Life to the Imagination of an Audience

Shepard has a tremendous ability to make words bring life to the imagination of an audience. Distance, levels and points of view are important to Shepard's plays. In this play the pilot observing the characters below, and the characters observing him above, both parties are fascinated by each other. The pilot is literally burning up excess energy; he trails it in the sky and writes the formula for it in the air. It can be assumed that he took off from the earth and separated himself from the others. A pilot, however much he tries to maintain control above, is always tempted to look down. What he sees is beautiful to him, but it also makes him dizzy.

Icarus and His Father Daedalus

In Greek mythology, Icarus was offered a pair of wax wings by his father, Daedalus, the master craftsman, to escape from their imprisonment. Daedalus instructed his son to stay away from the sun, but the fascination of flying and the over-ambition of Icarus to fly high had made him to soar too high, nearer to the sun. His wings melted and he plunged to the earth. In psychology, Icarus complex is alleged with over-ambition. In the play *Icarus' Mother*, the pilot is offered a jet plane to fly high, but the pilot's over-ambition to display his talents, performing stunts in the sky ends in destruction.

Result of Extreme States of Individuality

In *Icarus' Mother*, the pilot is attracted by the lusty women as well. In showing off his energy to them, he goes as high as possible, then dives into the sea, returns to his origins, becomes earthbound again. Obviously this parallels the Icarus legend. Man attempts to be like

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a God, but is sent crashing down to human mortality again. The play thus makes a statement about what happens to those who arrogantly reach toward extreme states of individuality – whose over-confidence leads them to grandiose acts of bravado, rather pessimistic. Death seems ultimately to conquer the over-ambitious spirit.

Combining Symbolism and Meaning

Icarus' Mother is very explicit in combining both symbolism and meaning. Frank hates the cluttered beaches, the vulgar sexual dancing and the earthly physical needs, as hunger and thirst are the kinds of dirty bits of humanity that destroy man's attempts to attain spiritual glory. And it is man's own sexuality, gloriously full of energy as it is, which brings him crashing down to the body and the earth again. Indeed, the pilot's position above the earth, his plunge downward, and his death in tremendous explosion of fireworks makes the play into a symbolic act of human passion.

"The play sets up some symbolic geographic areas in the Shepard world. The sea, with connotations of an end to life; the area above sea level where the food and barbecue comforts of civilization exist" (p 432) defines *Contemporary Literary Criticism.* The sea is a satisfactory status-quo area for Howard and Bill – a place for conformity, another kind of death. The superior sky is above the other positions, and it appears to be high esteem to them.

The play begins on a relatively realistic note. Indeed, the opening scene is both comic and familiar to most Americans, five bloated picnickers, having just consumed a large holiday meal, lie on their backs in the grass, burbling at random while the barbecue pit continues to smoke. In one respect the play is about nothing more than walks on the beach, low flying planes and a fireworks exhibit. But every event in it holds the potential for unforeseen terror.

Unapproachable Motives

Icarus Mother is composed of sudden shifts in action and inhabited by characters whose motives remain unapproachable. One of the most disturbing actions of the play is a repeated sequence in which two characters use the barbecue pit to send smoke signals when all other characters have left the stage.

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This action of sending smoke signals carried on almost ritually, is one of the most powerful disrupters of the play. The sense of an unspoken conspiracy, enhanced a hundred fold when the two men suddenly drop the tablecloth, creating in Howard and Bill, a surreal quality. Their action takes on an air of danger and threat. However the possibility of a conspiracy between the two men is never confirmed in the play.

Original Impulse Behind the Creation of *Icarus' Mother*

Discussing the original impulse behind the creation of *Icarus' Mother*, Shepard describes a vague experience of terror that inspired him and that he intended to evoke through the presentation of the play. David J De Rose expresses in his *Sam Shepard*, "You've got this emotional thing that goes on long way back, which creates a certain kind of chaos, a kind of terror. There's a vague kind of terror. It's really hard to grab the whole of the experience. There's a vague kind of terror going on, the people not really knowing what is happening". (p 24)

A discussion of air travel leads to a monologue on the sense of disorientation from which pilots occasionally suffer. Once such discomfort arises, the physical disease mounts up as new images and verbal accounts add to the play's equivocal mood. The unexplained intrusion of a low flying jet overhead, the mysterious smoke signals, the conspiratorial undertones, the disruption of cause and effect by Bill and Howard who predict the crash of the plane before it happens, - the events accumulate rapidly, so that the audience's sense of equilibrium, both physical and mental, is finally pushed off its limit.

Thirst for Freedom from Realistic Restraints

David Daiches in his *Critical Approaches to Literature* remarks that psychological conflicts of every person is influenced by the forces of the total unconscious of the scientists, bankers, lawyers or surgeons by reason of the traditions of their professions, practice and conformity. Shepard's plays demonstrate the thirst for freedom from realistic restraints. Shepard is concerned with the way in which private and public myths interact at a pre-conscious level. It is at the pre-conscious or subconscious level the whole world of desires, lusts and images exist. It is the world in which Shepard has a deep rooted interest. In the world of the unconscious, the laws of coherence, of cause and consequence of linear progress of

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events and actions do not operate. It is the dramatists attempt to present this irrational world in his plays that makes them universal in appeal.

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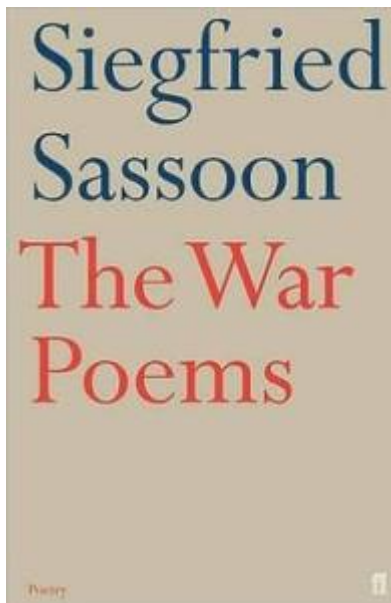
Abstraction and Artistic Volition: Expressionist Reflection on Siegfried Sassoon's Select War Poems:
Attack, Glory of Women, Counter-Attack, Expression of War experiences, and *Dreamers*

Rehana Kousar, M.Phil. English Literature
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Abstract

This research explores representation of reality in Siegfried Sassoon's selected poems. It uses expressionist elements such as abstraction, artistic volition and interior monologue. It takes light from the expressionist artists such as Van Gogh, Edvard Munch and Strindberg. Expressionism is a style of artistic creation. It expresses feelings. It rejects imitation, mimesis and representation of the external world. It promotes spontaneity through the artistic volition, abstraction and interior monologue. It argues that reality is not objective. It is subjective, varying

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from person to person as individuals have the capacity to redefine it. Sassoon reveals truth through irony, fear of death, psychological strain and physical exhaustion of the young soldiers. He narrates an ironic difference between the horrific experiences of soldiers and the calm conditions in which other civilians live. This work provides a new outlook to the readers to visualize Sassoon's poetry in a new perspective.

Key Concepts: Expressionism, Siegfried Sassoon, Abstraction, Artistic Volition, Interior Monologue, Young Soldiers
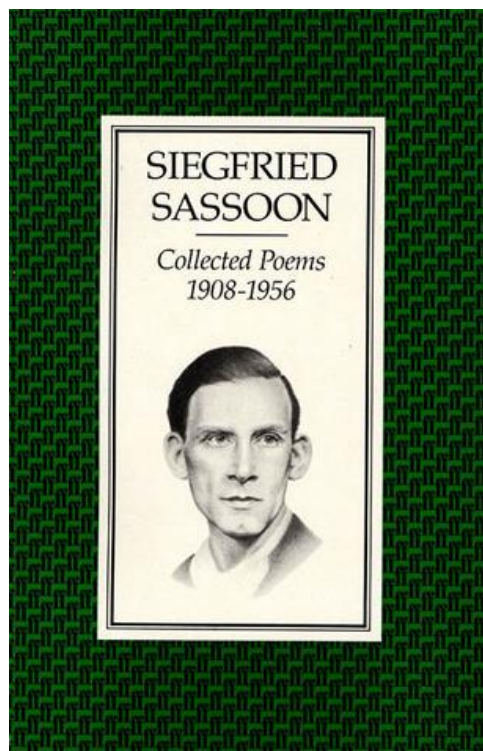
Expressionism

In expressionism the distorted objective sensory world is manifested through dream-like elements and symbolism, thus illustrating alienation and contortion of inner feelings and polyvocal reality. Expressionism determines form and therefore imagery, punctuation, syntax and so on. Indeed, any of the formal rules and elements of writing can be bent or disjointed to suit the purpose. (Cuddon 1998, p. 297) Abrams explains expressionism, saying it expresses the inner experience of representing the world as it appears to the artist's state of mind, or to that of

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one of the literary characters' – an emotional, troubled, or abnormal state of mind. Often the work implies that this mental condition is representative of anxiety–ridden modern man in an industrial and technological society which is drifting towards chaos (Abrams 1985, p. 57) .

War Poetry

This research explores expressionism in Siegfried Sassoon's war poems. War poetry consists of two schools of thought; jingoism and pacifism. Sassoon writes his poems in extreme Pacifistic terms. Pacifism is against the idea that violence or war is the final solution. It is in favor of the abolition of military institutions and war. Siegfried Sassoon rejects the idea of heroism. He condemns war for the bitter effects it leaves on the soldiers. He eliminates the traditional form of sonnet writing and brings variations into it. His use of Expressionist elements is very remote. In his diction he uses unconventional tone, imagery and ironic turns. As Johnston says Sassoon depicts his intense emotional feelings with graphic presentation and minute details. He causes us to witness and to feel what occurs during a retreat. (Cited in Bloom 2003, p. 69)

Artistic Volition

Expressionism permits artistic volition to apply its stylistic devices and methods to gain the art of consciousness. It also describes the purpose of artistic production that leads to reality. Artistic volition is evident from the rubric of the poem, an Attack that is dull and unforgiving. It presents the signs of aggression. The poem does not follow any conventional structure. It has only one stanza of thirteen lines. He distorts traditional Sonnet. Traditional sonnet is consistent with fourteen lines. It has two portions; one consists of Octave and other of Sestet. He uses only thirteen lines in a single paragraph in this poem.

Over Intensification

A critic says about expressionism in *'Expressionism and Fauvism'* that its underlying characteristics consist of over-intensification of experience. It rejects the classical canon. It is an exaggeration and distortion. It shatters traditional forms. It reorders the fragments and makes vehicles that change sensation and thinking. It is an emphatic, more critical and a new approach

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to the universe. (Rickett 1972, p. 5) By this lack of structure, Sassoon conveys an idea of crowdedness and chaos. Sassoon does not follow any rhyme – pattern.

The Attack

The attack is a free verse poem. Or else in using rhyme variation, he has used vivid imagery, bleak and colorless. 'Wild purple of glowing sun' conveys a sense of negativity, a dark and dreary atmosphere. The imagery in the line 'smouldering through spouts of drifting smoke' represents an unclear setting that engulfs the young soldiers.

'Lines of grey, muttering faces, masked with fear' produces the image of bleak mood and tensed faces of the soldiers due to the menacing atmosphere of war. 'Ridge emerges massed and dun' signifies the starting of a battle, chaos and suffering of humanity. The picture of 'scarred slope' produces an expression of relentlessness and restlessness and pain. "The barrage roars and lifts" produces a clear image of loudness and chaos.

Concentrated Presentation of Emotions

Expressionism is a concentrated presentation of emotions sought for within the artist's consciousness. It is a representation of feelings rather than the visualization and the reproduction of the external world. (Schwabe 1918, p. 140) Expressionists seem to maintain, no such suspended judgment, but seem to be quite confident that emotions have enabled him to penetrate to the heart of reality, even when his emotions are hard to write. (Harris 1929, p. 211 – 212)

Concentrated presentation of emotions is evident in Sassoon's use of a technique of personification in this poem. He has assigned human qualities to a ridge in the first line. 'Ridge emerges massed and dun' signifies the starting of a battle, chaos and suffering of humanity. 'Glowering sun, wild purple' is also a personification to make an image of heat and harshness. Personification in the line, 'furtive eyes and grappling fists, flounders in mud' create an atmosphere of hopelessness and the terrible anxiety of soldiers due to the crack of gunfire.

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Use of Alliteration

Sassoon has made a frequent use of alliteration and assonance in the line "Smouldering through spouts of drifting smoke that shroud" represents the after effects of war. Alliteration in 'scarred slope' conveys the consequences of war in the poem, 'Attack'. The repetition of 'O – sound' in the line 'smoldering through spouts of drifting smoke that shroud' provides a special sound effect to the poem.

Use of Adjectives

The poet has used many adjectives such as 'menacing', 'glowering', 'jostle', 'creep and topple' and 'bristling' to create a tense mood. Sassoon has used the technique of hyperbole to exaggerate the situation in these lines: "Tanks creep and topple forward to the wire" and "while time ticks blank and busy on their wrists" to show the careless attitude of the people away from the front. They have no concern with the recruits at the front. Cohen says about Sassoon that he uses a direct approach while his technique is abrupt and simple. He emphasizes the contrast between the insecurity and misery of the trenches and the relative safety and comfort of the home front. He further says that Sassoon rejects complacency, ignorance, sin and hypocrisy. He advocates social reform for the poor and oppressed. (Cohen 1957, p. 170-171)

Use of Full Rhymes

He has used full rhymes such as dun – sun – one, wire – fire, wrists – fists, tip – stop, gear – fear, shroud – bowed. The rhyme scheme in this poem is AABACBDCDEFFE. This rhyme scheme shows the chaos and disorder like the human mental state in war. This distortion of rhyme scheme also reveals the poem to be an expressionist poem. In its realistic diction, unconventional tone, savage imagery and ironic turns, this poem is an authentic account of Sassoon's expressionist experience.

Rejection of Heroism

In this poem, Sassoon totally rejects the idea of heroism. He has hardly written a poem about a young soldier who has full control of his emotional turmoil and who responds to his duty

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with devotion. He condemns war with the acid effects it leaves on the soldiers. His (Sassoon) colloquial style renders his poems more accessible and understandable to the public. Indeed the anger and satirical bitterness in his poetry are directed precisely at the public and this is far more immediate that his own 'pity'. (Broadway 1999, p. 4) Bergonzi states: "a potential rebel and deifier both of public thought and military dominance". (Bergonzi 1980, p. 92)

Sassoon's Writing Style

Johnston compares Wilfred Owen's writing style to Sassoon's writing style. He is right on the point that Owen has expressed physical anguish and wounds of soldiers, while Sassoon has revealed 'modern scientific violence' of battle on the soldiers' mind. Sassoon writes about the numb soldiers, their concerns, and horrors of war. He also writes about the Soldiers' nervous breakdown under the emotional strain of trench fighting.

In Johnston's view, Sassoon depicts his intense emotional feelings with graphic display and minute details of things that he understands and feels during a retreat. (Bloom 2003, p. 69) He rather reveals truth through irony, fear of death, psychological strain and physical exhaustion of the young recruits. In this poem, 'Attack' the poet is concerned with the worried faces with grey lines, to show their paralyzing and physical weariness.

Glory of Women

Artistic Volition is present in *Glory of Women*. Sassoon has used colour imagery such as 'wild purple', 'dun', 'grey' and 'blank'. The poem starts with bright colours and at the end only blank colour remains. The poet has also used 'animal imagery' such as 'Flounders in the mud' to show weakness. He does not use any strict rhyme scheme to represent the unpredictability of war. The whole poem shows his anger towards war and fear of inhumanity.

Glory of Women is written in an ironic tone. It narrates incidents of ignorance, insensitivity and narrow–mindedness of women at home. This irony provides the poem with a sarcastic view of the life at the home front during a war. It expresses desperate conditions

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between home and the battle front. It narrates an ironic difference between the horrific experiences of soldiers and the calm conditions in which other civilians live back home. Sassoon's irony "underscores the poem's overall sarcastic tone concerning the disparity between the front and home – between the soldier's horrific experience and the polite society the woman live in. The old fashioned women just do not understand the modern conditions of war". (Meredith 2004, p. 121)

The mentionable place in the second line has double meaning. According to Meredith it may be a mentionable, uncensored and identifiable geographical place, or it may denote a mentionable wounded part of the body of a soldier that can be said to a lady, for example, an arm or a leg. According to C.M. Kingsbury, Sassoon totally negates the attitude generated by war propaganda. Soldier's mutilation is the result of a woman's pride, their artificial illusory talk of chivalry and heroism.

In this poem he uses Juxtaposition. He creates binaries between the civilian and soldiers. He distorts rhetoric and symbols of British nationalism and values into grotesque caricatures. He has parodied the complacency and cruelty of military officers in order to provoke hatred and outrage from all members of the society. He vilifies all the politicians, generals, civilians, profiteers, maligners and women at home in this poem. Johnston says about Sassoon's writing style that he is too sarcastic about war to depict an attack in positive terms. He cannot depict an attack in positive terms. He cannot portray individual heroism and a soldier's mastering of his own emotional turmoil. To write about such things he has to accept that war has some positive, historical or moral significance. He was in no state of mind to depict war in positive terms. (Johnston 1964, p.102)

In this poem the poet mocks at the thrill and delight with which women at home welcome the stories of 'dirt and danger'. They worship the decoration and physical manifestation of military failure, for example crowns, laurels and so on. The narrator in the 'Glory of women' is horrified and disgusted by fake symbols and heroism.

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The poet has used variations in the rhyme scheme. The rhyme scheme in the first four lines is ABAB. In the next four lines it is CDCD while in the last six lines it is EFGEFG. He does so to depict the bitter disillusionment, brute reality and physical violence.

He has used full – rhyme such as leave – believe, place – disgrace, delight – fight, thrilled – killed, retire – fire, run – son, blood – mud. The rhythm in these words shows a ruthless reality. If we make any sense of these words' sequence, it shows disbelief in an old lie of honor, glory and valor. The words place – disgrace express that war has disgraced humanity and young recruits. The young soldiers have no importance in their officer's eye whether they are alive or dead. The officers treat them like cattle. The politicians take delight in war, no matter how many innocents may lose their lives.

Glory of Women is written in the form of a Petrarchan sonnet. It follows the rhythm of the Iambic Penta – meter. Each course of the sonnet contains ten syllables; stressed and unstressed. Different variation in Alliteration is found in this poem such as "heroes, home" in first line and 'blind – blood' in the eleventh line.

Sassoon has used strong images in this poem such as 'hell's last horror', 'trampling the terrible corpses', 'blind with blood' and 'dead soldier's face is trodden deeper into the mud'. This imagery provides a clear mental picture. Images related to blood and corpses express the grim, strong and distressing effects created by the brutality of war. The tone of the poem is very bitter and angry.

The first word 'You' with a capital Y delivers an ironic effect and instils a feeling of accusation as one reads the poem. 'You' is contrasted with the word 'Us' to refer the soldiers at the front. The title of the poem, *Glory of Women* is ironic and shows sarcasm. The poet does not tell the reasons for the pride of the women. He describes their ignorant attitude towards the terrible realities of war, of which they are blind. This poem has variations in tone, voice communication and techniques from the first cable to the last one and from positive emotions

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and thoughts towards negative ones. Sassoon had one outstanding quality which is nevertheless extremely efficient; he realized the force of strong emotion. Whether it is held by the Swiftian art of satire or left to run wild in lyrics of sensation, this power seldom fails to convey itself to the teacher. (Pavitt 1970, p. 31)

Artistic Volition (Expressionist technique) inspires its public, whipped up the passions and mobilizes to action even more strongly than the realist artists. Siegfried Sassoon is a continual seeker of truth who could present all the sin, sufferings and degradation of the world on the stage. Through his poetry, he creates disgust against war. He unmasks all the world's criminals, liars and dissemblers. He says in his letter that war is being deliberately initiated by those who possess the mental ability to arrest it. At first this was a battle of liberation and defense. Only today it has become a battle of conquest and aggression. He criticizes political errors and insincerities by calling them evil and unfair. (Schilling 2006, p.44)

Counter-Attack

Counter-Attack cannot be avoided for its directness. He sees all the political motives as unnecessary prolongation of hostilities. The principle thing of Counter – Attack is its candor. It does not bear any signs of abstraction and allegory. It is written against the institutions of the establishment, the general staff, the army, the state and the church. About Sassoon's second Volume Counter – Attack, Blunden says that it is a very varied and organized book, in which observation, humor, and imagination marched under the dictation of the love ordinary humanity. (Blunden 1958, p. 29) And Virginia Woolf says about the most vivid scenes in his poems, that they had the power to move and not merely to shock. (Woolf 1918, p. 22)

The first two lines of the poem depict an ironic aubade (morning love song). The Dawn is personified as young soldiers who have succeeded in occupying a trench of the foe. The blinking eyes personified the awakening of troops and a new day. All the soldiers are pale, unshaved, thirsty and blind with smoke, because of the continuous awakening. In this poem a scene is

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within another scene, to depict the horrible situation of decomposition and death in the occupied trench. It is an expressionist technique.

The title of the poem, *Counter-Attack* is deceptive in its simplicity and descriptiveness. But the poem, the circumstances and events it describes are not simple at all. In his poem, *Counter-Attack* he has used imagery to express the horrors of being dead on the front. He describes the conditions of dying soldiers in such words:
Trunks, face downward in the sucking mud, wallowed like trodden sand – bags loosely filled

About *Counter-Attack*, Johnston says that here Sassoon concentrates on the salacious details which degraded the human body and which were unknown to non–combatants. The passage could be cancelled without affecting either the form or content of the poem as a whole. Sassoon's disgust and horror well up with an urgency not to be weakened by a typically flippant coda (Johnston 1964, p. 96).

By the use of a simile of 'crushed sand–bags who are loosely filled' he presents a scrambled picture of dead soldiers. Dead soldiers are depicted by humiliated words such as 'green clumsy legs', 'sprawled', 'high–booted', 'grovelled', 'trunks', 'face downward in the sucking mud'. The poet rejects the idea of showing death in a clean clothed manner.

Sassoon's writing style deviates from the traditional modes, styles and genres of composition because of modern cultural devastation and destruction, the collapse of the personal and ethical feelings and shocking realities awakened by war. Stuart says about Sassoon's poem Counter-Attack that it begins with what seems a factual story of a battle, making use of military diction –'objective', 'bombers', 'Lewis guns' – that is then radically undermined by the diction of squalor and suffering in the second paragraph, developing at far greater length and intensity the antithesis seen earlier in 'Glory of Women' and other short verse forms. (Stuart 2007, p. 61)

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Counter–Attack is consistent on forty lines. It sets out in three stanzas. The tone in first stanza is positive. The poet says that 'things seemed alright at first, we had got their lines'. His tone changes sarcastically at the start of the second stanza.

The poet says: Sure as fate and never did.

This line shows the overpowering rule of fate coming down as a doom on soldiers. Any one of the soldiers could die since the battlefield is not a play–ground but a real battle field. Sassoon uses images for the description of terrible suffering, such as 'wire with gusts from hell' and 'spouting dark earth', to show the chaos and danger in war. The third stanza expresses the failure of the *Counter–Attack*. Sassoon has used sensual images to indicate the soldier's overwhelmed physical state by the thick, dirty and smoky air. The poet has used alliteration in thirty nine lines of the poem to give it a harsh and effective tone. The repetition of 'D – sound' reminds us of words like death, destruction and devastation in war. The poet says:
Down and down and down, he sank and drowned

Dulce et Decorum EST

Sassoon has used startling images such as 'naked', 'saddled buttocks', 'swell bodies' and 'mats of hair' in this poem to depict death at the front as horrified phenomenon and to shock the public. He requires them to find out the actual sufferings, pain and truth as a reality of modernism. In the second part of the poem Sassoon has used the staccato speech that is direct, with each sound sharply detached from the other. In *Dulce et Decorum EST*, Wilfred Owen has also a similar situation of the front–line.

Many writers criticize Sassoon's poetry as mere description. It appeals only to sense not the imagination. It narrates 'uncontrolled emotions without artistic restraint'. But it is unique in its tone, technique and subject–matter. It has a universally appreciated theme. Riesman says about Sassoon's style that it is a manner of simple construction, concrete imagery and compact

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brevity. It incorporates a universally appealing theme. It is a remarkable achievement though unrecognized (Reisman 2012, p. 184) .

Repression of War Experience

Sassoon uses artistic volition also in his poem, *Repression of War Experience*. The stylistic devices that he has used in it are 'interior monologue', 'onomatopoeia', 'personification', 'metaphor', 'symbolism', and 'imagery'.

He has used metaphor in the foremost line, 'silly beggar' to depict the 'volunteer soldiers' haunted by 'glory', 'purpose' and 'duty' and 'desire of glory'. 'Liquid flame' results in searching their wings (death). He turns down the ridiculous idea of glory producing power, by calling the soldiers 'silly beggars'.

What silly beggars they are to blunder in
And scorch their wings with glory, liquid

The repetition of word 'no' in line "no, no, not, that …it's bad to think of war" shows a soldier's effort to gag the idea of being mad. The line 'and it's been established that soldiers don't get mad' depicts the irony behind the ideology (which glorifies war). Interplay of past and present is also found in this poem. The soldier tries his best to get rid of war, but he goes forth.

Sassoon has also used metaphorical language in this poem. In line twenty five of the poem he has used a good metaphor when he says that there's one big dizzy moth that bumps and flutters. It shows the soldiers' mental condition very effectively. He also uses simile in this poem such as 'you are as light as rain'. The artistic volition in this poem manifested by literary devices and purpose of the poem indicates that this is an expressionist poem. It describes a reality that is totally different from the narration in patriotic poems as Happy Warriors and '1914 I: the Peace'. Fussell has criticized Sassoon's poetry as mere description. According to him, it appeals only to the senses with the imagery. It contains uncontrolled emotions without artistic restraint. Only it is

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praised for its quality to cater a perfect break to war poetry of the past in tone, subject matter and technique (Fussell 1983, p. 124).

Dreamers

Sassoon also uses artistic volition in his poem, *Dreamers*. Like his other poems Sassoon has used rhyme words such as stand – land, win – begin, morrow – sorrow, lives – wives, rain – regain, rats – bats – spats. Rhyme scheme in first paragraph is ABABCDCD. In the second paragraph it is EFEFEF. In this poem he has used the technique of Oxymoron such as 'flaming fatal climax' and 'hopeless longing' to create an illusion to soothe the pain of the soldiers.

He has used alliteration in this poem such as repetition of S- sound in words 'soldiers are citizens of deaths', repetition of D – sound in 'drawing no divided… destiny', repetition of the F – sound in 'Flamming Fatal' and repetition of 'and' in the start of the tenth, twelfth and fourteenth lines depict Sassoon's variation in Artistic volition.

Sassoon has used a metaphor at the beginning of the poem, 'death's grey land' to create a gloomy tone in the poem and to depict the ultimate fate of a soldier whom death consistently haunts. Sassoon has used images in this poem such as grey land, ruined trenches and foul – dugouts to show a terrifying portrait of battle; on the other hand he uses images of pictures shows, spats, train, wives to show the soothing side of life. This poem also draws a line between the luxuries a man enjoys at home to the bitter life a soldier faces at the front.

Dreamers depict the loss of the simple pleasures of the soldier's life through the hardships of life at the front. The title of the poem is ironic, since its speaker does not dream about the superfluous things, but of ordinary things such as clean–beds, fire–lit homes and wives.

Wording of this poem also describes a soldier's unwillingness to take part in war, as in the fifth line the poet states that soldiers are 'sworn to action'. He has used many variations in imagery. Grey colour emphasizes the lethargy and hopelessness of the soldiers. It also strengthens the tone and imagery in the poem, emphasizing the thematic elements. The word

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'flame' presents the other perception of the soldiers' active participation. It does not represent the soldiers' feelings or their mindset.

Like Wilfred Owen, Sassoon also criticizes those who promote- false concepts of glory, honor and valour. Sassoon directs his wrath to the insensitive civilians, military institutions' and their corrupt ways of treating soldiers and their parents after these soldiers' death. He condemns their senseless attitude which he reads about after a soldier's death. Another poem, *The Hero* manifests the untrue heroic stories told by the officers' to the dead soldier's parents. *Glory of Women conveys the poet's unbridled disgust against the masses who are not participating in warfare.*

Abstraction

There is no reality, there is only the human consciousness, which incessantly forms new worlds from its own creative resources, transforms them, assimilates them by hard work and spiritually stamps them. There is only the thought, the objective thought. This lives from abstraction and is the formula of art. (Weinstein 2010, p. 48)

Siegfried Sassoon applies the Expressionist technique, Abstraction in *Repression of War Experience* poem. He does so to express the psychological effects on the minds of the soldiers. He personifies roses with men, who stayed put in the mud with their heads down. The use of images in this personification highlight soldiers' encounter with the enemy in the name of glory, honour and valour.

In the next lines he personifies books with soldiers who are standing with patience, in different colors such as 'dim brown', 'black', 'white' and 'green' standing on shelves. The images in this personification express that soldiers are so much haunted by the horrors of war, they could come to a psychological standstill in later life. Each and everything in life might make them remember the horrible trenches of war with their terror and suffering.

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In other words, we can say that the soldier wants to find peace. He desires to forget each moment that he has spent in warfare. Abstraction is an expressionist technique to find pleasure in non-living things. The narrator of the poem wants to be happy with the ideas of 'moth', 'roses', and 'books', but he fails to do so. He says:

No, no, not that – it's bad to think of

He further says:

… Why, you can hear the guns

Hark! Thud, thud – quite soft…

By using Abstraction in *Repression of war Experiences* Sassoon questions the so–called ideals of faith, purpose and morals. It depicts a soldier's mental state that is 'a mind torn apart', which is struggling to cope with society.

Sassoon has used the expressionist technique of abstraction in his poem *Dreamers*. The soldiers are terrified by the horrors of war. They find refuge in the world of imagination. They dream of living a normal life as they have lived in the past. Dreams of wives, clean beds, fire-lit homes, balls and bats, bank holidays take away these soldiers from the trench life and they feel relaxed. Sassoon says:

Soldiers are dreamers; when the guns begin,

They think of the fire–lit homes, clean beds and wives.

Interior Monologue

Robert Humphrey defines interior monologue as the technique that is used in fiction for representation of the psychological content and inner restlessness of a character, entirely or partly united. This process exists at many levels of consciousness. It holds before they (psychological content and quality) are shaped for deliberate speech. (Humprey 1954, p. 24) Interior monologue is found in his poem, *Counter–Attack*. The poet uses break up in sentences such "or he went up …..", "fire – step … *Counter– Attack*, "… his rifle …. Rapid fire …", "started blazing wildly …. Then a bang". This break up of sentences is also found in interior

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monologue. Sassoon has used interior monologue to show immense confusion in the battle. It also shows disorganization and incompetence of the officers. The line "And he remembered his rifle …. Rapid fire" expresses a soldiers' frightened and shocked situation on the battlefield.

Sassoon has used interior monologue in this poem, *Repression of War Experiences,* also to explore the psychological content and inner restlessness of character. It is a technique of documenting the continuity of expressions, impulses and thoughts either persuaded by the conscious or the unconscious. Interior monologue is a character's speech in a scene that introduces us to the interior life of that character. It is free from the author's intervention, commentaries and explanations. (Humprey 1954, p. 24) As in this poem, *Repression of war Experiences* Sassoon documents the continuity of war experiences and thoughts of the soldiers. He says nothing:

Draw a deep breath. Stop thinking; count fifteen,

And you're re as light as rain … Why won't it rain? …

Interior monologue is also present in the following lines:

I wish there'd be a thunder-storm tonight,

With bucketsful of water to sluice the dark,

And make the roses hang their dripping heads.

Interior monologue starts with first pronoun 'I'. It uses present tense and describes infinite things (such as wisdom) in finite terms. The following lines of this poem also present the same concepts:

I tell you all the wisdom of the world –

Is waiting for you on those shelves

These lines compile an infinite concept in the book shelves. Interior monologue is also applied to depict the haunted emotions of the soldier. He desires to bring freedom to these feelings, but could not do so, as he says"

… I want to go out

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And search at them to stop – I am going crazy;

I'm going stark, staring mad because of the guns.

In the poem *Dreamers* also Sassoon has used the technique of interior monologue; here he says:

I see them in the foul dug-out gnawed by rats,

And in the ruined trenches, lashed with rain,

Dreaming of things they did with bats and balls.

Nightmarish Imagery

Sassoon has used dreamlike elements and disillusion in order to face the bitter realities of life in his poem, *Dreamers*. The comparison between the bitter things such as 'gnawing rats', 'ruined trenches', 'rain' to 'balls and bats', 'bank-holidays', 'picture shows', 'spats', 'train', 'clean beds', 'lighted houses', and 'wives', signifies a person in a fantasy filled, unrealistic and impractical world. The tone of the poem is morbid and serious. The structure of the poem reinforces the idea that hoping for a better future is in vain.

To Conclude

To conclude, we can say that Sassoon writes about the numb soldiers, their fears, and horrors of war. He also writes about the Soldiers' nervous breakdown under the emotional strain of fighting. He is rather revealing truth through irony, fear of painful death, psychological strain and physical torture of the young recruits. He narrates an ironic difference between the horrific experiences of soldiers and the calm conditions in which other civilians live back home. It narrates ignorance, insensitivity and narrow-mindedness of women at home. The irony infuses into the poem, *Glory of Women,* a stinging sarcastic tone.

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Role of Transfer in Discourse:
From the Perspectives of Politeness and Coherence

Rehnuma Khan

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Abstract

There has been a lot of controversy in deciding whether language transfer takes place at the level of discourse. Most of the authors refute the concept of 'discourse transfer' but there are few undeniably important researchers whose observations and beliefs are contradictory. This paper intends to give a brief idea of the concept of discourse, its analysis and finally support the notion in light of some significant researches that discourse transfer does takes place in second language acquisition, be it positive or negative. This paper also intends to emphasize on two areas of discourse, politeness and coherence, which affect what has been called 'presentation of self'. Any misinterpretation during the comprehension and production due to cross-linguistic differences in discourse in these two particular areas may mistakenly convince the learner that the native speaker is being rude in situations where they are actually behaving appropriately according to their speech community norms. Also, since much of the research on contrastive discourse in the past deals with politeness or coherence, this paper aims to concentrate on these two areas.

Key words: Discourse, transfer, discourse transfer, politeness, coherence, cross-linguistic differences.

Introduction

During second language acquisition, learners bring with them the native speakers knowledge of their first language and culture. The impact of the first language (L1) and its cultural background on second language (L2) use has been referred to, technically, as discourse and pragmatic transfer. Before going to discourse transfer we will understand discourse and its analysis first.

Discourse Analysis

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Seinfeld (1993) quotes, 'There's two types of favours, the big favour and the small favour. You can measure the size of the favour by the pause that a person takes after they ask you to "Do me a favour". Small favour- small pause. "Can you do me a favour, hand me that pencil". No pause at all. Big favours are, "Could you do me a favour...." Eight seconds go by. "Yeah? What?"

"...well". The longer it takes them to get to it, the bigger the pain it's going to be.' (Yule, 2006:124)

Beautifully illustrated in this Jerry Seinfeld's (1993) commentary is the fact that in the study of language, some of the most interesting observations are made not in terms of components of language but by the way language is used. Communication is not just a mechanical transfer of information or a meaningless interactive tug of war. Instead it is an unpredictable yet logical flow of ideas. A very basic motive of doing conversation is to make sure that language users successfully interpret what others intend to convey. Due to implications and well developed cognitive functions and also due to reasoning and logic based on our cultural and background knowledge, all this seems very obvious to us. But on investigation, some thought provoking questions came to our mind.

- How we make sense of what we read?
- How we differentiate between well-organised text as opposed to those that are jumbled or incoherent?
- How we understand the implication of statements?
- How we successfully take part in conversation?
- How do we decide when to start a conversation and when to stop it?

(2006:124)

The investigations to the above queries looking for the answers constitute what we know as discourse analysis and discourse is usually defined as 'language beyond the sentence' (Yule, 2006:124). Another definition quoted from Jaroszek (2008) says, discourse can also be defined as 'a linguistic unit that comprises more than one sentence'. (Fromkin, et al, 2003) or 'language production built of a minimum two stretches of speech.'(Kruez, 2005:161) (Jaroszek, 2008:8).

Whenever we come across a grammatically incorrect statement, instead of rejecting it out rightly, we try to make sense of it. This effort to interpret, and how we accomplish it are

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the key elements investigated in the study of discourse. We will get introduced to each element individually.

Cohesion

Cohesion can be understood as the ties and connections that exist between texts. It can be better explained by reading the following paragraph.

'When I was a kid, I bought a pen. That pen was very valuable to me. However, I lost it one day. It was a heartbreaking experience'.

Connections are present in the use of words: I-I, Parker- That. Connections are also present between phrases: I- a kid. There is also a connector (However) that marks relationship of what follows to what went before.

Conversation Analysis

Conversation in different languages and societies have different conversation pattern, if we analyse. English for e.g. involves for most part, two or more people take turn while speaking. Persons taking part in a discussion usually speak in turn, one at a time, and normally there is avoidance of silence between the turn. Quite obviously this pattern is not characteristic of all situations, languages and societies.

The Co-operative Principle

The co-operative principle consists of four very basic principles, commonly known as maxims, the 'Grician maxims' (Grice, 1975:45).

a)   Quantity maxim- Contribute to the conversation as is required, no more or less.

b)   Quality maxim- Say only what you believe to be true, for which you have adequate evidence.

c)   Relation maxim- Be relevant.

d)   Manner maxim- Be very clear, brief and orderly. (Yule, 2006:130)

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Even if in a conversation these co-operative principles do not seem to be in operation, the general description of the normal expectations we have in conversation helps to explain a lot of things. (Yule, 2006:130)

Hedges

Defined as words or phrases used to indicate that whatever we are saying, we are not sure of. They show that although we are not able to follow the maxim principles, we are concerned about it. Examples are:

- May be I am wrong, but.....

- As far as I know....

- I don't know for sure, but.....

Implicatures

These are additional conveyed meanings. It is easily explained by an example.

Harry- Come on Sunny lets go to swimming classes.

Sunny- I am having fever.

Sunny has not replied in yes or no, and his response doesn't seem coherent at all, going by the words and content of his reply. But if we apply some background knowledge and if we know that fever is rise in body temperature, we can easily understand that the reply of Sunny is a clear 'NO'. Quite evidently to have some background knowledge is very important to understand such implicatures .

Discourse Transfer

Having made the concept of discourse analysis clear, we can analyse it at the level of transfer. Transfer has been defined as a 'psycholinguistic procedure by means of which L2 learners activate their L1/Ln knowledge in developing or using their interlanguage' (Faerch and Kasper, 1987:112). Transfer has been established as one of the strategies of communication used to overcome problems of communication during second language learning.

Discourse transfer has been defined as a type of transfer from "The activation of the *utterance* as a source of influence on the target language (TL) production" (House, 1986:82).

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Cross-linguistic comparisons of discourse are probably the most perplexing of all the areas of contrastive analysis. Undeniably the study of discourse transfer is not an easy task; however its significance in the area of second language research is indispensible. It is commonly found that even if L2 learners overcome the grammatical challenges, their production is far from native-like output. L2 learners do 'not look for the perspectives peculiar to (the L2) language' (Kellerman, 1995:141) and instead unconsciously 'seek the linguistic tools which will permit them to maintain their L1 perspective' (1995:141). According to Kellerman this approach leads to 'transfer to nowhere' (1995:141). A learner may comprehend the target language conversation according to the norms of his native language and may misinterpret the speaker. Even he will be unable to understand what the speaker/writer intends to convey. As Odlin (1989) suggests, discourse transfer can include politeness, speech acts like request, apology and conversational style. Discourse 'fall within the realm of pragmatics' (Odlin, 1989:48), with cross cultural phenomena overlapping. A great deal of research has been done on contrastive discourse mainly concerned with politeness and coherence.

A.   Politeness

Quite obvious about the idea of politeness is that it is very much open to interpretation. One can't deny that what the person at the receiving end of a conversation interprets, decides whether a gesture is polite or rude.

We gain mostly in this domain from the work of Brown and Levinson (1978), who have provided a very useful framework for understanding how politeness is open to interpretation by different cultures in different ways. What we derive from their hypothesis of 'face preservation' is that politeness can be categorised into either positive politeness or negative politeness. According to Brown and Levinson (1978), all people have a tendency of face preservation, which has two facts:

i.   Positive face- concerns self respect and self image of a person.
ii.   Negative face- concerns personal autonomy i.e. privacy, freedom of action etc.

Social interactions among individuals often lead to actions which threaten the positive or negative face of other people. Any gesture which blunts this threat is referred to as 'politeness'. The above statement gives a very basic concept of politeness, but the usefulness

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of Brown and Levinson's work lies in the fact that we can actually stratify politeness into positive or negative, i.e.,

- those gestures which blunt the threat to positive face constitutes positive politeness.
- those gestures which blunt the threat to negative face constitutes negative politeness.

A very good example is the difference in the etiquette of telephonic conversation in France and U.S, although the norms of linguistic politeness are the same. According to Godard (1977), the etiquette of making phone calls in France more frequently requires callers to make an apology at the beginning of the conversation. This is not the case in U.S. as telephone calls in France are seen as impositions more often than they are in the U.S. This apologetic statement can be categorised as negative politeness as it blunts the danger to negative face of the receiving person i.e. his/her privacy. Brown and Levinson also analysed that negative politeness is more applicable in serious threats to face where as positive politeness is more useful in less threatening situations. (Odlin, 1989)

Also one entity which is correlated well with politeness is grammatical mood. Questions are correlated with negative politeness and statements with positive politeness. In other words, grammatical mood can be viewed in terms of a politeness scale. Interrogative mood is somewhat more polite than indicative mood. Going by the same parameters, imperative mood is the least polite, since being obligatory often seems to be face threatening act.

A very good example is when Carrel and Konneker (1981) asked ESL students who were native speakers of Spanish, Arabic, Persian and Japanese to rank sentences.

- Could you give me a cup of coffee?
- I want a cup of coffee.
- Give me a cup of coffee.

On a scale of politeness, they consistently deemed the first sentence most polite and the third least polite. Such judgemental similarities among students of divergent backgrounds indicate that learner's can sometimes successfully use their intuition about what is 'naturally polite'. Although such intuitions can be perilous, as research on requests and apologies indicates (Odlin, 1989).

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Types of Politeness

i.   **Requests**

We have mentioned earlier the significance of correlating grammatical mood with politeness. These correlations become more determining when a person intends to request. Based on the language the speaker is using, his/her preferred request strategy varies on the politeness scale.

A very good example is presented in the empirical study by Kasper (1981). He concluded that while making a request, a German speaker chooses a more straight forward uninhibited approach, suggesting a sense of obligation. For e.g. an English speaker would prefer-"can you close the window?" whereas a German speaker would use-"Du Solltest das Fenster Zumachen" (You should close the window) (Odlin, 1989:51).

It appears that a German speaker more often prefers declarative statements in stark contrast to an English speaker, who frequently uses interrogative statements to make requests. Quite obviously, the preferred request strategy in English seem 'politer' as we have learned earlier in the discussion of politeness that interrogative mood is somewhat 'more polite' than indicative mood. But such comparisons are often misleading. No matter how carefully constructed a parameter is, it would be inappropriate to apply a scale to determine how polite speakers of one language are in comparisons to other language. A universal scale of politeness must always be interpreted in language-specific terms. (House and Kasper, 1981) For example, 'you should close the door' and 'can you close the door?'

These two statements don't have such politeness value on a German politeness scale, as opposed to an English politeness scale. From this, we derive the notion of language-specific politeness scale. Above example obviously imply that English speakers are more polite and German speakers are less polite. What it signifies is that when a German requests he/she assumes that the social bond between speaker and hearer is strong.

The above observations are quite clear in the inference that English speakers more often seem to prefer negative politeness in their requests whereas German and Hebrew speakers prefer positive request strategies (Odlin, 1989).

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ii.   **Apologies**

It has been found that some similarities and differences exist between cultures in the usage of the speech act of apologies in second language learning situation. Research on EFL situations are carried out by Ercetin (1995) and Tuncel (1999) with EFL learners in Turkey and some differences have been observed in the culture of the learners.

Olshtain (1983:235) states, 'the act of apologizing is called for when there is some behaviour which has violated social norms, when an action or utterance has resulted in the fact that one or more persons perceive themselves as offended, the culpable person(s) need to apologize' (Istifci, 2009:17)

Marquez- Reiter (2000:44) says- 'an apology is a compensatory action for an offense committed by the speaker which has affected the hearer' (2009:17).

Searle (1979) as described in Olshtain (1983:235), 'a person who apologizes for doing A expresses regret at having done A so the apology act can take place only if the speakers believes that some act A has been performed prior to the time of speaking and that this act A resulted in an infraction which affected another person who is now deserving an apology (2009:17).

Bataineh and Bataineh (2006:1903) further define it as expressive speech act which reflects the speaker's true feelings and attitude. (2009: 17)

Cross-cultural investigation of apology speech acts take place in situations where learners learn their target language as their second language. The above studies prove that some learners use language transfer from their first language, some remain close to their native language or some apply different methods from what they use in their L1 or L2 (2009:15-17).

Research shows that significant cross-linguistic variations found in apologies may cause two kinds of difficulty for second language learners:

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-         Differences in the frequency of use of apologetic formulas and

-         Differences in the relation between apologies and other speech acts.

Cohen and Olshtain (1981) gave a very good example, citing the differences in the frequency of apologies evident in speakers of Hebrew, Russian and English. Among these three, English speakers are supposed to use apologetic formulas most frequently where as Hebrew speakers use them the least.

Columas (1981b) concluded that differences in the relations between other speech acts and apology can lead to inappropriate responses. Also, Borkin and Reinhart (1978) concluded that because of imperfect matches between 'Excuse me and I'm sorry' in their native languages, Thai and Japanese ESL students often use these terms inappropriately (Odlin, 1989:53).

iii.   **Other speech acts with relation to politeness**

Apart from requests and apologies there are other speech acts which can cause difficulty in learning to be polite in a foreign language. These are:

a)   **Greetings**. Rules governing their usage vary greatly in accordance with the social context in which it is used. E.g. in U.S. greetings are used infrequently (Reisman 1974), where as in Middle East, they are expected in almost in every social encounter. Also, in English the pattern of greet is variable where as in Arab they are invariably fixed.

b)   **Proverbs**. Their role in polite speech also varies according to the culture. E.g. in Middle East, proverbs are frequently used as aids in arguing, complimenting, etc. (Tannen and Oztek 1981, Wolfson 1981). In English, there are stylistic constraints on their use both in speech and in writing. (Hornby 1974) as cited in (Odlin,1989)

c)   **Language specific speech acts**. An example taken from Odlin (1989:55) is- 'bon appetit' said by French speakers at the beginning of a meal. In the same way Urdu speakers say 'Bismillah'. Unlike request and apology, language specific speech acts necessitate learners to become familiar with culture alien to them, thus posing additional challenges for second language learners.

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d)   **Turn-taking**- In any natural conversation, to shift a turn, participants deploy specific linguistic devices which 'vary greatly in level of formality and appropriacy to different situations' (McCarthy 1991:127). Turn taking is often used interchangeably for taking the floor but these two should be demarcated where as taking a turn is a single, interactional act, taking a floor could be defined as 'the acknowledged what's going on within a psychological time/space' (Edelsky, 1981:405) as cited in (Jaroszek, 2008).

Just by sticking to slightly different conventions of turn taking, participants in a conversation exhibit different expectations of conversational style, characterizing as rude or shy. Rudeness is described as 'if one speaker cuts in on another speaker' and shyness as 'if one speaker keeps waiting for an opportunity to take a turn and none seems to occur'. (Yule, 2006:128). Along with greetings , proverbs and language specific acts, rules governing procedural aspects of conversation, can also be though vaguely, included under 'other speech acts', because they also show considerable cross-linguistic variation.

iv.   **Conversational style**. The domain of style in conversation can be broadly categorised in two dimensions- purely linguistic elements and paralinguistic elements. Style may not be related to politeness however, as we will subsequently see, formality, a purely linguistic element of conversational style, is very much related to politeness.

One conversational style frequently used by those speakers who are used to 'holding the floor', is to avoid having normal completion points. We commonly use this strategy in situations where we have to emphasize what we are trying to say while actually saying it.

Consider the following example:

That's my favourite movie because I........love watching that actor especially when.......the film has a melodramatic setting.

What we are doing here is we are not taking pause at the end of the sentences. We are making our sentences run on by using connectors like- and, then, when, but; placing our pauses at times where the message is clearly incomplete.

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These strategies or style, by themselves, should not be considered domineering. These are normally present in conversational speech and they also contribute to make a conversation work (Odlin, 1989).

B. Coherence

Logic and relevance, these two notions are intrinsically impregnated with the concept of coherence. If either is tampered with, coherence of a discourse is seriously jeopardized. For a conversation to be coherent the emphasis should be on the focus of information, i.e., the topic, which signifies the relevance of the conversation and there has to be sufficient logical relation between ideas.

A conversation can be really incoherent or it may only appear to be so, i.e., pseudo incoherent. Former is better explained by an example of psychiatric patients is verbal insufficiencies. Thus speech can be illogical or full of irrelevancies, thus making it, for example, incoherent in schizophrenics. On the other hand, audience may find a conversation incoherent, even though actually it is not.

Such a situation arises when the audience is unfamiliar with the technicality of the subject matter of the concerned discourse. For example, a lecture about 'how a nuclear reactor works' may sound irrelevant to a botany graduate. Similarly, discourse that presumes that the readers or listeners are familiar with another culture may seem incoherent to those who are not.

Literally, *coherence* means 'everything fitting together well'. It is not something that exists in words or structures, but something that exists in people. Consider the following example:

Boy- Can you come to party tonight?
Girl- I have exams tomorrow.

Clearly we can see that although the response to the question seem misfit and incoherent if we focus on words and structures only, but anyone who knows about college and exams can make complete sense out of the conversation. Boy is requesting girl to come

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to the party tonight. Girl says she has exams tomorrow, which implies 'study tonight', which further implies 'no party tonight'.

Thus quite clearly, coherence seems to be involved in our interpretation of all discourse. It is certainly present in the interpretation of casual conversation (Odlin, 1989).

Previous Research

In order to adhere with the context of the paper we will review the research done on discourse transfer in 'requesting'. Significant research has been done regarding the transfer of 'direct' and 'indirect' strategies. 'Direct' and 'indirect' refers to the 'explicitness' and 'implicitness' of the expression respectively. Some interesting as well as contradicting observations have been made.

A study done by Kasanga (1998) in South Africa on English learners with Zolo as their L1 concluded that learners made more frequent direct requests compared to those by native speakers (NSs). Such divergence from NSs was attributed to L1 discourse and pragmatic transfer (Tran, 2002). Similar conclusions were drawn by Ramos (1991) in their study on Puerto Rican teenagers speaking English, DeCapua (1989) on German speakers of English and Dogancay-Aktuna and Kamisli (1997) on Turkish learners of English.

There are researchers supporting the non-transfer notion as well. A study done on Japanese learners of English in America "did not confirm to prevalent stereotypes about their indirectness and their inexplicitness" (Beebe and Takahashi 1989: 20 as cited in Tran, 2002:3). Japanese learners are less explicit when compared to Americans regarding 'requests' and they apparently did not transfer their implicitness/indirectness into their L2 performance. Similar findings have been made by Murphy and Neu (1996) on Korean speakers of English and Tokano (1997) on Japanese learners of English.

To explain the above contradicting and perplexing findings regarding the existence of discourse and pragmatic transfer in context of 'request', which is a subcategory of 'politeness', some interesting conclusions have been drawn. It was argued that although discourse transfer was spontaneous and inevitable in case of Japanese and Korean speakers of English also, the negative result came because of the individual preferences. Japanese and

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Koreans don't seem to transfer their native languages' indirectness by choice whereas; in other favouring research learners don't have any problem in transferring direct strategies. So it can be concluded that "direct strategies are more likely to be transferred than indirect ones" (Tran, 2002:3).

Conclusion

From the above discussion of previous research and the in-depth analysis of discourse transfer in context of 'politeness' and 'coherence', this paper supports the notion that transfer involving discourse can often occur in second language acquisition, be it positive or negative. Two areas of discourse, namely, politeness and coherence, are highlighted mainly in this paper because misinterpretations related to these two are especially dangerous. Thus discourse transfer dealing with these two areas should be dealt with caution by teachers.

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Abstract

Advertising takes many forms, but in most of them language is of crucial importance (Vestergaard & Schroder 1985). Language has a powerful influence on people and the way they behave. This fact manifests in many human endeavours including the fields of marketing and advertising. Language is employed in advertising as a means of communicating specific information with the intention of influencing or persuading the consumer. Although visual images and design as well as audio techniques in advertising have a great effect on the consumer; nevertheless, it is language that enables people to identify a product and remember it. The language of advertising is normally very positive and it emphasizes why one product stands out in comparison with another. Commercial information in advertising is designed to entice the reader to explore the product or service being offered in greater detail. Advertising language is a style of immediate impact and rapid persuasion. The current study analyzed the use of the English language in advertisements in the Ghanaian print media. The method of the study was basically qualitative and the analysis of data was based on Fairclough's (1972) three-dimensional model. The study revealed that the English used in advertising in the print media in Ghana is characterized by the use of rhetorical figures, tropes and grammatical items which serve as persuasive elements.

Key Words: Advertising, Language, Communication, Persuasion, Figures of Speech, Print Media, Advertisements.

Introduction

Advertising is a complex form of communication that operates with objectives and strategies leading to various types of impact on consumer thoughts, feelings and actions. Language is employed in advertising as a means of communicating specific information with the

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intention of influencing or persuading the consumer. In the Ghanaian print media the language of advertising is the English language. The reference to the language of advertising in the current study is the English language and not the indigenous Ghanaian languages.

The morphological and lexical features in the language of advertising covers a number of items which include the use of descriptive words like adjectives and adverbs and the use of imperative verbs which urge the reader to take action. There are two modal auxiliary verbs which are often used in the language of advertising and these are "will" and "can". The use of "will" normally evokes the impression of promise and with "can" the consumer is told that the product provides the ability to act. The use of the first and second person pronouns establish a friendly and intimate relationship between the consumer and the advertiser.

Another morphological feature of the language of advertising is the use of pun which is a play on words that deliberately generates an ambiguity between similar-sounding words for humorous or rhetorical effect. The use of pun subjects the language to more than one interpretation. For instance, in the statement "Coke refreshes you like no other can" the advertiser is playing on the word "can". In one sense, "can" could mean the container in which the drink (Coca-Cola) is stored; in another sense, it could be used as an auxiliary verb (Coke refreshes you like no other drink can refresh you).

The use of pun in the advert has also resulted in semantic ambiguity and this can stimulate the reader's imagination, and arouse their interest. The language of advertising also makes use of numerals to define the characteristics of a product exactly. Advertisers manipulate numbers to give an exaggerated notion of their gain and a minimize version of their expenditure. There is also the use of technical terms and scientific words which leave a technical and professional impression.

Negative words are often used in advertising to show the uniqueness and unparalleled quality of a product, for instance, "never has a perfume provoked such emotion". Coined words are also used in advertising. They stimulate the interest of the reader by making them ponder over the meaning of the new word. Coined words make the reader remember and recognize the

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product. Foreign words are also used in advertising to emphasize the origin of the product or the exclusiveness in relation to a particular country. For instance, in "La crème de la crème of lip colour", the French word "crème" evokes the impression of high-class French cosmetics. Another characteristic feature of the language of advertising is the use of sound effect devices such as rhyme, alliteration, rhythm, assonance, onomatopoeia and homophones. These devices are normally used in poetry and in the language of advertising they attract the reader's attention and they become memorable.

The language of advertising can be analyzed syntactically. A number of syntactic structures form aspects of the language of advertising. Some of these structures are declaratives, interrogatives, exclamatives and imperatives. Another syntactic feature is parallelism which is the presentation of two or more similar ideas in identical structural forms. For instance, in the following text; "Tips for a good night's sleep: Drink less caffeine, Take warm baths" The parallel clauses express the same idea and have the same structure which begins with an imperative verb followed by a direct object.

The language of advertising is also characterized by repetition of words or group of words to emphasize an idea or image. The semantics of the language of advertising is the ways in which the language conveys meaning. In advertising, a linguistic expression may have both literal and figurative meaning. A word may connote additional meaning and evoke associations.

According to Vestergaard and Schroder (1985), in advertising language the most frequent word for acquisition of product is "get" and not "buy", because "buy" has some unpleasant connotations, like money (and the parting with it). The language of advertising may contain a trope which is a word, phrase, clause or statement that is used in a way that is different from its usual meaning in order to create a particular mental image or effect. The advertising language that contains a trope becomes a figurative expression. The tropes that are employed in the language of advertising are personification, simile, metaphor, hyperbole, metonymy, synecdoche, antithesis and so forth.

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The language of advertising can also be ambiguous. The copywriter can employ the ambiguity device in order to draw the reader's attention to a product. The ambiguous language appeals to the reasoning of the reader and it can have a mnemonic effect. Furthermore, in terms of the semantics of the advertising language, copywriters use proverbs and idioms that many potential consumers are familiar with. These idioms and proverbs are figurative expressions and they paint a mental picture of the products. For instance, in the statement "Challenge us and get yourself a bigger slice of the cake", the idiom "a bigger slice of the cake" means a share of the available money or benefits that one is entitled to.

Harris (1989) asserts that in print advertising, grammatical rules are systematically broken so that maximum persuasive effect is achieved for the product or service. According to Leah (2001), a lot of the texts that are used in advertising do not adhere to some norms that are conventionally adhered to in natural language. However, despite their infringements on these rules of natural language, adverts are still readable, coherent and cohesive and can still be comprehended.

Manipulating language affords the advertiser the opportunity to unlimited means of expression and also to tap into communicative resources that are not available in the day to day functions of language. Advertisers use persuasive techniques like unorthodox use of language to attract consumers' attention as this is unexpected and surprising (Leech, 1966). Harris (1989) explains that advertisers manipulate linguistic forms and structures to undergo certain change and transformation and this has the effect of surprising the audience. This is done with the purpose of providing a means of directing the audiences' attention directly onto the subject and substance of the particular discourse in which the manipulation occurs.

REVIEW OF LITREATURE

In his pioneering and comprehensive study on English in advertising in Great Britain, Leech (1966) analyzed in detail different aspects pertaining to grammar, vocabulary, discourse, and rhetoric of advertising with special reference to television. In the study, simple and colloquial style and vocabulary are connected with readability. Phonological features such as alliteration, rhythm, rhyme and jingle are related to memorable experience while frequent use of imperatives

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and superlatives are connected with selling power. The unique property of advertising language was closely identified with the use of clauses, phrases and words as minor sentences, which constitute a different kind of grammar called disjunctive grammar. Similarly, Cook (1992) provided a framework for analysis of adverts as a discursive genre. Cook dealt with concepts from discourse analysis and showed how stylistics and linguistics are applied to examine the textual and conceptual features of adverts in a bottom-up approach that allow the identification of their interaction and combinations.

Leetaru (2001) examined samples of the current language patterns of selected readership domains. The researcher used two magazines which were targeted towards an extremely specific viewing audience and which makes use of the jargons, general domain knowledge, and other linguistic elements present in that field. The two magazines were: Entertainment Weekly which is targeted at the public at large and the American Association of Petroleum Geologists (AAPG Explorer) which focuses on high technology issues in the field of petroleum geology, as well as general petroleum industry news. The two magazines provided the most dissimilar corpus of advertising text, which demonstrated a marked difference in language use. With the Entertainment Weekly, the tremendous range of shared knowledge and specific language comprehension in such a domain necessitated the use of simplistic language to ensure universal readability. On the other hand, AAPG Explorer is targeted towards a selected group of professionals, all of whom share the common bond of employment in the petroleum industry. It therefore has greater freedom to use industry specific jargon and technical terminology which its readership is assumed to understand. The discrepancies between the two advertisement corpuses definitely seem to be representative of the dialect of each magazine's readership demographics. The shared knowledge and expected language competence of each advertisement's audience contributed heavily to its overall construction.

Nga (2010) is a comparative study on the syntactic and semantic features of linguistic devices used in adverts for persuading buyers in English and Vietnamese. In terms of the semantic features of linguistic devices for persuading prospective buyers used in adverts in English, the following rhetorical devices were realized: pun, simile, metaphor, personification, alliteration, repetition, parallelism and euphemism. The investigator used newspapers, men's magazines and women's magazines. The latter print media brought into the research the issue of gender identity. The research revealed that adverts on daily consumer goods: hygiene, beauty, food and

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detergents were dominant in the women's magazines while technical equipment adverts dominated the men's magazine. It was also realized in the study that the linguistic devices used in textual adverts categorized into some main semantic fields such as: entertainment, human emotion and relationship, daily consumer goods, technical equipment, service. According to Nga (2010), textual advertising is regarded as the most effective one since it is the best place where advertisers used lively colourful images, and words in convincing customers to use a new product or service. Nga (ibid) is also of the opinion that among the two main components of advertising (images and words) in almost all adverts, words are considered the key component since by them people find it easier to grasp the advertising message. Hence, how to choose words appropriately in an advert can be seen as a very important task in making an effective advert.

In the Ghanaian context, Duah (2007) focused on the discourse strategies that advertisers use and how elements in the target culture are exploited by advertisers to persuade their audience. Using a sample of English and Akan adverts from print (Graphic & Times) and electronic media (Peace FM, Joy FM, Adom FM, Gold FM and Happy FM) in Ghana, the study explores the discourse strategies found in advertisements and how they reflect Ghanaian culture. Duah (2007) examined the following discourse strategies: Language of identity, ideological elements, hedges, personalization, interrogatives, colloquial language, elliptical comparatives, apposition and intertextuality. The study revealed that one of the strategies that advertisers use to persuade their audience is the use of language forms that help them to identify with their audience. According to him, the advertiser uses expressions, address forms and words which are similar to or the same as those used by the audience. By this strategy, the copywriter tries to establish rapport with a certain classes of people in society. This will incite the audience to take interest in the copywriter's message and this will elicit from them, positive responses leading to some future action, like taking a purchasing decision on a product. Duah (2007) also identified ideological elements in the language of advertising in Ghana. According to him, the message associated with a product fits into the value system of the audience. The linguistic symbols employed in adverts need to have significant meaning for the target audience to be able to influence their thoughts and actions. Duah's work also revealed that there is a general conception in Ghana that products from the developed world are superior to those from developing nations. Therefore, if a product is said to have come from the USA, there is a tendency for people to associate the product with attributes like good quality, originality. In this regard, the source of the product alone is enough

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motivation for people to prefer that product to other parity products or similar products manufactured in Ghana. The audience believes that goods and services from abroad are of high quality. Such foreign goods evoke a perception that fits into the prevailing cultural reality and maintains a particular pattern of consumption. In Duah (2007), it can realized that the term personalization is simply the way in which an advert attempts to address the individual, and this is one way by which a conversational tone is created in adverts. As advertising language evolves and one-to-one interaction becomes the only real option for a wide range of advertisers, the message written will be a more personal one, crafted with a desire to present products and services in a friendly and familiar fashion. Thus, to create a conversational tone and strike a personal relationship with the audience, copywriters write as if it is only one person receiving the message. As O'Tool (1985:9) points out, "The only kind of language that can effectively persuade in advertisement is that which is targeted at the consumer as an individual and not just as one of the masses".

Another study on the language of advertising in Ghana is Anim-Ayeko's (2012) analysis of metaphors in the political advertisements of the National Patriotic Party (NPP) and the National Democratic Congress (NDC) in three newspapers (Daily Graphic, Daily Guide and The Palaver) in the six-month period leading to the first and second rounds of the December 2008 presidential election in Ghana. From the analysis of an NPP advert, a number of metaphors such as Nana Akufo-Addo is Moses, Ghanaians (under NDC rule in Ghana) are Israelites (under Pharoah's rule in Egypt), Nana Addo is leader (light) can be realized. This NPP advert is structured by metaphors in the verbal, pictorial and gestural modes. The further analysis of the political advertisements in Anim-Ayeko (2012) revealed that the candidate of the NPP, Nana Akufo-Addo is conferred with the astute leadership qualities of Moses in the Bible and the Ghanaian electorate is compared to the Israelites. The description which equates Nana Addo to Jesus (Nana Addo is light) serves mainly to extol the leadership qualities of Nana Addo. The gesture by the NPP supporters in the advert, depicting forward movement typically means progress. There is the picture of Nana Addo and a massive group of supporters with their arms raised in a gesture.

In Anim-Ayeko (2012), another NPP advert expresses gratitude to those who made the first round of voting successful. In the advert Nana's picture is extra large and his features were visible while his supporters formed the background. From the advert, the metaphor "importance is size" is elicited and this shows the value placed on the size of the expression of gratitude. The

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importance is shown pictorially in the size of the headline font. This metaphor is given further support by the candidate's picture. Thus, this is a multimodal metaphor shown pictorially and linguistically. The placement of the candidate's image above the supporters also elicited the metaphor of importance and leadership. Anim-Ayeko (2012) also discovered metaphors in the NDC adverts she analyzed. The NDC is associated with good things (jobs, lower prices, better health care, selfless leadership, good education, personal safety and prosperity) while the NPP with bad attributes (greed, injustice, armed robbery, failed promises, family government, unsolved murders, corruption and cocaine). The NDC thus used the downplaying persuasive strategy as mentioned in Adamu (2009). In the advert, Ghanaians were shown sitting or standing on the country (Ghana) and they were at a crossroad because it was time for them to choose who would govern them. The description of Ghana as the Berlin wall connotes the perceived suffering and deprivation on one side of the wall while there was luxury and abundance on the other. The reference to the dawn, rising sun, the star and the vehicle connote direction or movement towards a certain goal. From the analysis the metaphors identified include: Politics is decision making, Hope is light, Politics is a journey, Major choices are crossroads. The next NDC advert Anim-Ayeko (2012) analyzed bears the picture of the then NDC candidate John Evans Atta Mills in the traditional multicoloured Kente cloth with a white jumper underneath. Though the outfit of the candidate was ceremonial or official it was interpreted as a type of attire preferred for obituaries.

The current study is also situated in the Ghanaian context. The study is a contribution to the literature on the language of advertising in Ghana. The author's goal is to add his voice to Vestergaard and Schroder (1985), Nga (2010) and others who stress the importance of language in advertising. The linguistic aspect of an advertisement is a key component as it enables prospective consumers or purchasers to grasp the advertising message easily. The language of advertising will contribute immensely to the production of effective advertisements.

Methodology

The qualitative research design was employed in the current study. This research design was appropriate because it offered the investigator a chance to study naturally occurring phenomenon through an analysis of the English used in the print media in Ghana. With the qualitative research design, analysis, description, explanation and interpretation are expressed in

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non-numerical terms. The qualitative research method was suitable since the advertising texts exhibited different shades of meaning and textual distinctions. According to Neuman (2003: 141) the qualitative method is the most effective approach for "... grasping subtle shades of meaning, for pulling together divergent information, and for switching perspectives". Researchers who employ the qualitative approach, are more into finding out how people experience their lives and their goal is rather to come to an understanding of issues or phenomena.

Data Analysis and Discussion

The analysis of data was based on the three-dimensional model of Fairclough (1992). According to Fairclough, every instance of language use is a communicative event consisting of three dimensions: First, it is a text (speech, writing, visual image or a combination of these); second, it is a discursive practice which involves the production and consumption of texts; and third, it is a social practice. With Fairclough's three-dimensional model, the analysis of text is focused on the linguistic features of the processes relating to the production and consumption of the text and the wider social practice to which the communicative event belongs. Furthermore, the textual analysis concentrates on the formal features (such as vocabulary, grammar, syntax and sentence, coherence) from which discourses and genres are realized linguistically. According to Fairclough, it is only through discursive practice – whereby people use language to produce and consume texts – that texts shape and are shaped by social practice. Fairclough's three-dimensional model provided the analytical framework for the linguistic analysis of the advertising texts selected for the current study. The data for the current study comprise extracts from advertisements in the newspapers in Ghana. The next section is the presentation and analysis of the data from the print media in Ghana.

Text 1: Rhetorical Questions

A rhetorical question is a sentence in the grammatical form of a question which does not request information, demand an answer or invite a reply from the audience, but to achieve a greater expressive force. In advertising the rhetorical question device is employed for a certain effect. Such questions have the answer embedded in them; the answer seems obvious, so this is a very powerful manipulating device. The following is an advert in which the rhetorical device is used.

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> *THE L 200*
>
> *SPORTERO AUTOMATIC 4*
>
> *What do you look for when buying a new pickup?*
>
> *Value for money and comfort?*
>
> *Tough and reliable with outstanding mileage per litre?*
>
> *The highest specification of any double – cab 4 x 4 pickup in Ghana?*
>
> *(Daily Graphic, June 16, 2014, p. 67)*

The advert above contains series of rhetorical questions which involve the audience in thoughtful consideration of the questions. These are questions designed to get the reader to agree with the advertiser. The questions are set in such a way that the expected answer is obvious. In the above advert persuasion is achieved through the asking of rhetorical questions designed to provoke further exploration or generate a certain predicted response.

Text 2: Hyperbole

Hyperbole is a figure of speech that uses deliberate exaggeration to achieve an effect. Hyperbole is the use of overstatement or exaggeration, intentionally, using adjectives and adverbs to achieve emphasis. Hyperbole tells more than the truth about the size, number or degree of something without intending to deceive. In advertising, the hyperbole device is employed for persuasive effect. The following text illustrates this:

> *The new ATTRAGE exceeding all your expectations*
>
> *Mitsubishi's new ATTRAGE brings together everything you're looking*
>
> *for in a compact saloon, from efficiency and comfort to low fuel consumption,*
>
> *high quality and ample features. But best of all is the price. (Daily Graphic, June*
>
> *24, 2014, p. 46).*

The element of exaggeration in the advert dramatizes the message in order to reinforce it. The introductory phrase *The new Attrage exceeding all your expectations* is an overstatement

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which is stating the case very strongly, magnifying interest and desire. The other hyperbolic aspect of the advert *Mitsubishi's new Attrage brings together everything you're looking for in a compact saloon* is also trying to persuade by making an exaggerated claim.

Text 3: Imperatives

An imperative is a sentence that gives a command or an order; in other words, an imperative sentence tells or asks someone to do something. In terms of structure the imperative sentence is introduced by an imperative verb which is in the base form. In general, imperatives have no overt grammatical subject; however, the subject is always understood as the second person singular pronoun "you". Imperatives are used in advertising as they seek to influence the behavior or action of the person addressed. The following adverts illustrate the use of the imperative as an element of persuasion:

> 1. *Experience*
>   *A unique*
>   *Burst of*
>   *Flavours*
>   *Embrace your individuality and reach out for what you want (Graphic Showbiz, 9-12 Jan, 2014, p. 9)*
> 2. *Enjoy*
>   *A great new*
>   *Taste*
>   *Fresh new*
>   *Look*
>   *(Daily Graphic, 16 June, 2014, p. 56)*

From the above illustrations the first advert is on Club Minerals while the second is on Stone Lager Beer. Structurally, the two adverts are imperative in form. These imperatives encourage the reader to do something quickly or make them feel as if they have no other choice in forming their opinions. The imperative language is urging the reader to act in an assertive, enterprising and subtle manner. Imperatives are used in advertising and they try to persuade the

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reader to acquire a product, consume or use a product or simply draw attention to something. In advertising, imperatives persuade by establishing a one-to-one interaction between the consumer and the advertisement.

Text 4: Alliteration

Alliteration is a poetic device and it refers to the recurrence of the same consonant sounds, often at the beginning of words, in close succession (Abams & Harpham, 2005). Alliteration is a sound effect device in poetry. Poets use the alliteration device to create powerful musical effects and to highlight and emphasize key words, concepts and relationships. In advertising the use of alliteration draws the audience attention to a section of the text and emphasizes it. The following texts illustrate the use of alliteration in advertising:

1. *The All New Skoda Octavia*
   Bigger, Bolder, Better
   (Daily Graphic, August 26, 2014, p. 57)
2. *Uniquely brewed with the choicest grade rice with no sugar added, the New Stone Lager is full of flavor. (Daily Graphic, June 16, 2014, p. 56)*

In the first advert, the alliterative words are *bigger, bolder and better*. In these words, the initial consonant sound /b/ is repeated in close succession. These alliterative words are also comparative adjectives and with these two attributes the words attract the reader's attention to the car that has been advertized. With the second advert above, the alliterative words are *full of flavor*. In this example, the consonant sound /f/ is recurrent. The alliterative structure is also complementing the subject *The New Stone Lager*. The alliteration in the second advert, in conjunction with the subject complement function, also draws the consumer's attention to the product. By repeating and playing upon the same consonant, alliteration persuades by adding emphasis and reinforcing meaning.

Text 5: Personification

Personification is a figure of speech that bestows human characteristics or attributes upon anything non-human; from an abstract idea to a physical force, to an inanimate object, to a living

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organism (Torto, 2010). In other words, in personification non-human entities are referred to as if they were human. In advertising, the personification device is used to draw our attention to what has been personified in the advert. The following adverts illustrate the use of the personification device:

1. *Mateus Rose is a light, fresh, youthful and slightly sparkling wine ideally suited to accompany all life's moment. (Daily Graphic, June 16, 2014, p. 59)*

2. *Born in Africa*
   And proud of it
   (Daily Graphic, September 1, 2014, p. 44)

In the first advert, the wine Mateus Rose has been personified. By describing the wine as *youthful*, an image of a new brand is created in the reader's mind. The wine is also understood as a person who is capable of rendering service on any occasion. This is because from the advert Mateus Rose is *ideally suited to accompany all life's moment*. The second advert is on the drink Castle Milk Stout (CMS). The new brand on the market is referred to as a human being who was given birth to. The personification of the drink creates a mental picture and this attracts the consumer's attention to it. The second part of the CMS advert *And proud of it* further portrays the drink as a human being who is capable of exhibiting pride which is a human attribute. The personification device employed in the two adverts persuades by painting a picture of the products and this enhances memorization and subsequent purchasing decision.

Text 6: Metonymy

Metonymy is a figure of speech in which one thing is represented by another that is commonly and often physically associated with it (Murfin & Ray, 1998). Metonymy also involves the use of a single characteristic to identify or represent a more complex entity. There is normally an association between the name used and the thing that it stands for. Examples of metonymy in advertising can be seen below:

1. *The new black, bodly vibrant, passionately committed.*

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> *The rich and distinctive attitude of Africa deserves a truly African taste to celebrate with.*
>
> *(The Mirror, August 29 – September 4, 2014)*
>
> 2. *There's a flavor for everyone!*
>
> *(Graphic Showbiz, January 9-12, 2014, p. 9)*

The first advert is on the drink Castle Milk Stout. The product name is not part of the text. It is embossed on a glass filled with the drink (This is a background picture). In the text the phrase *the new black* is representing the name of the drink. There is an association between the name used and the thing it stands for. Another aspect of the advert that explains the new name is the portrayal of the drink as an African beverage because of its dark colour or appearance. An African reader can easily identify themselves with the drink. The second advert is on Club Mineral. The advertiser is using an aspect of the drink that will attract the attention and interest of the consumer to represent the drink itself. The advert contains the drink in bottles and not just the flavours. The latter are a single characteristic or quality that is used to represent the whole drink. Metonymic adverts persuades by attracting the attention of the reader. Such adverts stimulates the thinking and reasoning of the audience and when they unravel the real meaning they are able to remember the product and later take a purchasing decision on it.

Text 7: Repetition

Repetition is a literary device in which words, phrases, clauses, statements, rhetorical questions and so on, are repeated in a literary work. The repetition device gives emphasis and prominence to the idea or information that has been repeated. In advertising, the repetition device is used to reinforce the message and this enhances memorization. The following advert illustrates the use of the repetition device in advertising:

> *A new Pack for the new black*
>
> *The new CMS 500*
>
> *The familiar black, rich and creamy taste, now in a distinctive premium new bottle. And that's the New Black (Daily Graphic, September 1, 2014, p. 41)*

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From the above advert, the phrase *the new* and the word *black* are repeated. The phrase *The new black* is also given prominence through repetition. The repetition device persuades by drawing the reader's attention to the repeated item or idea. Repetition in advertising also persuades by reinforcing and ensuring that a reader remembers key ideas, words, phrases and so forth.

Conclusion

The kind of English used in the Ghanaian print media is highly persuasive. It is full of rhetorical figures, tropes, ambiguities and sometimes linguistic violations (some language purists frown upon the latter). Paradoxically, one of the strategic ways the language of advertising can be attractive is for it to express new ideas in new ways – including innovations, new creations and coinages even if it means violating the rules governing the language, as long as it achieves its goals through these techniques persuasively. Language has creative characteristics which enable the advertiser to make exciting appeals in the advertisement. Language meant for advertising is very witty, charming and sometimes mysterious. Its objective is to convert an indifferent customer into a potential purchaser. In fact, whatever strategy that advertising employs, language is the main carrier of the message.

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English: A New 'Basic Skill' of 21st Century Globalized Civil Society

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Abstract

We are living in the globalized 21st century, and the world has become a global village. English is the language of this world village. It is estimated that there would be around 2 billion users of English by the end of this decade. It is the age where interviews are being conducted on the telephone and the internet, and the Exams like IELTS and TOFEL are also being conducted online. Smartphones, tablets, I-pads and different gadgets are seen now everywhere. This paper is an attempt to throw some light on the status of English as a global language. Moreover, we shall take a review of the present status of English in India and refer to the question of how English has become a language of 'basic skills', as well as the major language of communication in today's globalized world.

Key Words: globalization, multilingualism, technological advancement, smartphones, tablets, I-pads, role of English, status of English in India.

Multilingualism and Globalization

Since this is the age of globalization, it is good to be multilingual for an individual. It always helps to explore new directions in terms of job opportunities, career advancements, and future prospects. Being students, knowing more languages is always advantageous and it may remain as a very distinct feature of one's personality and that may lead to better future prospects as well.

A story by V.Saraswathi (2004:14) explains the advantages of multilingualism.

"A little mouse woke up one morning and was about to go out of its mouse–hole when it heard noises 'thump, thump, thump, meow.' 'Hmm,' said the wise little mouse, 'Cats go meow, and cats eat mice. I had better not go out now'. So the mouse returned to its little hole. Later, our little friend was feeling very hungry, so it again started out to search for food but stopped before leaving the mouse-hole when it heard, thump, thump, thump, woof-woof '. 'Hmm,' said the mouse, 'dogs go woof-woof. Dogs do not eat mice. I will go out'.

As soon as the mouse stepped outside the mouse-hole, there was the cat. The cat grabbed our little hero and gobbled it up. After finishing its meal, the cat licked its lips and said, 'Wow, it sure is great to be multilingual!' "

Globalization and Knowledge of English

Knowledge of English is certainly beneficial to him/her in today's globalized world. The globalization has brought many changes in various fields of life and work. It has impacted languages. Now anybody can learn any language of his/her choice. Numerous courses of learning different languages are available online these days. Foreign languages like French, German, and Japanese, have been introduced at CBSE schools in India. English is one of the dominant languages in this globalized world. It has been found that English is very instrumental in contributing to the globalization, rather than what some people may say about globalization having impacted the English language. So, whatever the fact may be, whether globalization made English global, or English made globalization spread across the globe, the need of English is felt by billions of people these days.

What is Globalization?

The term 'Globalization' means - 'a kind of process of interactions and integration among the people across the nations, in terms of business, trade and commerce, policies, science and technological advancement. It is also the sharing of cultural aspects, traditions, and innovations'. (http://ifsw.org/publications/human-rights/globalisation-and-human-rights/) So languages play a very pivotal role in these interactions and integration among the people across the nations, states, religions, and races. Undoubtedly, globalization has been broadening our

understanding, thoughts, economics and many more things. It has certainly made its marks on environment, culture, political systems, economic development and well-being of humanity in societies around the world.

The Role of English in the Globalized World

The role of English is very crucial in the globalized world these days. If a person wants to establish himself as an individual in terms of his career, then he must possess a good knowledge English; he must have presentable English. Nowadays English has been acknowledged its global status as it is being used in almost all corners of the world. According to Crystal (1997:2) 'a language achieves a special genuinely global status when it develops a special role that is recognized in every country'. Since it functions as 'Lingua Franca', it occupies the role of global language. English is being extensively used in computer, technology, science, trade, commerce and communication across the nations in almost every field of life and work.

Braj Kachru (1985) describes the worldwide spread of English with the help of a model containing three circles of English speakers. He puts forth the three circles of English: the inner circle, the outer circle, and the expanding circle. According to him, the inner circle includes the countries where English is being spoken as the first language (native speakers), the only language. The outer circle includes countries and people where English is being spoken as a second language for official purposes as well as internal and international communication. The expanding circle refers to speakers who use English as a foreign language for specific purposes. Along with this, English, in most of the countries has been acknowledged a special status in their language policies. Another crucial element of English developed in some of these countries, is that they have developed their own variety of English. Moreover, those varieties are now internationally acknowledged like American English, Indian English, African English, and Australian English. All these varieties have some regional variations in terms of vocabulary, pronunciation, and usage. Thus, English has become a global Language as it has developed a special role and has been recognized in every country.

English, Globalization and Technological Advancements:

On account of globalization, we are using the wonders of technological advancement like smartphones and social sites. Moreover, globalization has also influenced our classrooms - ICT, Smartphones, blogs, social sites are extensively used in the classrooms all over the globe. The students of any corner of the world have got access to any knowledge available on the Internet and get the best use of it. Now those days have gone where knowledge used to be the monopoly of limited people. It is open to all, can be utilized by any individual at his/her convenience. It is the time when a person from any area of the world can go to another corner of the world. It is happening on account of globalization, no doubt. However, the role of English is very crucial in all these technological advancements, getting job opportunities and for the overall development. So English is now almost a new 'basic requirement' for every individual.

Nowadays, interviews are conducted by telephone and on the internet and numerous exams like IELTS, TOFEL, and such are being conducted online, and only students' listening skills and speaking skills are tested. These are changes that have come along with globalization. So, as students, teachers and researchers, we need to adopt these kinds of changes if we want to survive in today's globalized world. So if we have presentable English, then it will take us way ahead.

English in India

The place of English in India could be understood only when we consider local situations of English as well as larger national contexts. In case of local circumstances, we need to find out how English has affected millions of Indians despite social diversity. We also need to measure linguistic research through the use of English in different communities in modern India. It is also desirable to find out how English has inspired and impacted millions of people in terms of careers and job opportunities. Then we may able to get a picture of English at the national level.

English is introduced in almost every states of India now from the first Standard. Some states have made English as their official state language. Arunachal Pradesh, Meghalaya, Nagaland, and Uttarakhand have nominated English as their official state language. According to

David Graddol (2014:10) 'the story of English in India is a still-unfolding one about India's journey from British colony, through the status of being a 'developing country', to its eventual destiny as one of the world's superpowers'.

Teaching English

The status of English being a global language, has been realized in India. The teaching and learning of English is still an issue of a great concern for teachers, teacher trainers, ELT experts, and linguists. We have lots of problems in our teaching and learning process. It includes lack of proper implementation policies, shortage of teachers to implement newly started English programmes/courses at various levels, such as primary, secondary and vocational education.

A Second Language

English is the second language in India. India may be included in the Outer Circle countries (As per Braj Kachru's three circles). English needs to be assessed at its different stages in India. Nowadays there has been a mushroom like growth of English medium schools in India, in almost all the states in India. Since India is a multilingual country, there are as many scheduled languages as many states. So, we have regional medium schools all over the states in India. English has also been introduced in regional medium schools in India in almost every state at primary level. Moreover, there has also been an increase in English medium schools in almost every state in India.

Four Phases

We need to assess English in four phases: English in regional medium schools, English in English medium schools, English at semi-English medium schools or units and English in higher education, in degree and diploma classes. We may get an idea of the status of English when we take a look into all the above stated phases. For instance, Arts and commerce colleges have regional language as a medium of instruction except some English medium divisions in some of the 'A' grade cities and metropolitan cities. Science stream and Professional courses have got English as their medium of instruction. However, English medium is only just a medium but the communication happens in regional languages or Hindi. Starting English medium schools is not

only the only solution, because most of the English medium schools and colleges face the dearth of trained and efficient faculty. Though English medium schools have been established in India to a large extent, the problems of learning English have not yet been solved. So the basic question is how we can make our graduating and post graduating population gain a good knowledge of English. Usually when students come to graduate classes, they have already learned English for 10 to 15 years. However, they are still not able to communicate in English in real life situations. This is usually found to be true in the case of Arts, Commerce, and Science colleges; professional colleges may have slightly different situations. However, there is great need to change all this. Our graduating and post graduating population need to acquire English and other skills connected with it, to grab the excellent opportunities of the globalized world.

English is Now a 'New Skill'

Most of the countries have realized the importance of English, and they have already started teaching English to their young people.

According to David Graddol (2014: 10) 'English is now identified as a new basic skill that all the children need to acquire if they want to participate fully in a 21st-century civil society'. It is identified now as a new skill in countries like China, Latin America, and some Asian Countries and across Europe. Thus, English has acquired undoubtedly the status of global language today. Graddol calls our attention to the fact that 'we are fast moving into the world in which not to have English is to be marginalized and excluded'. So, the day is not so far away, that we could be marginalized if we do not know English. It has become one of our basic needs. So if a person wants to survive, rather if one wishes to be the citizen of the 21st century (whichever country he/she lives in) has to have presentable English.

Thus, English is seen as a new 'basic skill' that all the students need to get a hold of in today's globalized 21st century.

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Speech Intelligibility of Malayalam Speaking Cochlear Implant Children

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Satish Kumaraswamy

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Abstract

Cochlear implant (CI) is an electronic device that is designed to provide hearing to those with profound deafness. Part of the device is surgically implanted into the inner ear and part is worn externally. As a prosthetic device, the cochlear implant stimulates the auditory nerve directly bypassing the damaged part of the inner ear or cochlea. Many viable nerve fibers remain in the auditory nerve even in cases of profound deafness, and the cochlear implant can restore activity to this nerve and hearing pathway. That much of the speech signal is redundant explains why cochlear implant only needs to transmit a small fraction of the information that is contained in speech sounds to achieve good speech intelligibility, Susan (2011).

Studies on speech intelligibility of cochlear implant have been attempted in western countries and few studies in India have been attempted in different language like Telugu, etc. In Kerala the cochlear implantation program have made a drastic change. By providing adequate speech and language therapy after cochlear implantation will enhance the speech and measuring the speech intelligibility gives an insight of rehabilitation program in these children. No attempts have been made to study speech intelligibility in Malayalam cochlear implant children.

Three groups of listeners participated in the study. First group of listeners consisted of ten Speech Language Pathologist. Second group consisted of individual who were not experienced with hearing impaired. The third group of listeners were mothers of implanted children. The cochlear implant children were given 5 tasks to repeat familiar words, unfamiliar words, and nonsense words said by the tester, to describe a picture given and general conversation. These were recorded using PRAAT software and saved as WAV files.

Result showed that familiar persons – mothers and Speech language pathologist rated speech intelligibility better when compared to NON SLPs. Familiar topics like repletion of familiar words were rated better when compared to all other tasks.

Keywords: Cochlear implant, Malayalam speaking children, speech intelligibility.

Introduction

Speech is the fundamental communication method of human kind. It is crucial to have a good understanding of speech, not only in daily communication but also in emergency situation. The percentage of speech correctly understood is speech intelligibility. Speech intelligibility is the measure of the effectiveness of speech. The measurement is usually expressed as a percentage of a message that is understood correctly. Speech intelligibility does not imply speech quality. There are many factors affecting speech intelligibility including interference, noise, reverberation, echoes, etc.

Cochlear Implants

There are many reasons why cochlear implants are successful in providing speech intelligibility and identification of environmental sounds despite they do not replace all the function of normal cochlea. Much natural speech signals are redundant. Much of the normal processing capabilities of the ear are redundant. Much of the processing that normally occurs in the auditory nervous system is redundant. The central nervous system has an enormous ability to adapt to changing demands through expression of neural plasticity. That much of the speech signal is redundant explains why cochlear implant only needs to transmit a small fraction of the information that is contained in speech sounds to achieve good speech intelligibility, Susan (2011).

Cochlear implant (CI) is an electronic device that is designed to provide hearing to those with profound deafness. Part of the device is surgically implanted into the inner ear and part is worn externally. As a prosthetic device, the cochlear implant stimulates the auditory nerve directly bypassing the damaged part of the inner ear or cochlea. Many viable nerve fibers remain in the auditory nerve even in cases of profound deafness, and the cochlear implant can restore

activity to this nerve and hearing pathway. One of the first rehabilitation decisions that parents of the children with hearing impairment must face is whether or not to select a cochlear implant as the sensory aid of choice for their child.

Speech Intelligibility

Cochlear implant rehabilitation is a preferred choice of speech rehabilitation of hearing impaired because it allows children to use the natural aural-oral method of developing speech. Some factors that affect the outcome of language comprehension are early fitting, training duration, additional amplification, etc. All these factors indicate the success of speech intelligibility in cochlear implantation (Clark 2003).

Speech Intelligibility of Profoundly Deaf Children

Several studies have compared the speech intelligibility of profoundly deaf children before and after implantation Tobey (2011) examined speech intelligibility of children with CI using sentences and result shows that speech intelligibility was significantly higher after implantation. Osberger compared speech intelligibility in pediatric users of single channel multichannel CI and tactile aids. Materials used were sentences. Children with early – onset deafness (before 4 year) who received CI before age 10 had the highest intelligibility scores whereas children who do not receive CI until after 10 year had lowest score.

The "speech intelligibility" refers to the degree to which a speaker intended message can be recovered by other listener (Kent & Duffy, 2001)

Abijith (2010) examined post-treatment rating of speech intelligibility in cochlear implanted children. Results indicated there is a significant difference between rating done by mothers and other group for general conversation and picture description and there is a significant difference between general conversation and picture description. Hence it is concluded that there is a significant improvement in speech intelligibility after cochlear implantation.

Patil, Sindhura & Reddy (2010) examined acoustic features of speech stress fundamental frequency, duration and intensity in children using cochlear implant and compared these features with those in normal hearing. Children with cochlear implant distinctly produced sentence stress but the acoustic correlates of stress are significantly different from those produced by individual with normal hearing.

From the above review of literature it could be said that, speech intelligibility plays a crucial role in understanding once speech. Speech intelligibility of cochlear implantee will apparently make an impact on listeners.

Cochlear Implantation in Kerala for Malayalam Speaking Children

Studies on speech intelligibility of cochlear implant have been attempted in western countries and few studies in India have been attempted in different language like Telugu etc.

In Kerala the cochlear implantation program have made a drastic change. By providing adequate speech and language therapy after cochlear implantation will enhance the speech and measuring the speech intelligibility gives an insight of rehabilitation program in these children. No attempts have been made to study speech intelligibility in Malayalam cochlear implant children.

Hence the present study has been taken up to measure the speech intelligibility of Malayalam speaking cochlear implanted children

Review of Literature

Intelligibility refers to the recoverability of a speaker's linguistic message, differing from articulatory or phonological measures in that some aspects of meaning is involved. In cochlear implantation research, intelligibility range from morpheme to whole sentence, intelligibility is most often measured with rating scales (Yan 2006).

Cochlear implant is an electronic device that is designed to provide hearing to those with profound deafness. Part of the device is surgically implanted into the inner ear and part is worn

externally. As a prosthetic device, the cochlear implant stimulates the auditory nerve directly bypassing the damaged part of the inner ear or cochlea. Many viable nerve fibers remain in the auditory nerve even in cases of profound deafness, and the cochlear implant can restore activity to this nerve and hearing pathway. One of the first rehabilitation decisions that parents of the children with hearing impairment must face is whether or not to select a cochlear implant as the sensory aid of choice for their child.

Cochlear implant rehabilitation is a preferred choice of speech rehabilitation of hearing impaired because it allows children to use the natural aural-oral method of developing speech. Some factors that affect the outcome of language comprehension are early fitting, training duration, additional amplification, etc. All these factors indicate the success of speech intelligibility in cochlear implantation.

Speech intelligibility of hearing impaired individuals has long been the platform of discussion on how they should be educated. Although there may be considerable difference of opinion as to whether good speech intelligibility is in fact achieved for a given hearing impaired individual or as to how speech may best be achieved in the broad context of other educational objectives, the overall importance of oral speech intelligibility for success in the hearing world is difficult to deny. However, competent a person may be it is usually only through oral performance that is competence becomes apparent. In fact good speech intelligibility is stated goal of most of or all contemporary educational methodologies (Susan 2011).

It is generally accepted that degree of hearing loss is one of the most important factors affecting the speech intelligibility of hearing impaired children. Hudgins and number (1924). As hearing loss increases, articulation error increases and overall speech intelligibility become worse.

Western studies

Gao (2003) compared the connected speech intelligibility of children who use cochlear implants with children who have normal hearing. Results showed that for children with CI greater intelligibility associated with both increased chronological age and increased duration of

cochlear implant use. As a whole children with cochlear implant were significantly less intelligible than children with normal hearing.

Peng (2004) investigated speech intelligibility of 24 prelingually deaf pediatric cochlear implant recipients with 84 months of device experience by Each CI participant's speech sample was judged by a panel of 3 listeners. Both age at implantation and different speech coding strategies contribute to the variability of CI participant's speech intelligibility. Implantation at a younger age and use of the spectral peak speech coding strategy yielded higher intelligibility scores than implantation at an older age and the use of multipeak speech - coding strategy. These results serve for clinical applications of long term advancements in spoken language development are considered for pediatric CI recipients.

Musselman (1990) studied the relationship between hearing loss and speech intelligibility was investigated in a sample of 121 young deaf children. Significant independent effects were associated with the unaided hearing threshold level (HTL), but not with the aided HTL or with shape. Further analysis of the data suggested the existence of 3 distinct groups. Most children with losses of 70-89 dB developed some intelligible speech and unaided HTL had additional predictive validity. Between 90 and 104 dB, considerable variability occurred, and the aided HTL had additional predictive validity. Above 105 dB, few children developed any intelligible speech.

Osberger (1994) studied the speech intelligibility of 18 children with pre lingual deafness using cochlear implants for an average of 3 year. The average speech intelligibility score of 9 children using oral communication was significantly higher than that of 9 children using total communication.

Nikolopoulos (2009) assessed the influence of age at implantation on speech perception and speech intelligibility following pediatric cochlear implantation. Age at implantation positively correlated with pre implantation assessment performance and with most of the outcome measures up to 24 months following implantation. However, at the 3 and 4 year intervals following implantation, age at implantation was found to be a strong negative predictor

of all the outcomes studied. The result of the present study provide strong evidence that pre lingually deaf children should receive implants as early as possible to facilitate the later development of speech perception skills and speech intelligibility and thus maximize the health gain from the intervention. However, because of the wide variation in individual outcomes, age alone should not be used as a criterion to decide implant candidacy.

Osberger, Maso & Sam (2010) Speech intelligibility was measured in 31 children who used the single-channel implant (n=12), the Nucleus 22-Channel Cochlear Implant System (n=15), or the Tactile aid and two-channel vibro tactile aid (n=4). The subjects were divided into subgroups based on age at onset of deafness. The speech intelligibility of the experimental subjects was compared to that of children who were profoundly hearing impaired who used conventional hearing aids (n=12) or no sensory aid (n=2). The subjects with early onset of deafness who received their single- or multichannel cochlear implant before age 10 demonstrated the highest speech intelligibility, whereas subjects who did not receive their device until after age 10 had the poorest speech intelligibility. There was no obvious difference in the speech intelligibility scores of these subjects as a function of type of device (implant or tactile aid). On the average, the post implant or tactile aid speech intelligibility of the subjects with early onset of deafness was similar to that of hearing aid users with hearing levels between 100 and 110 dB HL and limited hearing in the high frequencies. The speech intelligibility of subjects with late onset of deafness showed marked deterioration after the onset of deafness with relatively large improvements by most subjects after they received a single- or multichannel implant. The one subject with late onset of deafness who used a tactile aid showed no improvement in speech intelligibility.

Allen & Nikolopoulos (2008) evaluated the long-term speech intelligibility of young deaf children after cochlear implantation. All children were congenitally deaf before 3 years of age. They each received a Nucleus multichannel cochlear implant before the age of 7 years. 44 subjects were evaluated up to 5 years after cochlear implantation. Cochlear implantation followed by an intensive program of local and center-based assessment and rehabilitation was performed. A speech intelligibility rating scale evaluated the spontaneous speech of each child before and at yearly intervals for 5 years after implantation. Result concluded that after cochlear implantation, the difference between the speech intelligibility ratings increased significantly each year for 4 years. For the first 2 years, the average rating remained "unintelligible speech At the 4-

year 85% of children had some intelligible connected speech. This improvement continued, and at the 5-year.

George, Judith & Olivier (2013) study aimed to evaluate the long-term speech perception and speech intelligibility of congenitally and pre lingually deaf children after cochlear implantation. They each received a nucleus multichannel cochlear implant before they were 10 years old. Perception is evaluated using the Test for the Evaluation of Voice Perception and Production (TEPP) and concerns closed- and open-set word and sentence perception without lip-reading. The intelligibility is classified according to the Speech Intelligibility Rating (SIR). The evaluations have been made every 3 months for 1 year, then at 18 months, 2 years, 3 years and 5 years after the cochlear implantation. Result revealed, congenitally and pre lingually deaf children who receive cochlear implant before the age of 10 years develop speech perception and speech intelligibility abilities. The closed-set perception progresses quickly and seems to reaching a plateau at 5 years post implantation. The improvement of open-sentence perception is not significant until the first year post implantation. The speech intelligibility improves regularly the five first year post implantation.

Indian Studies

Abijith (2008) examined post treatment rating of speech intelligibility in cochlear implanted children. Results indicated there is a significant difference between rating done by mothers and other group for general conversation and picture description and there is a significant difference between general conversation and picture description. Hence it is concluded that there is a significant improvement in speech intelligibility after cochlear implantation.

Patil, Sindhura & Reddy (2010) examined acoustic features of speech stress fundamental frequency, duration and intensity in children using cochlear implant and compared these features with those in normal hearing. Children with cochlear implant distinctly produced sentence stress but the acoustic correlates of stress are significantly different from those produced by individual with normal hearing.

Kameswaran (2006) conducted assessment of outcomes of cochlear implantation taking into account various scoring system like Category of Auditory Performance (CAP) and Speech Intelligibility Rating (SIR). There is a significant improvement in auditory performance and speech intelligibility in the first few years after implantation

Sindhu (2011) compared the communication development in children who receive cochlear implant before the age of 12 months and 12 to 24 months. Result showed that mean rates of receptive (1.12) and expressive (1.01) language growth of children receiving implants before the age of 12 months were significantly greater than the rates achieved by children receiving implants between 12 and 24 months matched growth rates achieved by normal hearing children.

Shashikanth & Kumaraswamy (2009) studied speech intelligibility of 23 cochlear implant children and result shows that speech intelligibility is better for familiar words and poorer for conversation. And also speech was more intelligible for speech language pathologist.

Need of the Study

From the above review of literature it could be said that, speech intelligibility plays a crucial role in understanding once speech. Speech intelligibility of cochlear implantee will apparently make an impact on listeners.

Studies on speech intelligibility of cochlear implant have been attempted in western countries and few studies in India have been attempted in different language like Telugu etc.

In Kerala the cochlear implantation program have made a drastic change. By providing adequate speech and language therapy after cochlear implantation will enhance the speech and measuring the speech intelligibility gives an insight of rehabilitation program in these children. No attempts have been made to study speech intelligibility in Malayalam cochlear implant children.

Hence the present study has been taken up to measure the speech intelligibility of Malayalam speaking cochlear implanted children

Aim of the Study

The aim of the present study is two folded,

1. To compare the speech intelligibility rating of cochlear implant individuals for 5 different task, familiar words, unfamiliar words, nonsense words, picture description and general conversation.
2. To compare speech intelligibility rating of cochlear implant children between 3 group SLP, Non- SLP, and mother of cochlear implant children

Methodology

The aim of the present study was to compare the speech intelligibility rating of cochlear implant individuals for 5 different task, i.e., familiar words, unfamiliar words, nonsense words, picture description and general conversation and to compare speech intelligibility rating of cochlear implant children between 3 group Speech Language Pathologist (SLP), Non- Speech Language Pathologist (Non SLP), and mother of cochlear implant children

Subject Selection Criteria

Ten cochlear implanted children whose pure tone average was above 90dB before surgery and who have undergone surgery before 2 year.

Three group of listeners participated in the study. First group of listeners consisted of ten Speech Language Pathologist. Second group consisted of individual who were not experienced with hearing impaired. The third group of listeners were mothers of implanted children.

Procedure

The cochlear implant children were given 5 tasks to repeat familiar words, unfamiliar words, and nonsense words said by the tester, to describe a picture given and general conversation. These were recorded using PRAAT software and saved as WAV files.

Recording

The recording was done using PRAAT software (version5.1.3.7). A constant mic to mouth distance of 15 cm was maintained. All the recording lasted 10 min for 5 different tasks.

1. **Familiar words**: this task included few familiar words which should be repeated after clinician. The recording was done for 2 minutes.
2. **Unfamiliar words**: This task included few non familiar words which should be repeated after clinician. The recording was done for 2 minutes.
3. **Non sense words**: this task included few nonsense words which should be repeated after clinician. The recording was done for 2 minutes.
4. **Picture description**: This include child describing the pictures shown by clinician. The recording was done for 2 minutes.
5. **General conversation**: this task include conversation of the child with clinician for 2 minutes

Analysis

Three group of listeners participated in the study. The first group of listeners participated in the study consist of 10 speech language pathologist with same educational background of masters in speech and hearing. Second group consist of individuals who are not experienced participated in the study.

All participants hearing sensitivities are in normal limits. Speech samples collected from cochlear implanted children was given to listeners for intelligibility rating. A 5 point rating scale was used where 1 indicates complete intelligibility and 5 indicates complete unintelligible

Result and Discussion

The aim of the present study was two folded to compare the speech intelligibility rating of cochlear implant individuals for 5 different task, familiar words, unfamiliar words, nonsense words, picture description and general conversation and to compare speech intelligibility rating of cochlear implant children between 3 groups: SLP, Non- SLP, and mother of cochlear implant children.

The obtained data was analyzed statistically and results are discussed below.

Familiar Words

	N	Minimum	Maximum	Mean	Std. Deviation	Median	Mean (%)	Kruskal Wallis test value	P value
SLP	10	11	19	12.90	2.283	12.00	25.80		
Mothers	10	21	30	25.00	2.582	25.00	50.00	22.852	.000 HS
Non SLP	10	24	42	31.40	6.022	30.50	62.80		

Table 1: Showing the mean, standard deviation and significant value for familiar words among SLP mothers and NON SLP

Figure 1: showing the rating of SLP mothers and NON SLPs for familiar words.

From the above table 1 and figure 1 it can be seen that, the SLP rated the speech intelligibility better with mean of 12.90 whereas mothers rated second best with the mean of 25.00 followed by NON SLP rated the speech intelligibility very poorly with the mean of 31.40. It may be noted on a 5 point clinical judgment scale of speech intelligibility, which was converted to percentage for better calculation and the comparison between three groups for their rating for familiar words shows highly significant difference (p =.000).

Unfamiliar Words

Unfamiliar	N	Minimum	Maximum	Mean	Std. Deviation	Median	Mean (%)	Kruskal wallis test value	P value
SLP	10	19	22	20.80	.919	21.00	41.60		
Mothers	10	18	29	23.30	3.713	22.50	46.60	17.275	0.00 HS
Non SLP	10	24	33	28.10	2.961	29.00	56.20		

Table 2: showing the mean, standard deviation and significant value for unfamiliar words among SLP Mothers and NON SLPs
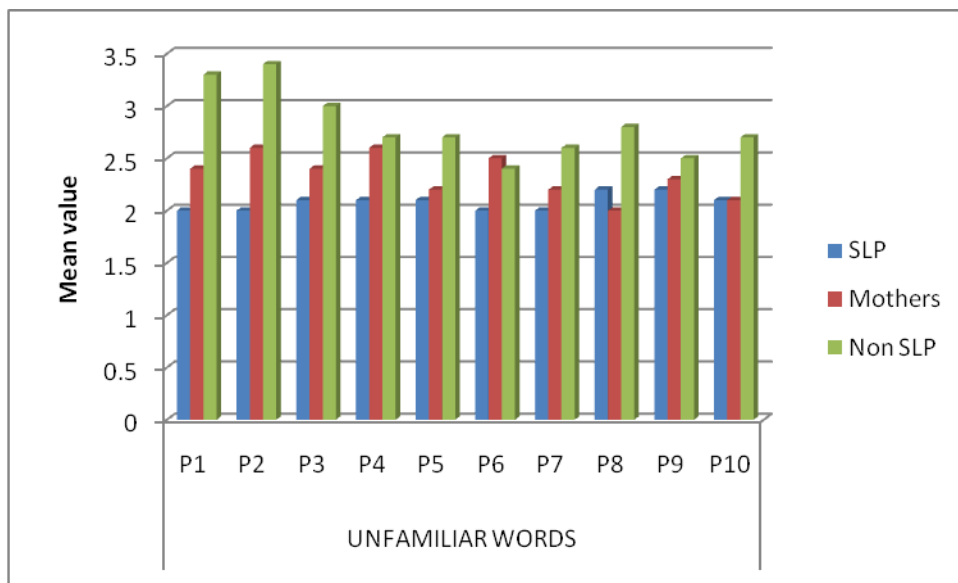
Figure 2 : showing the ratings of SLP, mothers and NON SLPs for unfamiliar words.

From the above table 2 and figure 2 it can be seen that the SLP rated the speech intelligibility better with mean of 20.80 whereas mothers rated second best with the mean of 23.30 followed by NON SLP rated the speech intelligibility very poorly with the mean of 28.10. It may be noted on a 5 point clinical judgment scale of speech intelligibility, which was converted to percentage for better calculation and the comparison between three groups for their rating for unfamiliar words shows highly significant difference. (p = .000)

Nonsense Words

Nonsense words	N	Minimum	Maximum	Mean	Std. Deviation	Median	Mean (%)	Kruskal wallis test value	P value
SLP	10	22	27	25.00	1.764	25.50	50.00		
Mothers	10	24	32	28.60	2.319	28.50	57.20	23.836	.000 HS
Non SLP	10	36	40	37.90	1.729	37.50	75.80		

Table 3: showing the mean, standard deviation and significant for nonsense words among SLP Mothers and NON SLPs
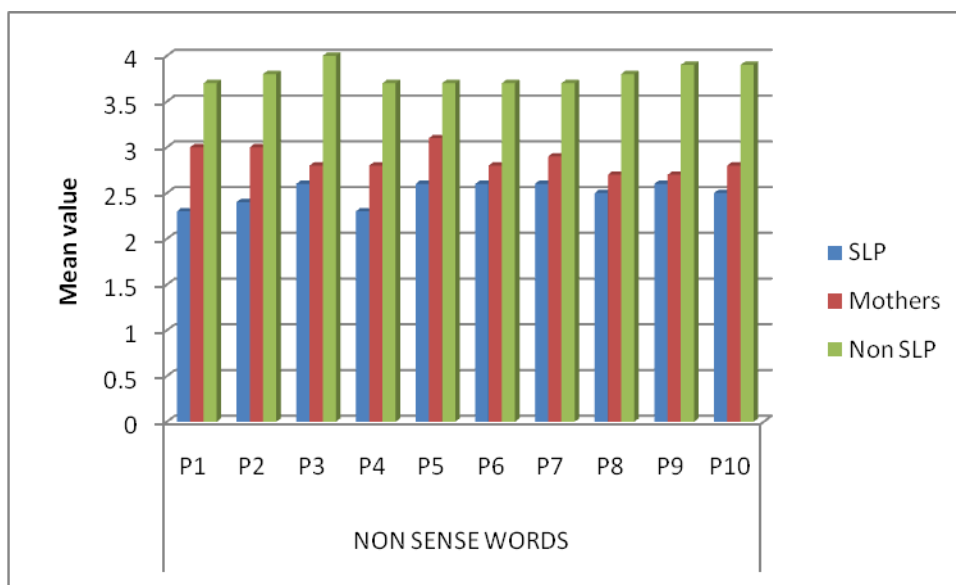
Figure 3: showing the ratings of SLP mothers and NON SLPs for nonsense words.

From the above table 3 and figure 3 it can been seen that the SLP rated the speech intelligibility better with mean of 25.00 whereas mothers rated second best with the mean of 28.60 followed by NON SLP rated the speech intelligibility very poorly with the mean of 37.90. It may be noted on a 5 point clinical judgment scale of speech intelligibility, which was converted to percentage for better calculation and the comparison between three groups for their rating for nonsense words shows highly significant difference (p = .000)

Picture Description

Picture description	N	Minimum	Maximum	Mean	Std. Deviation	Median	Mean (%)	Kruskal wallis test value	P Value
SLP	10	24	34	27.70	2.908	28.00	55.40		
Mothers	10	34	43	38.80	2.781	38.50	77.60	23.807	.000 HS
Non SLP	10	42	44	42.60	.699	42.50	85.20		

Table 4: showing the mean, standard deviation and significant value for picture description among SLP Mothers and NON SLPs.
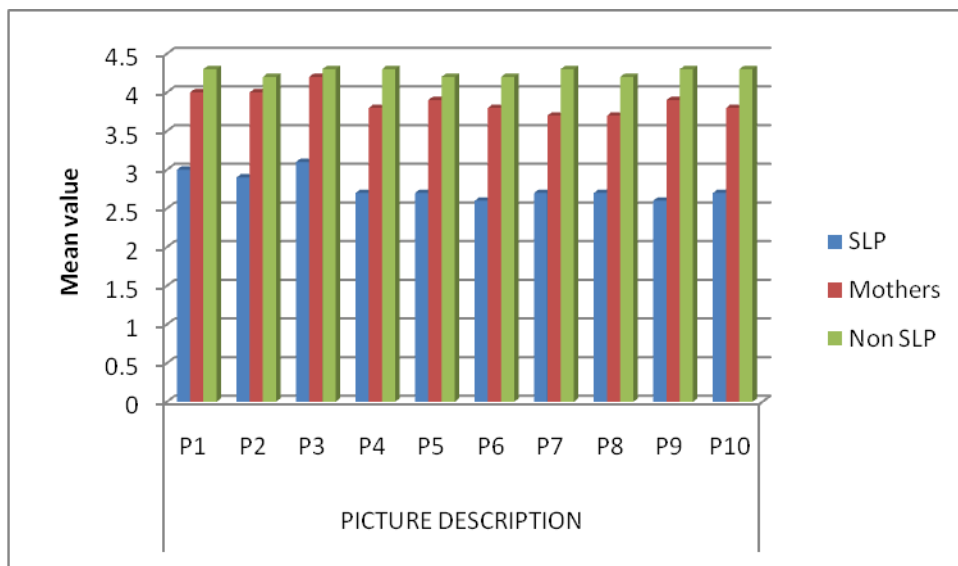
Figure 4: showing the rating of SLP mothers and NON SLPs for picture description.

From the above table 4 and figure 4 it can be seen that the SLP rated the speech intelligibility better with mean of 27.70 whereas mothers rated second best with the mean of 38.80 followed by NON SLP rated the speech intelligibility very poorly with the mean of 42.60. It may be noted on a 5 point clinical judgment scale of speech intelligibility, which was converted to percentage for better calculation and the comparison between three groups for their rating for picture description, shows highly significant difference between ratings in all three groups for picture description

General Conversation

	N	Minimum	Maximum	Mean	Std. Deviation	Median	Mean (%)	Kruskal wallis test value	P value
SLP	10	32	41	35.40	2.547	35.00	70.80		
Mothers	10	35	43	38.70	2.111	39.00	77.40	22.713	.000 HS
Non SLP	10	44	50	47.10	2.183	47.00	94.20		

Table 5: showing the mean standard deviation and significant value for general conversation among SLP Mothers and NON SLPs.
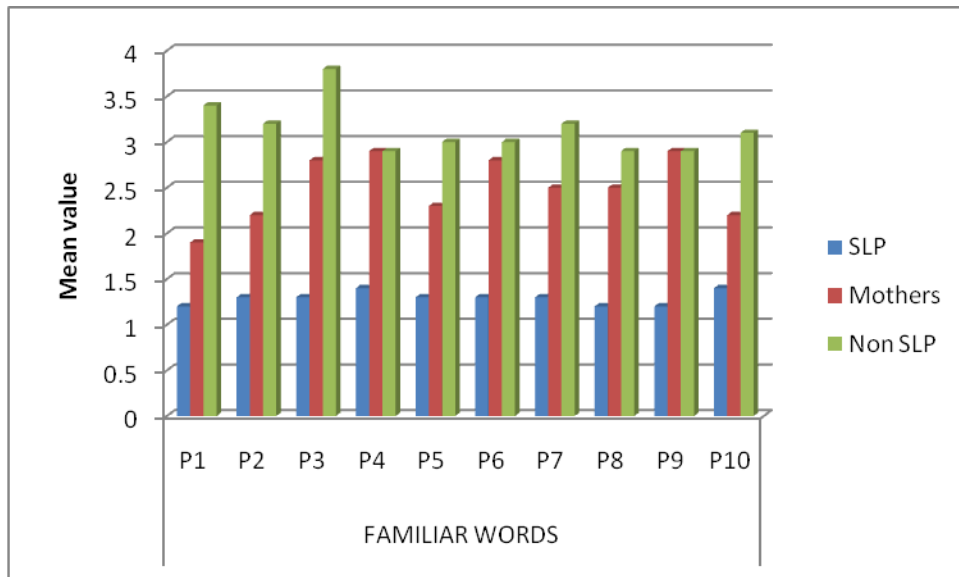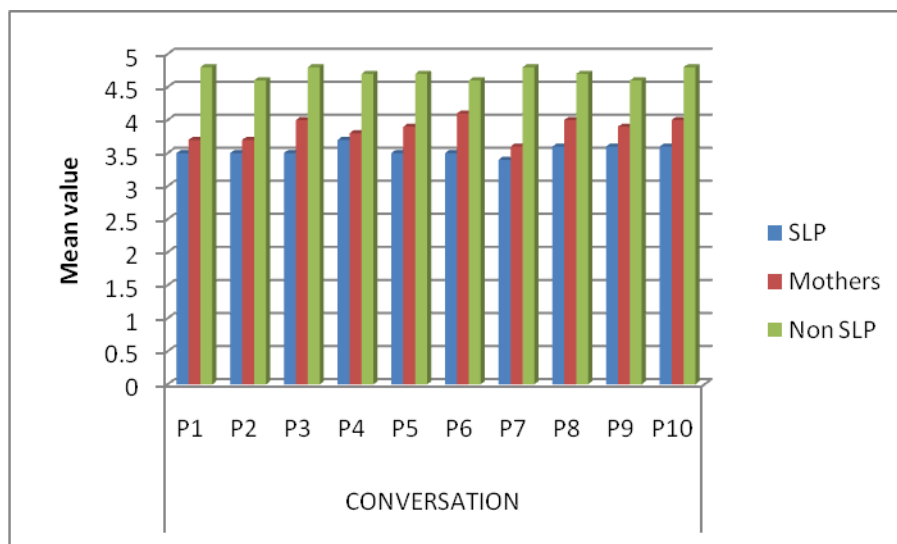

Figure 5: showing the rating of SLP mothers and NON SLPs for general conversation.

From the above table 5 and figure 5 it can be seen that the SLP rated the speech intelligibility better with mean of 35.40 whereas mothers rated second best with the mean of 38.70 followed by NON SLP rated the speech intelligibility very poorly with the mean of 47.10. It may be noted on a 5 point clinical judgment scale of speech intelligibility, which was converted to percentage for better calculation and the comparison between three groups for their rating for general conversation, shows highly significant difference. (p =.000)

Results in this section shows that there is a significant difference between the speech intelligibility rating between SLPs and Mothers. The SLP have rated better when compared with mothers the reason which attributed is that since the SLP are having more experienced in assessing hearing impaired speech. One more reason is that this could be due to the over expectations of the mother regarding the child's speech. The NON SLP have rated the speech intelligibility poorer compared to SLPs and mothers since the NON SLPs are not experienced with the disordered speech.

Speech Language Pathologist

SLP	N	Minimum	Maximum	Mean	Std. Deviation	Median	Mean (%)	Kruskal wallis test value	P value
Familiar words	10	11	19	12.90	2.283	12.00	25.80		
Unfamiliar words	10	19	22	20.80	.919	21.00	41.60		
Non sense words	10	22	27	25.00	1.764	25.50	50.00		.000
Picture description	10	24	34	27.70	2.908	28.00	55.40	45.361	HS
Conversation	10	32	41	35.40	2.547	35.00	70.80		

Table 6: showing the mean standard deviation and significant value of different task among SLP
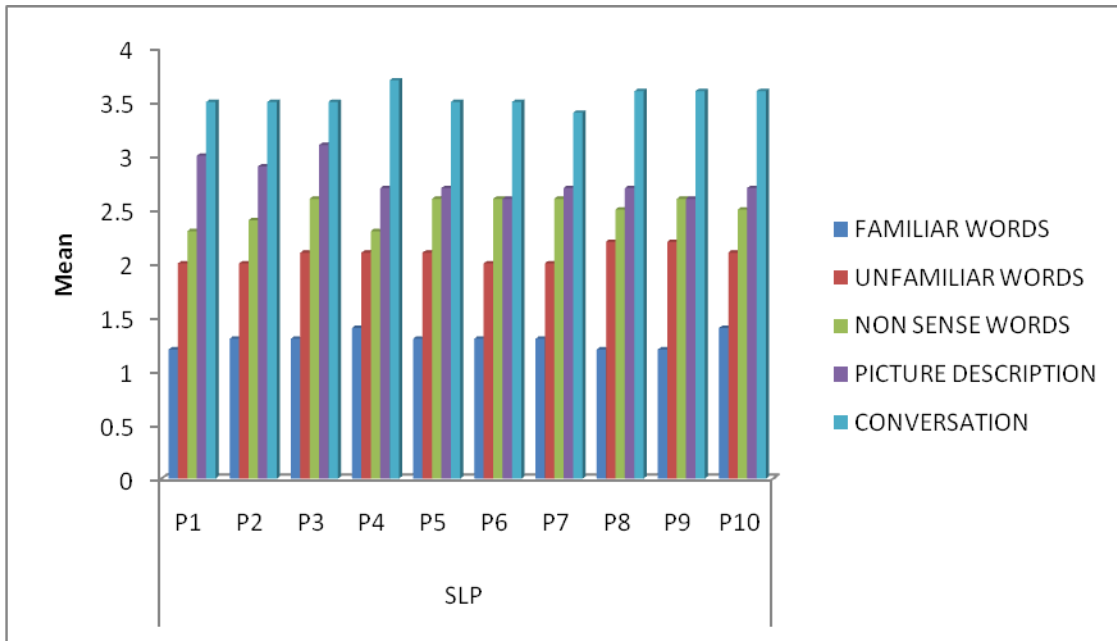
Figure 6: showing the rating of SLP for all tasks (Familiar words, unfamiliar words, nonsense words picture description and conversation)

From the above table 6 and figure 6 it can be seen that speech intelligibility rating for 5 different task (familiar words, unfamiliar words, nonsense words, picture description and general conversation), where SLP scores was better for familiar words and intelligibility scores observed to reduce for following hierarchy, unfamiliar words, nonsense words, picture description and general conversation. The speech intelligibility is better in familiar words for SLP with mean 12.90and poorer in general conversation with a mean of 35.40. It is noted that on the 5 point clinical judgment scale of speech intelligibility, it converted to percentage for better calculation and the comparison of between 5 different task with SLP shows very high significant difference (p = .000)

Mothers

Mothers	N	Minimum	Maximum	Mean	Std. Deviation	Median	Mean (%)	Kruskal wallis test value	P value
Familiar words	10	21	30	25.00	2.582	25.00	50.00		
Unfamiliar words	10	18	29	23.30	3.713	22.50	46.60		
Non sense words	10	24	32	28.60	2.319	28.50	57.20	39.733	.000 HS
Picture description	10	34	43	38.80	2.781	38.50	77.60		
Conversation	10	35	43	38.70	2.111	39.00	77.40		

Table 7: showing the mean standard deviation and significant value of different task among Mothers
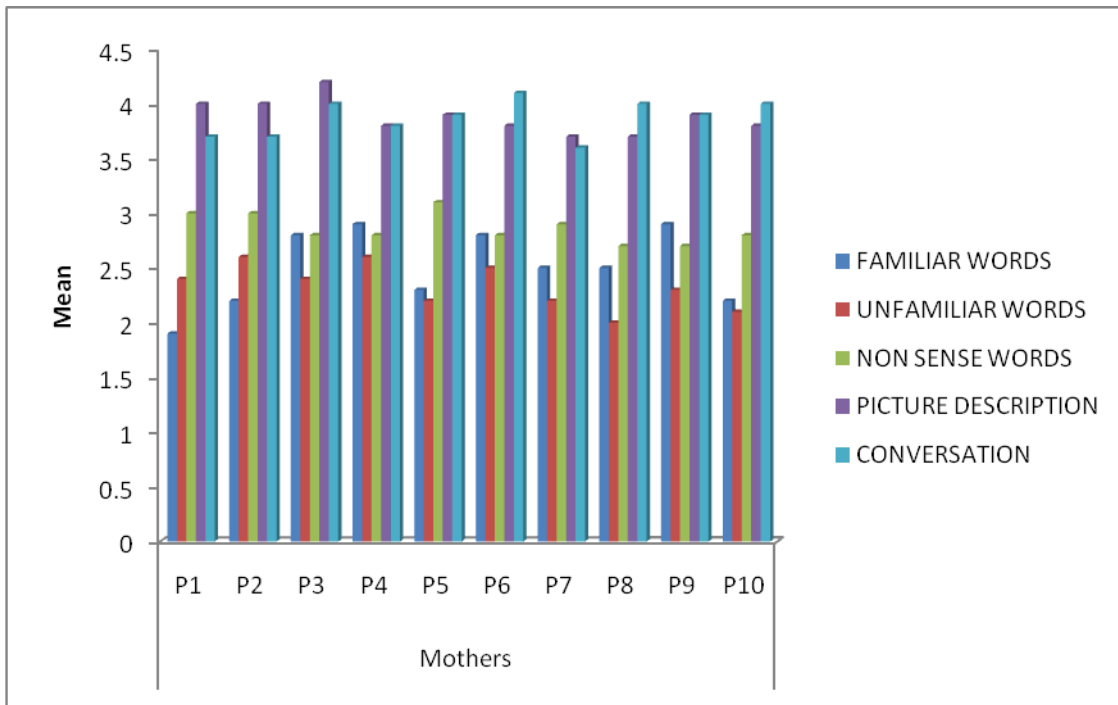
Figure 7: showing the rating of Mothers for all tasks

From the above table 7 and figure 7 that describes the rating of speech intelligibility rating between 5 different task with Mothers the scores of speech intelligibility was better for familiar words and intelligibility scores observed to reduce for following hierarchy, unfamiliar words, nonsense words, picture description and general conversation. The speech intelligibility is better in familiar words for mothers with mean 25.00 and poorer in general conversation with a mean of 38.70. It is noted that on the 5 point clinical judgment scale of speech intelligibility, it converted to percentage for better calculation higher the score poorer the rating of speech intelligibility and the comparison of between 5 different tasks with mothers shows very high significant difference.

Non-SLP

	N	Minimum	Maximum	Mean	Std. Deviation	Median	Mean (%)	Kruskal wallis test value	P value
Familiar words	10	24	42	31.40	6.022	30.50	62.80		
Unfamiliar words	10	24	33	28.10	2.961	29.00	56.20		
Non sense words	10	36	40	37.90	1.729	37.50	75.80	42.582	.000 HS
Picture description	10	42	44	42.60	.699	42.50	85.20		
Conversation	10	44	50	47.10	2.183	47.00	94.20		

Table 8: showing the mean standard deviation and significant value of different task among NON SLPs
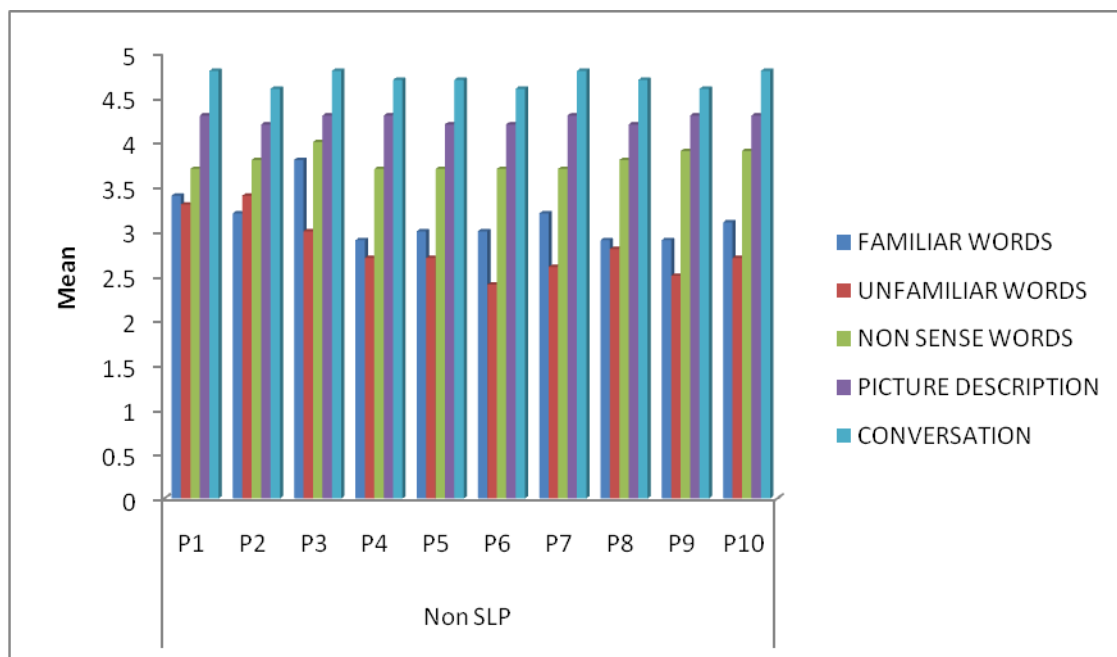
Figure 8: showing rating of NON SLPs for all tasks

From the above table and figure describes the rating of speech intelligibility rating between 5 different task (familiar words, unfamiliar words, nonsense words, picture description and general conversation) with NONSLPs the scores of speech intelligibility was better for familiar words and intelligibility scores observed to reduce for following hierarchy, unfamiliar words, nonsense words, picture description and general conversation. The speech intelligibility is better in familiar words for NONSLPs with mean 31.40 and poorer in general conversation with a mean of 47.10. It is noted that on the 5 point clinical judgment scale of speech intelligibility, it converted to percentage for better calculation and the comparison of between 5 different task with mothers shows high significant difference (p=.000)

Discussion

The five different tasks were rated by Speech Language Pathologist Non speech language pathologist and mothers using 5 point scale and the obtained data was statistically analyzed and result indicated that familiar words was rated better followed by unfamiliar words, nonsense words, picture description and general conversation and yielded significant difference. Speech language pathologist rated better followed by mothers and non speech language pathologist with high significant difference.

Speech language pathologist rated better because they are professionally trained and have vast knowledge about cochlear implantee speech. As mothers had high expectations speech intelligibility rating was poorer compared to that of Speech language pathologist. Non Speech language pathologist rated poor score as they were lacking knowledge of the field speech and hearing

The present study is in accordance with Shashikanth and Kumaraswamy(2009) who studied speech intelligibility in 23 cochlear implanted children showed that speech intelligibility is better for familiar words and poorer for conversation. And also speech was more intelligible for speech language pathologist when compared with mothers and Non SLP.

Summary and Conclusion

The present study aimed at evaluating the outcome after the cochlear implant surgery through rating the speech intelligibility by 3 different groups of listeners ie; SLP, NON SLP and mothers of the implanted children using 5 different task(familiar words, unfamiliar words, non sense words, picture description, and general conversation)

Ten cochlear implanted children who were implanted before the age of 3 years and having a device experience of more than 3 years were selected as subjects. All the subjects had a pre surgical hearing threshold above 90 dB and were attending auditory training.

The speech samples were recorded for 10 minutes which was divided into five different tasks in a sound treated room using PRAAT software (version 5.1.37) and were saved as WAV files: familiar words, Unfamiliar words, Nonsense words, Picture description, General conversation.

Three group of evaluators 5 SLP, 5 NON SLP, 5 Mothers of cochlear implanted child - rated the speech samples on a 5 point intelligibility rating scale. They were asked to rate separately for the five tasks. The data has been subjected to relevant for statistical analysis.

Result showed that familiar persons – mothers and Speech language pathologist rated speech intelligibility better when compared to NON SLPs. Familiar topics like repletion of familiar words were rated better when compared to all other tasks.

This indicates that general public, mostly unfamiliar listeners may not be finding the intelligibility of speech in cochlear implanted children easy to understand. We need larger studies in different cultural context to validate. The smaller number of subjects and the number of trails provided to listeners can be increased in future studies.

Limitation of the Study

- The number of participants for the study was less
- The material used was less

Future Directions

- Video recording of the responses of cochlear implant children can be used for better rating.
- The number of task can be increased
- The number of participants can be increased
- Duration of cochlear implant usage can be taken to consideration
- Different language of cochlear implant children can be used in the study

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A Semantic, Syntactic, Grammatical and Cultural Description of Urdu Idiomatic Phrases

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Abstract

The nature of this think-piece is the investigation into the semantic, syntactic, grammatical and cultural unraveling of Urdu idiomatic phrases. For this object the researchers selected eighty idiomatic expressions from the Urdu language by following data driven approach. The data was analyzed qualitatively and presented in tables. The outcomes gathered from the data analysis indicated that Urdu idioms from the viewpoint of their semantics may be complex, semi-complex and translucent. As regards their syntactic structure, most of the idioms follow: noun + noun, noun + verb and noun + adjective structural pattern. In so far as the grammatical description of Urdu idioms is concerned, they can be verbal, adverbial, adjectival and nominal. A number of Urdu idiomatic expressions are cultural specific and they can only be used and comprehended by parties of shared cultural values.

Key Words: semantic, syntactic, cultural, grammatical, constituent, figurative, collocation.

Introduction

Idiomatic lexis and terminology transpire most recurrently in Urdu. This study carries the contribution and involvement of the depiction of Urdu idioms and their semantic, syntactic, cultural, grammatical traits to facilitate and govern their use and their configuration in the Urdu language. In a lexicon, idioms co-operate and participate to perform a dominant and noteworthy position. Idiomatic expressions and their description are not considered a new-fangled and innovative phenomenon across the languages. Hockett (1958) and Malikiel's (1959) contribution and input about the doctoral thesis and binomials were exceedingly advantageous towards idiomaticity. Alexander (1984, 1987), McCarthy (1992), and finally Moon (1998) highlighted a

wide range of angles and perspectives of idioms and their authenticity and genuineness in the Urdu language. Systematically, words take place together in a shape of cluster. Collocational patterning is viewed in words. Because of collocational ties, the consequential cluster looks regular and simple in its structure accordingly. Words offer an impression of unaccompanied entity which performs the function of single lexeme having a particular significance of meaning. Because of such accomplishments and undertakings, these lexemes are categorized into "Multiword Units". Several types of such units are viewed. Along with these varieties, idioms are merely a solitary component of them.

Dubrovin (1995) discovers a novel and latest term specifically for idioms namely "phraseological units". Additionally he defines that the meaning doesn't depend upon its other components. Curry (1994) also elaborates his standpoint that units already have a meaning when we allot a latest meaning to a group of words. Moon (1998) delineates that idiomaticity can be segregated into three parts: idioms are (a) non-compositional expressions (b) typically institutionalized (c) lexico-grammatically predetermined and fixed. He further promotes his arguments that idiom expressions are fundamentally institutionalized. Idioms are a cluster of words that recommend an alternative and variant meaning when we occupy them jointly and consecutively. While enhancing his inspection, he says that typically idioms are utilized unceremoniously in verbal communication to transmit dissimilar concepts and expressions in a particular way which we cannot articulate in a single unit. Likewise, all these subclasses demonstrate the syntactic, semantic and pragmatic configuration of idioms. Providentially, the notion of semantic constituent is used non-circularly. Dominantly, two things are worthwhile to reveal: (1) it must be a minimal semantic chunk (2) it must be comprised of lexical constituents but more than one as well as it is requisite to be multifarious lexically.

Traits of Idioms

Under this perception, each and every idiom is principally measured as an elementary lexical entity. Amazingly, idioms include a bunch of vocabulary which can demonstrate an internal consistency and cohesion. For example, both disruption and ordering of parts are not permitted in them. Semantically, the restriction regarding syntactic potential and prospective is

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aggravated and provoked in idioms. Phenomenally, some outstanding and leading features of idioms are viewed.

First, inexplicably, meaning of an idiom is defined as an intricate phenomenon. Additionally, it is believed with the intention that meaning of an idiom is a multifaceted and complex observable actuality because straightforward composition in meaning doesn't exist. For instance, *behti ganga main hath dhona* (to wash hands in a running stream). Now captivatingly, it has nothing to do with *Behti Ganga (running stream)* and *Hath Dhona (to wash hands)*. Successively, the non-compositionality into compositional process is involved when its meaning is recognized.

Second, substitutability is severely avoided in idioms. Even an interconnected and correlated utterance cannot be substituted in idioms. For instance, it doesn't confer an appropriate impression when we say that *behty dariyaa main hath dhona*. Although both *Ganga* (stream) and *Dariyaa* (river) are semantically synonyms, we can't make a substitution. As a result, we are not allowed to replace and exchange words in phrases already presented.

Third, neither can we apply a syntactic transformation nor do we modify any idiomatic phrase. For instance, *neeli ganga main hath dhona*. *Neeli* (blue) *ganga main hath dhona* has no relativity with 'Make hay while the sun shines'. Some of the idioms do not afford any internal variation and discrepancy because the internal structure and construction of idiomatic phrases are chiefly fixed. Somehow, the scale of internal variability is allocated in them but variable figure of elements is hypothesized to be mandatory.

Fourth, Grant and Bauer (2004) are of the view that the degree of recognition in idiomatic phrases is called institutionalization. The peculiar Noun Phrases (NPs), Adjective Phrases (APs), and Adverbial phrases (AdvPs) only come into contact when a community has the same speech. Cultural roots can be observed in idioms which are only understood for those societies that have shared and collective knowledge of cultural values at large.

Phrasal versus Lexical Idioms

On syntactic justification, an unambiguous and comprehensive distinction can be observed between two dominant and prevailing types: (I) lexical idioms (ii) phrase idioms. Syntactically, the former is the lowest grammatical category while the latter is quite opposite to a convinced extent. In this regard, the chunks *Behti ganga main hath Dhona* (make hay while the sun shines) or *Panchon ghee main* (his bread is buttered on both sides) are the innovative and original phrase idioms. Further tests can be viewed to assess whether the constituents can be alienated as we do in scrambling of sentences. For instance, can we split the chunks in *Chrag taley Andhera* (Nearer the church farther from God)? Is it containing the equivalent and identical meaning which may be reminiscent of the original utterance approximately? Unquestionably, it is impracticable and impossible to rotate. Indisputably and unquestionably, idioms cannot be utilized for grammatical patterns.

A few less compelling cases are organized and structured for tests in order to emphasize on the fact that idioms cannot be "fully formed" and produced syntactically. For instance, *Asman sey gira khajor main atka* (out of the frying pan into the fire) in fact seems to be an imperative sentence. Can we say *falak seey gir kar khajor main atk gaya*? Occasionally, meaning is lost when alteration appears in the structural units. One more test can be that either literal counterpart occurs more repeatedly and more frequently than idioms in text. But it is not necessarily the case in *Dil ko dil sey rah hoti ha* (love begets love) and *Do or do char hoty han* (two and two make four). Immediately, the non-native speaker will have to face complication and obscurity in the detection of anticipated meaning which underlies in majority of idioms.

Figurative Use of Idioms

Traditionally, idioms are defined as an impression whose fundamental meaning is not dependent upon its rest components, because meaning can never be inferred from its other parts (Cruse, 1986). Straightforwardly, this definition carries the concept of "circularity". Does it give the idea that the meaning cannot be inferred from the meaning that the parts hold in that expression to facilitate it? The meaning of an idiom is not accounted for performing a "compositional function". But specifically and precisely, the idiom expressions are required to be

chosen with full care. Consequently, we are in a position to discover a patent and lucid distinction between idiomatic and non-idiomatic expression. Likewise, this circularity is unadorned and natural now to grasp this definition.

Appropriately, tests can be applied before determining an idiom: (a) is it obscure (b) poetical (c) unchangeable. Literally, idioms cannot translate the precise and exact meaning and for that reason they are measured as unintelligible and obscure to an immense extent. For instance, *Babur Sher* (great lion) and *Kaali Billi* (black cat) are Urdu phrases not idioms because they can be translated merely by their superficiality and fineness of phrases. Actually, idioms are poetic and thus they have full preference and significance in Urdu. In addition, aphorisms and proverbs are not categorized into idiom domain. Several instances of slangs, euphemisms, colloquialisms, allusion, analogies, jargon, allegories, metaphors, and similes as well as a few other figures of speech are included in it. As a result, they don't avoid the actual and exact meaning of a phrase if we change a single word. For instance, "Huge fragments valuated like rebounding hale" to "rebounding hale like huge fragments valuated" which makes the meaning incorrect, because it isn't an idiom. But only a minor change in order can seriously disturb the actual order of meaning. Significantly, the meaning remains intact.

Grant and Bauer (2004, p.51) tried to lengthen and sustain a crystal-clear dissimilarity between idioms and figurative expressions. They further detailed their perception that although both have frequent subtypes of multi word units which are deemed as non- compositional, yet divergence and discrepancy are inevitable to sketch. While constructing a comprehensive comparison, they argue that figurative language is compositionally recognized as untrue which involves an interpretational process to make a contact with the actual and intended truth pragmatically. *(She is a small sparrow in a big forest)* but contrary idioms cannot behave like this usually. *(It is a yellow parrot)*.

Figurative language cannot get to the exact meaning. Generally it has no capacity to catch it in the right way e.g. She's switched off the cell phone= she's no longer on cell phone= she's not taking a step in a restricted way and most commonly used idioms cannot pursue such a

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pattern. Characteristically, it is not appropriate to determine the accurateness of meaning without both: (a) Non-linguistic (b) historical knowledge. Minutely, it seems relatively unfeasible and impractical in a certain context.

In brief, there are a number of idioms which cannot be interpreted but evidently their meaning can absolutely be guessed. Unquestionably and undeniably, figurative expressions can make a good judgment of sense by means of compositional meaning.

Methodology

The present study is a qualitative investigation to unravel Urdu idiomatic phrases with their semantic, syntactic, grammatical and cultural description. For the attainment of this object the researchers selected 80 idiomatic phrases from the Urdu language and analyzed their semantic properties such as their being intricate, less intricate, translucent, their syntactic structure which is followed by majority of Urdu idioms such as noun followed by noun, verb followed by noun, adjective followed by noun, their grammatical structure such as verbal, adverbial, adjectival and nominal idioms and their cultural specific characteristics. The data analyzed and presented in tables are not pre-set rather they are data driven.

Data Analysis and Discussion

As far as idioms are concerned, Urdu language is very rich in this regard. Though idioms are not used recurrently by the users of any language and Urdu is no exception in this; it does not follow that they are not referred to in case of text and speech production. Urdu idiomatic phrases can be described semantically, syntactically, grammatically and culturally.

Urdu Idiomatic Phrases: A Semantic Description

Although a number of ways are employed to give description of Urdu idiomatic phrases, the most significant one lies to their meaning. Consequently, it is not cared by a native speaker whether an idiom is grammatically inaccurate. The solution of it lies in the fact that if the source of an idiom is tracked, it becomes easier at times to have an access to its meaning. In his disparity between semantically decomposable and non-decomposable idioms, Fellbaum (2005)

clarifies that in a decomposable idiom the focus is not laid on if it is likely to infer the sense of an idiom coupled with its metaphorical motivation rather its focus is on the phenomena whether the meaning components of an idiomatic phrase correspond with the components of the idiomatic phrase.

A decomposable idiom focuses on the idea that the meaning parts of the idiom are corresponded with the parts of idiom e.g. *chota mun bari baat* (to talk big without having a lofty position), *lalach buri bla hai* (greed is a curse), *kar bura to hoe bura* (do evil and look for like), *doodh ka doodh pani ka pani* (milk of milk, water of water) are decomposable idioms in the Urdu language whereas a non-decomposable idiom in Urdu refers to one place relation e.g. *aap bhlay to jug bhla* (good mind, good find) in which the word jug has no role and the meaning good mind, good find is connected with the rest of the idiom except the word jug. In another instance such as *bhens kea age been bjana* (to cry in wilderness) the word *bhens* has nothing to do with the meaning of the whole idiom and thus shows one place relation.

But the question arises if it is possible to classify all the idioms in aforementioned two types, that is, decomposable and non-decomposable without confronting any problem. It is important to mention here that a number of idioms are vividly based on conceptual metaphorical sense. It is generally regarded that meanings of constituents of a majority of idioms are present during processing and play a significant part to understand the meaning of idiomatic phrases. This notion has emerged prominently within the study of the strings of idiomatic phrases in linguistics. In the Urdu language, idioms semantically possess all these traits mentioned above.

Categories of Urdu Idiomatic Phrases
        Urdu idiomatic phrases can be categorized in accordance with the degree of structural and inner vagueness.

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1. Intricate Idioms: These are the idiomatic phrases of which meanings cannot be inferred from their constituents.

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning
Taarey Gin Na	To count up stars	To wake up night
Behti Ganga Mein Hath Dhona	To wash hands in running stream	To avail opportunity
Chor Ki Dari Mein Tinka	Straw in thief's beard	To be afraid of crime
Dal Mein Kuch Kala Hona	To be something black in pulse	To be suspicious
Lohey Ke Chaney Chbana	To chew iron grams	To do tough job
Gull Khilana	To come into flower	To make trouble
Andha Kia Chahe Do Ankhen	A blind wants two eyes	A wish coming true
Onchi Dukan Pheka Pakwan	high shop tasteless food	great cry little wool
Ount ke Mun Mein Zeera	zeera in camel's mouth	a drop in the ocean
Lakeer Ka Fakeer	a beggar of line	follow old path

The instances of complex Urdu idiomatic phrases cited above are an ample proof of the idea that it is unlikely to deduce meaning from their constituents because their literal meaning stands in sharp contrast to their actual meaning.

2. Semi-intricate Idioms: These idiomatic phrases being teemed with remote meanings are less intricate for no exhaustive effort is to be made to have an access to their meanings.

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning
Chota Mun Bari Baat	small mouth, big talk	small wit, great boost

Aik Chup Hazar Sukh	one silence, thousand peace	silence is gold
Angaaron pe letna	to lie on burning flames	to be in trouble
Hath Na Pohnche Thu Kori	far hand, vomit bitter	to be impossible
Chraag Gull Hona	to light out	to kick bucket
Baron Ko Dukh Bi bra	elders have great pain	load of responsibility
Khayali Pulao pkana	to cook imaginative pulao	to be unpractical
Swal Gandam Jwab Chana	Wheat question gram answer	irrelevant discourse
Mal-e Muft Dil-e Bereham	free money, cruel heart	easy come, easy go
Neem Hakeem Khatra Jaan	semi- quack, life in danger	little knowledge is risky

3. Translucent Idioms: The meanings in translucent idioms may be inferred in a very easy mode and no additional processing effort is required in this regard.

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning
Talwe Chatna	to lick feet	to humiliate oneself
Kismat Jagna	to wake fate	to be fortunate
Pani Pani Karna	do water water	to make ashamed
Bheegi Billi	wet cat	seeming miserable but naughty
Ankhen Pher Lena	to move eyes	to end regard for someone
Baat Pi Jana	drink talk	to bear harsh words
Dil Dukhana	to wound heart	to pique

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Aasman Se Baten Karna	to talk with sky	to increase
Ullu Ban Na	to be an owl	to be made a fool of
Aasman Sar Par Uthana	to lift sky on head	to make a lot of noise

Semantic Intricacy of Urdu Idiomatic Phrases

The semantic intricacy that is found in Urdu idiomatic phrases can also be explained in the way given below.

First Constituent of an idiom in its derived reading:

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning
Bal Bal Bachna	Toescape hair	To have a narrow escape
Erhi Choti ka zor lgana	To try with heal strongly	To Strive

Second Constituent of an idiom in its derived reading:

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning
Zindgi sey Hath Dhona	To wash hands from life	To lose life
Teri Kheer	Slant Dessert	A Herculean task

The whole expression in its derived reading:

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning
Asteen Ka Sanp	An adder of cuff	An unknown foe
Khoon Sufaed Hona	To whiten blood	Rot of feeling

Urdu Idioms: A Syntactic Description

It is very complex to surmise the type of syntactic processes through which an idiom undergoes. Perchance it is determined characteristically in some respects and predictable in other respects. It can be said as a first approximation that the syntactic behavior of an idiom is largely determined by two factors: the literal syntactic structure of an idiom if it possesses one and since

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the apparent syntactic constituents are not semantic one and thus they are neither subjected to adjectival and adverbial alteration nor can they be separated for the sake of stress (Cruse, 1986). According to Cowie, Mackin and McCaig (1983, 1993), the description of idioms from syntactic angle is accommodating to provide information regarding syntax which can assist learners to observe a number of grammatical patterns which wrap the structure of an idiom. Though a great diversity lies in the syntactic structures of idiomatic phrases in the Urdu language, a majority of idioms comprise of noun followed by noun, adjective followed by noun and noun followed by verb. A few instances of this fact are cited in the tables given below respectively.

Noun + Noun

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning
Bandar ki Ashnae	Familiarity of monkey	A troublesome friendship
Dedey Ka Pani	Water of eye	Modesty
Raam Kahani	Passion tale	A long love story
Zuban Drazi	Long tongue	Abuse
Zafran Ka Khait	Field of saffron	Comic in speech
Shehr – e Khamoshan	Dwellers of silent city	A graveyard
Pathar par lakeer	Line on stone	Not to be changed
Shehad ki churi	Fork of honey	A wolf in sheep's clothing
Aasteen ka samp	An adder of cuffs	Swindler
Shaitan ki khala	Aunt of devil	A wicked girl or woman

Adjective + Noun

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning
Terhi Kheer	Slant pudding	Almost impossible
Chalta purza	Running part	Cunning or smart
Sabz Kdam	Green step	Accursed people
Kala Chor	Black thief	An unfamiliar man
Kafrana Azaem	Infidious aims	Evil designs

Kcha dil	Unripe heart	Timorous
Kushada dil	Wide heart	generous
Gram Josh	Hot passion	Determined or spirited
Kcha Khat	Unripe letter	Unformed handwriting
Kitabi Keera	Book worm	Fond of reading books

Noun + Verb

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning
Baat Katna	To cut talk	To interpose
Aankhen Churana	To steal eyes	To pretend not to see
Baat pi jana	To drink talk	To bear insult
Paani pher dena	To move water	To make vain
Phar katna	To cut mountain	To do a tedious task
Takdeer jagna	To wake fortune	To be lucky
Taswey Bhana	To flow tears	To shed crocodile tears
Ji churana	To steal heart	To shirk
Khabar Urana	To fly news	To spread rumour
Dil Bhujna	To extinguish heart	To be disappointed

A Grammatical Description of Urdu Idiomatic Phrases

Idiomatic phrase in the Urdu language can be Adverbial, adjectival, verbal or nominal.
Instances are cited in the table given below:

Adverbial Idiomatic Phrases

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning
Plak Jhpaktey Hi	Closing an eye lash	In no time
Chashme Zdan Mein	Glistening of an eye	In no moment

Nominal Idiomatic Phrases

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning

Bharay Ka Tattu	Carpenter's animal	Expensive not beneficial
Kala Choar	Black thief	An unfamiliar person

Verbal Idiomatic Phrases

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning
Aankhen Churana	To steal eyes	To pretend not to see
Paani pher dena	To move water	To make vain
Thanda Hona	To be cool	To expire
Chandi hona	To be silver	To attain great income

Adjectival Idiomatic Phrases

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning
Chalta purza	Running part	Cunning or smart
Dhunwa Dar	Fraught with smoke	Exciting

Urdu Idioms: Their Cultural Description

Since the essence of idioms is their being multiword, fixed expressions; they are often colloquial metaphors that need foundational knowledge, experience and information for their use in a culture of people who share common reference. The use of idioms for the purpose of communication in a culture requires a local context as culture is typically follows locality principle and the idioms cannot be of any use outside this. A number of idioms in the Urdu language possess cultural specific roots and that is why they cannot be used in those societies and communities which have no shared cultural knowledge of values. There is a large variety of this kind of Urdu idioms that generally come from everyday life. Such type of idioms has one specific word that wraps the total cultural context and considerably influences the whole sense of that idiomatic expression. A few instances of this are cited below:

Urdu Idiomatic Phrases	Literal Meaning	Actual Meaning
Eid ka chaand hona	To be Eid moon	Few and far between

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Mulla ki doar Masjid Tak	Mulla's running to mosque	Someone with short vision
Daer Ae Drust Aye	Come late, come right	Follow right direction late

Inflection of Urdu Idiomatic Expressions

The most exciting claim is that collocations are called "lexical Units". Although they seem not to be cemented yet we can re-enact and re-establish them probably. From loose to set collocation, idioms are not measured by the set end of accessible range (Hatch & Brown, 1995, p .202). Possibly, idioms have a regular, irregular structure and sometimes they are erroneous grammatically. Although a native speaker cannot move towards this certain inconsistency but institutionally he always locates the exact meaning in spite of the unbalanced formation. But the fact is that most of the time, a regular form don't have the lucid meaning but sometimes both meaning and form go towards uneven structure. Traditionally, most languages don't follow inflections, but sometimes they inflect in a quite constrained and restricted manner in idioms. At the same time, Urdu language has inflection. Inside idioms, inflectional affixes have appropriate elements grammatically. Such elements have their semantic constituents as well as they have to maintain their grammatical distinctiveness. For the most part, idiomaticity is inflected according to their tense number and gender. By and large, Urdu idioms don't have inflection in all expressions.

Urdu Idioms	Gender		Number		Tense	
	Masculine	**Feminine**	**Singular**	**Plural**	**Present Infinitive**	**Past**
Baat Katna (to interfere)			Baat	Baaten	Kaatna	kati
Khabar Urana (to spread rumour)			Khabar	Khabrain	Urana	Urae
Thanda Hona (to expire)	thanda	thandi		thanday	hona	hua

Ullu Bnana (to befool)					bnana	banaya
Kcha Khat			khat	khatoot		
Asteen Ka Saanp (swindler)	ka	ki		Key		
Shehad Ki Shuri (Hypocrite)	Ka	ki	Shuri	Shurian		

Recommendations

The present study was conducted to highlight the features of Urdu idioms from the view point of their semantics, syntax, grammar and culture in which they are used. The upcoming studies can explore Urdu idioms more than the researchers of this article did or they can focus on the varieties of English-Urdu idioms and the similarities and contrasts involved in their syntactic and grammatical structures because there is rapid modernization in the Urdu language and it inserts in itself from the English language regarding idiomatic expressions. This is an important field to be explored for researchers and the students of linguistics because there are very few empirical studies in this domain.

Epilogue

The present study focuses on the semantic complexity, syntactic, grammatical and cultural features of Urdu idioms. The analysis of the selected idiomatic data revealed that the Urdu language idiomatic phrases are intricate, less intricate and translucent as regards their semantics. Syntactically, the majority of Urdu idiomatic structure is based on noun followed by noun combination, verb followed by noun combination and adjective followed by noun. Grammatically, Urdu idiomatic phrases can be verbal, adjectival, adverbial and nominal. Then there are idiomatic phrases that are cultural specific and are only comprehended and used by social groups that have shared knowledge of the cultural values.

Changes do occur in idioms with the passage of time because changes happen among generations as well. If an active use of a language takes place in certain dynamic domains e.g. expressions used in political domains, newspapers, theater, movies, fiction and dramatic art, dialogues used among various groups from different dialects of same languages or use any other language for communicative purposes, novelty in coinages takes place relentlessly.

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Women's Dilemma in Manju Kapur's Novels
Difficult Daughters and *Home*

H. Uma Maheswari, M.A., M.Phil.

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Abstract

Manju Kapur is a post- colonial writer who intuitively perceives the position of women in a patriarchal society and deals with the problems of women. Kapur's *Difficult Daughters* is the story of a young woman Virmati who falls in love with a married man, hitherto a condemned passion in her narrow social circle. It is not only about the difficult daughters but also as much about the difficult mothers of the changing times. The novelist deals with the leading themes of the times where the description of love, sex and marriage is very bold and rather unconventional. The narrator, Ida, is a difficult daughter and she explores the life of her mother in the novel. Kapur uses three generations of daughters, who exhibit three sets of notions. The novel presents the paradigm of two mother-daughter relationships where the daughters differ from their mothers and never want to be like them but in the end, they cannot but identify with their mothers. The novel *Home* presents Nisha, the protagonist as bold, educated and balanced. Her feminist sensibility has been suppressed to a great extent by patriarchy. Manju Kapur takes the readers through a brisk and strangely captivating account of three generations. It explores the complex terrain of Indian family and reveals many issues that are deep rooted within the family. Nisha's marriage and later her motherhood assert the fact that a woman's intellectual emancipation does not negate her biological stature of nurturing relationships. Kapur is not argumentatively vocal in pleading the fate of the contemporary woman rather she sympathetically paints a woman's struggle to find an identity. Striking a balance between a natural co- existence on one hand and unfettered freedom and space on the other, Kapur's eloquent narration of women's issues is both Indian and universal.

Key words: Manju Kapur, women's dilemma, *Difficult Daughters, Home,* Identity Crisis

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Manju Kapur's Novels

Manju Kapur's thematic perceptions are seen in her novels. *Difficult Daughters* (1998), *A Married Woman* (2002), *Home* (2006), *The Immigrant* (2009), and *Custody* (2011) throw light on the various shades of Indian social life and culture. Her novels have a typical Indian outlook, and she does not write to please the western readers. She selects the Indian background, characters and themes. She loves to present the Indian way of life which respects moral values. Traditions, conventions, cultural values play an important role in shaping human life.

Difficult Daughters

Difficult Daughters is set against the historical background of India's partition. It is the story of a young woman Virmati who falls in love with a married man, hitherto a condemned passion in her narrow social circle. She is torn between family duties, the desire for education and illicit love. It is a story of sorrow, love and compromise.

Home

Manju Kapur's third novel *Home* too unwaveringly spotlights the woman in the tale. She presents Nisha, the protagonist as bold, educated and balanced. Her feminist sensibility has been suppressed to a great extent by patriarchy. Manju Kapur takes the readers through a brisk and strangely captivating account of three generations. It explores the complex terrain of Indian family and reveals many issues that are deep rooted within the family- the revolt against the age-old traditions, quest for identity, the problems of marriage, women's dilemma and lastly the women's struggle for survival.

New Women

The women in the novels of Manju Kapur seem to be the personification of "New Women" who have been carrying the burden of inhibition since ages and want to be free now. Manju Kapur also deals with the roles of woman as a daughter, a wife and a mother. She is a trend setter and she brought the woman protagonist from the clutches of suffering woman to daring and amazing woman. She has given woman a new image of boldness. Manju Kapur's heroines negotiate for their independence and a respectable place in society. The heroine is mentally advanced in the real sense of the word, whether she is Virmati *(Difficult Daughters)*,

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Astha *(A Married Woman)*, Nisha *(Home)*, Nina *(The Immigrant)*, or Shagun *(Custody)*.The female protagonists are the new women who hail from the middle class but challenge the existing socio- cultural patriarchal system. In the social milieu, they are educated, modern, intelligent, bold and assertive. Even though they try to transcend the social hierarchy by demolishing it, they often undergo serious psychological traumas in the absence of an alternative, planned feminist ideology that may give them freedom, security and peace of mind.

Dilemma of Women

Manju Kapur clearly shows the dilemma of women who carry the burden of being female as well as the added responsibility of being mothers to members of their own sex. In the traditional and social milieu of the novel where mothers and daughters exist, marriage is regarded an ultimate goal and destiny from which these women cannot escape. Her female protagonists are mostly educated, aspiring individuals caged within the confines of a conservative society. Their education leads them to independent thinking and makes them intolerant to family and society. They endure a conflict between the passions of the flesh and the yearning to be a part of the political and intellectual movements of the day.

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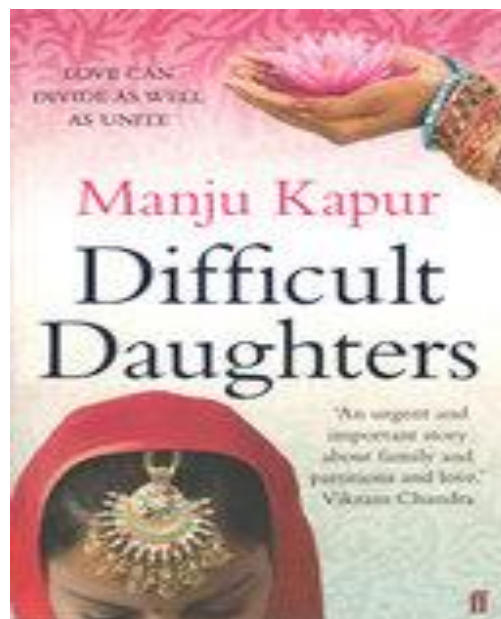
Difficult Daughters

Difficult Daughters narrates the story of women, especially the dilemma of daughters caught in the traditional-versus-modern conflict. It is the story of a daughter's journey towards self-realization through her mother's attainment of self-identity. It is not only about the difficult daughters as the title suggests but also as much about the difficult mothers of the changing times. As the novel belongs to the post- modern period, the emphasis shifts from the East-West encounter to the more complicated theme of the conflict between tradition and modernity. The novelist deals with the leading themes of the times where the description of love, sex and marriage is very bold and rather unconventional. She has depicted that marriage as a social institution has lost its sanctity and relevance. Lack of faith in traditional customs resulting in declining moral values becomes one of the main themes discussed in the novel. Kapur is one of the new age women writers who have challenged the traditional family values in her writings, especially from a woman's perspective. Vimmy Sinha in an article writes about Kapur,

> She is yet another woman writer from India on whom the image of the
> suffering, but stoic women, who are eventually breaking traditional
> boundaries, has had a significant impact . . . She's written about the female
> revolt against deep rooted social values. (qtd. in Sinha 12)

Personal Narrative – Quest for Own Identity

Manju Kapur, was so moved by the love story of her parents set in that era that she restored it bit by bit, before letting it sink into her memory. She pieced together the story through sepia photographs, talks with relatives, her own fragmented memory, and rounded up with a journey to the locales of her mother's place to write *Difficult Daughters*. It is her quest for her own identity through reliving her mother's past. The narrator, Ida, is a difficult daughter and she explores the life of her mother in the novel. As she admits in the end,

> This book weaves a connection between my mother and me, each word a
> brick in a mansion I made with my head and my heart. Now live in it,
> Mama, and leave me be. Do not haunt me anymore. (DD 280)

Through her journey into the past of her mother, she finds, she is like her mother. Although she hates her mother and the novel begins by saying,

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The one thing I had wanted was not to be like my mother. (DD 1)

Identity Crisis

Yet, in the end she finds herself building a mansion for her mother. It is the identity crisis that results in a conflict in relationship between them. A daughter's search for her identity begins when she finds similarities with her mother. And when she starts asserting herself, the conflict starts building up. Ida grows up "struggling to be the model daughter" (DD 279) and under this pressure to perform better she is "constantly looking for escape routes" (DD 279) and becomes a rebel and finally she is "nothing, husbandless, childless" (DD 279). She blames her mother for the "melancholy depression and despair" (DD 279) in her life. As the mother is the culture bearer and passes on the legacy of the patriarchal system to her daughter who may either accept it implicitly or may question it but "no matter how diverse their views, the daughter is unable to reject her completely". (qtd. in Uma 71)

Three Generations of Daughters

Kapur uses three generations of daughters, who exhibit three sets of notions. These three generations of women show the generational progression and all these revolve around the idea of marriage in the Indian context.

First Generation

The first generation consists of Kasturi, Lajwanti, Harish's mother, Kishori Devi and his first wife, Ganga. Their marriages belong to the pre-independence era. They give priority to family rather than education and think that "it is the duty of every girl to get married" (DD 15). Even Ganga's view on marriage is that "some things come before studies" (DD 41). They all glorify the institution of marriage and see marriage as the ultimate aim of a girl's life. Ganga's appearance doesn't change with her husband's second marriage. He "continued to be Ganga's public statement of selfhood. Her bindi and her bangles, her toe-rings and her mangal sutra, all managed to suggest that he was still her God" (DD 278).

Second Generation

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The second generation has Virmati, Shakuntala and Swarna Lata. They represent the social scenario round about the Independence time. They are the rebels who fight and rebel against the age-old traditions. Shakuntala's thinking goes "beyond a husband and children" and she never marries and tells that all her "friends are from different backgrounds, and all have families unhappy with their decision not to settle down" (DD 17). It is not only the case with Shakuntala but with the whole generation, which is going through transformation.

The European ideals motivate them to be independent in their thinking. Virmati also follows her cousin, Shakuntala and studies further and refuses to marry but later marries the Professor. Thereby, she defies "her own family for many years" (DD 256) and opts for a marriage that is "condemned socially, resulting in nothing but humiliation and misery to everybody" (DD 194). Her room mate, Swarna Lata also defies her mother's decision as she admits that she was very clear that she "wanted to do something besides getting married" (DD 118). She is politically active and shows a fair amount of maturity as reflected from her opinion regarding marriage:

> Marriage is not the only thing in life, Viru. The war-the Satyagraha
> movement- because of these things, women are coming out of their
> homes. Taking jobs, going to jail. Wake up from your stale dream. (DD
> 151)

Through Virmati, Kapur points to a kind of feminist emancipation that lies in not limiting women to their traditional roles but in expanding and awakening them to several other possibilities and to their own consciousness:

> Most families look upon the marriage of a daughter as a sacred duty-or
> sacred burden. We are lucky we're living in times when women can do
> something else. Even in Europe women gain more respect during wartime.
> (DD 152)

No doubt Swarn Lata belongs to the modern times. Although Virmati is highly impressed by her individualistic thinking, she cannot conceive of "a life for herself without marriage, which was strange and not quite right" (DD 152). Virmati reflects her state of mind. She wants to be

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modern in thinking but she also values her traditions and believes in marriage. She even refuses to marry the Professor as it is against the tradition and tells him in a letter that "in my family, marriages are not made like this" (DD 107). But her romantic desires overtake tradition and finally she forces him to marry her but it makes her feel "dispossessed" (DD 212). She is born between two sets of values. She wants to be more than just a wife, mother or daughter. This second generation depicts the transition phase from tradition to modernity.

Third Generation

The third generation includes Virmati's daughter, Ida, and the Professor's daughter, Chotti. Chotti joins the IAS and never marries as she has seen the disastrous marriage of her parents. Ida also makes a disastrous marriage as it is short-lived and results in a divorce. They want their space within the patriarchal framework, their 'room' within the male domination. But one thing is clear that irrespective of the generation, none of the daughters want to be like their mothers. Earlier Virmati and Swarna Lata do not like their mothers. Later Ida does not want to be like her mother. In an effort to become independent in their thinking they move away from the realities and ideals of Indian social customs and traditions. They seem to be fascinated by English liberalism and free love.

Virmati, a Difficult Daughter

Virmati, is a difficult daughter for her mother, Kasturi. Virmati has five sisters but only Virmati creates problems and becomes difficult to handle. It is her education and her modern outlook that is problematic. In the beginning Virmati is depicted as the governess of her brother and sisters. She is aware of "how indispensable she was to her mother and the whole family" (DD 7). But she is attracted towards the modern thinking of Shakuntala and wants to study more. She too wants "to go to Lahore, even if she had to fight with her mother who was so sure that her education was practically over" (DD 19). But Kasturi thinks on an entirely different line. She tells to Virmati, "Leave your studies if it is going to make you so bad-tempered with your family. You are forgetting what comes first" (DD 21). So, the difference in their thinking and priorities causes a conflict in their relationships. Mothers think it is their duty to condition their daughters according to the norms of the patriarchal society. Kasturi thinks that only primary education is required. She feels proud that:

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She came from a good family where girls were taught housekeeping from the time they could walk. All of a sudden Kasturi felt grateful to her mother for those long hours she had spent in the kitchen, cutting , peeling, chopping, slicing, pounding, wrapping, mixing, kneading, baking, roasting, stirring and frying. It paid to know these things. (DD 205)

Kasturi wants her daughter Virmati to be like her. But Virmati never feels a oneness with her mother. The sense of belonging that is the essence of any good relationship is missing here. Since childhood Virmati keeps longing for love and understanding but the mother doesn't have time for her. The feeling of being wanted is absent here. "The language of feeling had never flowed between them" (DD 12).

Kasturi never shows any emotionl love for Virmati. When she leaves Virmati in the hostel for BT, she is "moved by the tears in her daughter's eyes, unbent enough to give her an affectionate farewell" (DD 116). Similar is the mother of Swarna Lata, Virmati's friend. Swarna is in hostel for further studies only because of her father as her mother was annoyed with her and "wanted me to marry" (DD 117). They question their existence and want their own place in society. It is the outcome of the education of independence and freedom. It is the lack in communication between Kasturi and Virmati that leads to her affair with Harish. She finds an escape route in Harish's love as she is devoid of love and attention since childhood. Had her mother supported her in her academic pursuits, she may not have become the victim of Harish's love. But Virmati is so unfortunate that she is never able to share her pleasures, pains and sorrows with her mother. All her sorrows first as mistress and then as a second wife remains buried in her heart. There is a barrier between them, which Virmati also never tries to cross. When Virmati marries the Professor, she loses her family as she is "beaten by her mother, and declared dead" (DD 223). This barrier between them melts away with the Partition. "Virmati's mother sent for her. The times demanded from Kasturi that she carry resentment no further" (DD 274). In the end, she gets reconciled with her mother who gives her solace and peace of mind.

Mother and Daughter Relationship – A Dilemma

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The mother and daughter relationship leads to the dilemma in the daughter' life. Belonging to the same gender, they are supposed to be united in a bond of understanding besides love and trust. But sadly, in reality, bitterness, resentment, dislike and envy are the dominant feelings in their relationship. Mothers want their daughters to be like them but daughters want to learn from their own experiences. This crisis of self-identity strains their relationship.

Thus the very course of a daughter's life changes due to the mother as "most families look upon the marriage of a daughter as a sacred duty… sacred burden" (DD 152). Mothers are least bothered about consulting their daughter and this further makes them rebels. It is often difficult for a daughter to negate her mother's influence. The novel presents the paradigm of two mother-daughter relationships where the daughters differ from their mothers and never want to be like them but in the end, they cannot but identify with their mothers.

Simone De Beauvoir rightly says:

> There is a unanimous agreement that getting a husband- or in some cases a
> 'protector'-is for her (woman) the most important of undertakings…She
> will free herself from the parental home, from her other's hold, she will
> open her future not by active conquest but by delivering herself up,
> passive and docile, into the hands of a new master. (qtd. in Beauvoir 352)

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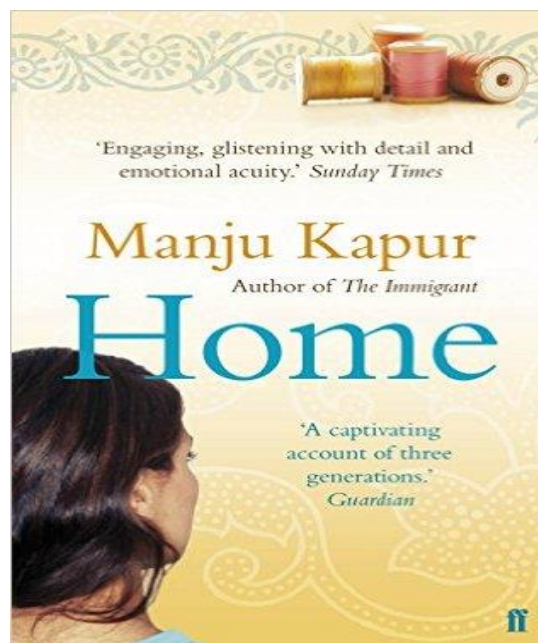
Home

Manju Kapur's novel *Home* explores the complexities of a joint family system where emotional turmoil and rivalry lead to breaking of familial ties. With unswerving attention, Kapur follows the members of this traditional family into the uneasy world they come to inhabit. From the frantic sensory of modern urban India, she constructs a story as intricate, quiet and dazzling as the fabric produced by the family. Told in a sustained colloquial voice, *Home* is startling in its sweep and unerringly accurate in the bleakness and hope it presents. An extensive investigative work, *Home* is a holistic venture to decipher characters of a family that to the world speak as one voice. Within the house each individual's voice may chatter, murmur, question or complain but they all must eventually fall silent in deference to the wishes of the family as a whole.

Three Generations

Kapur portrays a strangely captivating account of three generations. It basically has three female characters-- Sona, her sister Rupa and Sona's daughter Nisha. Though the novel has a large set of characters, the first part of the novel focuses on the second generation especially on Sona, and her sister Rupa. Both the sisters are the victims of 'thwarted maternal instincts', but they take it in a diametrically opposed attitude. Through Sona and Rupa have had the same upbringing the difference in their attitude is due to the education they have received.

The third generation Nisha claims her space halfway through the novel. She decides to marry Suresh, ignoring his caste and creed. The novel depicts how family norms are ignored by the new generation. But she is forced by her family to give him up and starts a business. Through characters like Rupa, Sona and later Nisha, the novelist emphasizes the point that a woman is not born 'as a miserable creature' but is culturally moulded to be so and this process is initiated by woman herself. The power of suppression therefore is by a woman against another as Sona does against Nisha. This affirms the derivative that gender is not based upon biology or anatomy but entirely on the cultural notions established by the patriarchal civilization. This privileges man over woman and enhances the state of inequality and incompatibility causing master- slave relationship.

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The Family Web

The family web that enmeshes and stifles the existence of a woman deprives her of and denies her the opportunity to express herself. Sona, blessed by all materialistic riches is mentally tortured by her mother-in-law because of her barrenness and her 'mean' birth. Her dedication to her family and her passive suffering is used further as a commodity to torture her. Her craving for peace and recognition is not even properly heard by her husband who leaves her alone in her thoughts. Sona is beautiful and married to a rich business man also but unhappy because she is childless even after ten years of her marriage and forced to take care of Vicky. Rupa is barren like Sona but she relates herself to her family and career in order to establish her identity.

First through Rupa and later through Nisha, Kapur advocates the strategies that can be adopted for the welfare of women. Rupa realizes her creative spirit, and thereby forges ahead into her future. Likewise Nisha, who after her skin problem realizes her state of an outsider and establishes a boutique and thereby overcomes her feeling of inadequacy. Rupa and Nisha are thereby effective substitutes to their husbands' "provider"- role and this adds to their prowess. By fighting against encroachments to their existence and esteem they hold their attitude to recognizable pride. Sona represents reconciliation to oppressive domestic forces while Nisha and Rupa create their own conducive environment where their basic intellectual and material needs for survival and development are safeguarded.

Nisha's marriage and later her motherhood assert the fact that a woman's intellectual emancipation does not negate her biological stature of nurturing relationships. Kapur is not argumentatively vocal in pleading the fate of the contemporary woman rather she sympathetically paints a woman's struggle to find an identity. Nisha and Rupa fulfill their social obligations like Sona but unlike Sona they strive to seek a definite valuation of their personality and performance. Their endeavor looks beyond their sense of emptiness. Their self- preservation enables them to preserve their individuality in a world of pre- fixed norms and behavior. The journey of both Nisha and Rupa is from non- entity to entity, whereas Sona remains a non-entity. Rupa and Nisha thereby make a conscious attempt to represent the suppressed urge of women to assert their quest for independence in a concrete manner.

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Feminist Consciousness under Patriarchy

Kapur presents Nisha, as bold, educated and balanced. Her feminist consciousness has been suppressed to a great extent by patriarchy, but it has not been murdered. Although Nisha has suffered, she has finally thrived to live like an independent woman. She has undoubtedly succeeded in asserting her womanhood. That is because she is a bold, modern and an iconoclastic feminist. Despite betrayal from her family and Suresh, her feminist consciousness has not been extinguished. Through her sustenance to face the challenges and love for freedom, she is able to realize the immense potentialities of a woman and her unique position in the family and society.

Several Connotations of Mother-Daughter Relationship

The mother- daughter relationship has reversal connotations. A mother takes her daughter as her daughter and saddles her child with her own destiny. Nisha's rejection by her mother is symbolic of Sona's rejection of the suppressed self. Nisha's attitude towards her mother-in-law after her marriage to Aravind, a widower, is another instance of ambivalence. With an intention to rule over her feminine universe as a wife, she callously accommodates the old lady. By distancing her existence in the small house, Nisha strategically tries to assert her autonomy. This repulsiveness disappears when twins are born to her. Nisha surrenders her non- conformist attitude for she needs the assistance of the old lady to look after her children. Her surrender is symbolically transmitted when she places her son on the lap of her mother-in-law and holds the girl child to herself at the naming ceremony. In the saga of the traditional Indian business family Kapur displays a mature understanding of the female psyche.

Manju Kapur observes the role of the family in making important decisions to benefit the entire family. The career of an individual is planned and executed by the family. Matrimonial alliances are made through family connections and the family also provides continuity between generations through inheritance and succession. Fulfilling the different needs of the family in the span of three generations, the women in the novel come out as strong characters.

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Intellectual Experience behind Creativity

Manju Kapur is one of the most appreciated contemporary Indian English woman novelists. She insists that the world she portrays analytically in her novels stems from the intellectual experience of her academic life. Her basic approach is to liberate women from the oppressive measures of patriarchy. The protagonists in her novel therefore, endure physical, emotional and psychological sufferings, but finally are able to attain their long cherished freedom to a great extent. Manju Kapur's novels enable the readers to get an idea of the feminist struggle against biases. Striking a balance between a natural co- existence on one hand and unfettered freedom and space on the other, her eloquent narration of women's issues is nevertheless, both Indian and universal. Kapur has chosen a period of political, economic and social changes and so it has become necessary for a woman also to redefine her new role and determine its parameters for her and society.

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Acoustic Analysis of Voice Quality in Inhaled Cortico Steroid Users

Shijin Varghese
Satish Kumaraswamy

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Abstract

Inhaled corticosteroids are efficient and safe medicines used to treat people with asthma and chronic obstructive pulmonary disease. It reduces and can help to avoid redness, swelling, and mucus build-up in airways and lungs and this will help the patient to breathe easier. Inhaled corticosteroids (ICS) are recommended first line therapy for persistent asthma, but unfortunately they frequently provoke laryngeal adverse effects.

The aim of the study is to analyze the voice quality of inhaled cortico steroid users by means of subjective and objective methods. The present study analysed the voice quality of inhaled cortico steroid users by comparing the voice parameters jitter (pitch-period perturbation-ppq) (difference of periods-ddp), shimmer (amplitude perturbation-apq) (difference of amplitude- dda), Pitch (mean pitch, minimum pitch, maximum pitch, range,) Voicing (degree of voice breaks, number of voice breaks,) and Noise to harmonic ratio across the group, within the group and gender wise. 90 inhaled cortico steroid users in the age range of 22 to 70 years were selected from chest clinic for asthma and allergic centre at Thiruvalla, Kerala.

These findings would suggest a trade-off between controlling the symptoms of asthma and maintaining normal vocal functioning. However, individuals with asthma present with a wide range of co-morbidity factors such as smoking, chronic cough and co-existing allergic rhinitis, which may confound the effects of ICS on voice production. Laryngeal complications of asthma are poorly understood. The administration of ICS for a long duration will affect the vocal fold function. Because of ICS main cause for voice difficulty is steroid deposition on the superficial layer of the larynx. This will be the primary cause of dysphonia.

Key words: Acoustic Analysis of Voice Quality, Inhaled Cortico Steroid Users, gender distinction in voice quality

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Introduction

Voice is an integral part of unique human attribute known as speech. Voice is a powerful tool that not only delivers message but adds meaning to it (Colton and Casper, 1996). According to Boone (1991), A normal voice should have adequate loudness, should be clear, appropriate pitch for age, and gender, constant inflections, and should implicate the meaning of what is spoken. An abnormal voice can be described as a sign of illness, or a symptom of illness or a disorder of communication.

Effect of Corticosteroids

There are different factors which affect the normal voice such as, air quality, humidity, noise, speaker-listener distance, fatigue, aging, allergies and infection, hydration, recreational drugs and medication. Among over the counter drugs, the primary enemies of the vocal tract are aspirin and anti-inflammatory drugs. One of the most common anti-inflammatory drugs used by asthma patients are corticosteroids. (Derendorf and clin, 2007)

Inhaled corticosteroids are efficient and safe medicines used to treat people with asthma and chronic obstructive pulmonary disease. It reduces and can help to avoid redness, swelling, and mucus build-up in airways and lungs and this will help the patient to breathe easier. Inhaled corticosteroids (ICS) are recommended first line therapy for persistent asthma, but unfortunately they frequently provoke laryngeal adverse effects. It's an irritant of the pharyngeal and laryngeal mucosal layers. The inhaled corticosteroids have side effects like Mouth or throat irritation, Cough, sore throat, Headache, Nausea and laryngeal complications such as dysphonia, hoarseness and these local complications may rise up to 80% of the inhaled dose is deposited on the mucosal surfaces of the pharynx and larynx before being swallowed.

Bhalla. Watson, Taylor and Roland, (2009) did a cross-sectional and investigator blinded study. In which 46 subjects were recruited and further divided into three groups 1) non-asthmatics 2) occasional ICS users or seasonal asthmatics and 3) regular ICS users. Laryngeal effects were measured by correlating the results of a vocal performance questionnaire, a respiratory symptoms questionnaire, and acoustic measurement of voice. The researchers concluded that regular ICS users demonstrated significantly more pharyngeal inflammation and throat discomfort than the other two groups. Laryngeal function and vocal performances were also worse in this group than the other two groups and were more likely to have hoarseness,

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weakness of voice, aphonia and cough. Results of acoustic analysis showed that the cycle-to-cycle variation in vocal F0 (i.e., jitter) was a good objective measure of hoarseness. Regular ICS users were also more likely to have abnormal amplitude variations in their F0 (i.e., shimmer).

Dogan, Eryuksel, Kocak and Sehitoglu, (2007) performed a comparative, controlled, cross sectional study to evaluate the voice quality in patients with asthma. The researchers found that maximum phonation time values were significantly shorter both in male and female patients with asthma. Also the average shimmer values were higher for both sexes in the asthma group compared to the controls. Female patients with asthma had higher average jitter values. The VHI score was outside the normative limits.

Lavy, Wood, Rubin and Harries, (2000) performed a study on 22 patients receiving ICS for asthma, They concluded that there is a significant variation in mean fundamental frequency (F0), maximum phonation time and jitter. Hoarseness, dryness, supraglottic hyper function and side effects were reported. A primary cause of these findings was attributed to use of ICS.

Studies cited above have shown effects of ICS on the laryngeal and other complications. Most studies involve usage of symptoms questionnaire. Only few studies have recorded acoustic measures of voice of ICS users. The data in this direction is yet to be fully understood. The present study is probably the first of its kind in India to involve acoustic analysis of voice in ICS users. Such comprehensive objective and subjective evaluation of vocal performance provides useful information about comparison of normal subjects and ICS users and enhances the clinical knowledge in assessing and treating client with voice problems due to ICS usage.

Review of Literature

The larynx houses the major source of sound during speaking. Voice is the laryngeal modification of the pulmonary air stream which is further modified by the configuration of the vocal tract (Johnson, Friederic, and Spriesterrbach, 1963). In addition to its role as a carrier of words, the voice can also produce music and express emotions - it acts as a mirror of the inner self. Hence voice is a powerful tool that not only delivers message but also adds meaning to it (Colton and Casper, 1996). The use of the voice and the demands placed on it vary among individuals.

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Steroids can be divided into two categories, (1) anabolic steroids and (2) corticosteroids. Anabolic steroids are a class of steroid hormones related to the hormone testosterone. The steroid serves to increase protein synthesis within cells, which results in the build-up of cellular tissue in muscle called anabolism (de Bolster, 1997). Anabolic steroids also have androgenic properties, such as the development of masculine characteristics (e.g., body hair).

A corticosteroid is a steroid hormone that is produced naturally in the adrenal cortex. Corticosteroids are used by physicians to treat inflammatory conditions, such as asthma, allergic rhinitis, atopic dermatitis, rheumatoid arthritis, chronic low back pain, shoulder injuries, polymyalgia, and preventing rejections in transplants (Barnes, 2001; Gaffo, Saag, and Curtis, 2006).

Inhaled corticosteroids (ICS), also known as inhaled steroids, are the most potent anti-inflammatory controller medications available for the treatment of asthma to reduce airway inflammation and mucus production. The use of inhaled steroids leads to:

- Better asthma control
- Fewer symptoms and flare-ups
- Reduced need for hospitalization

Corticosteroids can be administered into different route like oral, intravenous (injection), inhalers and topical (lotions, gels, creams). The route of administration usually depends on the severity of the symptoms. Inhaled steroids come in three forms: the metered dose inhaler (MDI), dry powder inhaler (DPI), and nebulizer solutions.

Common inhaled corticosteroids include:
- Flovent (Fluticasone)
- Pulmicort (Budesonide)
- Azmacort (Triamcinolone)
- Aerobid (Flunisolide)
- Qvar(Beclomethasone)
- Vanceril (Beclomethasone dipropionate)
- Beclovent (Beclomethasone dipropionate)

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The impact of ICS on voice production has received considerable research attention (Gallivan, Gallivan and Gallivan, 2007). A majority of this research has focused on individuals with asthma. The bulk of these studies suggest that ICS has a negative impact on voice production (Bhalla, Watson, Taylor, Jones and Roland, 2009). However, there are studies showing no adverse affects of ICS on voice production (Shaw and Edmunds, 1986) as well as an improvement in voice following ICS (Meyer, Scott and Chapman, 2001). A chronological review of the salient literature follows:

Kosztyla-Honja, Rogowski, Rutkowski, Pepinski and Rycko, 2006 examined the influence of ICS on the phonatory function of the larynx in patients suffering from asthma. The effect of ICS was measured in 15 patients after 30 minutes of ICS administration. Evaluation of voice function was done subjectively and objectively by using videostroboscopy. The researchers found that administration of ICS resulted in incidents of cough, mouth and throat dryness, sensation of polydipsia and skin inflammation around the mouth. On long-term administration, dysphonia, hoarseness and voice fatigue were noted due to dysfunction of the innermost laryngeal muscles, particularly the vocal fold adductors. They concluded that long-term treatment with ICS resulted in myopathy of proper muscles of the larynx.

Dogan, Eryuksel, Kocak and Sehitoglu, 2007 performed a comparative, controlled, cross sectional study to evaluate the voice quality in patients with mild to moderate asthma using subjective and objective methods. Patients with mild to moderate asthma (n=40) age of 19 and sex-matched with a group of healthy controls (n=40). Acoustic analysis of jitter and shimmer was performed and the movements of the vocal cords were examined by videostroboscopy. In addition, the duration of asthma, maximum phonation time and vital (respiratory) capacity were evaluated. The Voice Handicap Index (VHI) scale was used for subjective evaluation of voice quality. The researchers found that maximum phonation time values were significantly shorter both in male and female patients with asthma compared to controls. The average shimmer values were higher for both sexes in the asthma group compared to the ontrols. Female patients with asthma had higher average jitter values compared to their healthy counterparts. The VHI score was outside the normative limits for patients with asthma (40%), and vital capacity findings were abnormal in 39 (97.5%) asthmatics. The researchers concluded that asthmatic patients demonstrated a generalized voice disorder compared to non-asthmatics. The outcome of the disorder was attributed to a laryngeal movement disorder and use of ICS. However, the authors could not exclude that some of the voice problems may have been caused by asthma.

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Meyer, Scott, and Chapman, 2001 recruited 77 patients who took 1000 μg/day of inhaled ICS (BDP) and 10 patients who received occasional ICS treatment. At 2, 4, 8, 12 and 16 weeks, each patient's voice was audio recorded for later acoustic analysis. The results of the acoustic analysis indicated that mean jitter values did not differ significantly between the two groups. However, mean shimmer (i.e., cycle-to-cycle variation in vocal loudness) scores fell significantly ($p < 0.05$) in the active treatment group. The researchers concluded that individuals with asthma who take 1000 μg/day of inhaled BDP could actually show an improvement in their voice, suggesting that the dosage regime used in ICS is an important factor in regard to vocal function.

Lavy, Wood, Rubin and Harries, 2000 performed a study on 22 patients receiving ICS for asthma, who had developed persistent troublesome hoarseness subsequent to the commencement of aerosol steroid treatment. Each patient was formally assessed in a voice clinic with VSL and stroboscopy. After this, a sample of speech and other vocal parameters were recorded using the "aerophone" and analysed using a visi-speech vocal analysis program. Using laryngoscopy, the vocal fold position, supraglottic hyperfunction, and mucosal changes were evaluated. For objective acoustic measures, mean fundamental frequency (F0), maximum phonation time and jitter (i.e., cycle-to-cycle variation in F0) were performed. The researchers found that 17 (77%) patients complained of hoarseness on a daily bases. Eight (36%) patients complained of other side effects, in most cases this was dryness and soreness of the throat. In nine (41%) patients there was some evidence of poor vocal fold positioning detected by laryngologists. Marked supraglottic hyperfunction and arytenoids over-ride was found in five (23%) patients. In 58% of the patients, opposition abnormalities were noted, supraglottic hyper function was noted in 40% patients. The acoustic analyses were revealing of cycle-to-cycle irregularity in 39% patients. Maximum phonation time was also reduced in 73% of the patients. A primary cause of these findings was attributed to use of ICS.

Acoustic Analysis of Voice

Computer software based acoustic analysis has become an integral component of the clinical process rather than a supplement to assessment and treatment (Behram and Orlikoff, 1997). Acoustic parameters most commonly measured are fundamental frequency (f_0),

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perturbation (jitter and shimmer), harmonic to noise ratio (HNR) (Felippe, Grillo and Grechi, 2006).

The **fundamental frequency (F_0)** is determined by the number of cycles produced by the vocal folds per second. It is the result of the iterations among vocal fold length, mass and tension during speech (Morris and Brown, 1996). Among acoustic parameters, F_0 is the most uniform and less sensitive to voice recording characteristics (Carson, Ingrisano and Eggleston, 2003).

During sustained vibration, the vocal folds exhibits slight variation of frequency and amplitude from cycle to cycle; these phenomena are called frequency perturbation **(Jitter)** and amplitude perturbation **(Shimmer)** (Wang and Huang, 2004). These changes reflect the slight difference in mass, tension, and biochemical characteristics of the vocal folds as well as slight variations in their neural control and these correlate with the perceived roughness and hoarseness in voice (Colton and Casper, 2006).

Harmonic to Noise Ratio (HNR) characterises the relationship between the two components of the acoustic wave of a sustained vowel: the periodic component, vocal fold regular sign and the additional noise coming from the vocal fold and vocal tract (Ferrand, 2002). It correlates with the perception of vocal roughness (Woodson and Cannito, 1998).

Need of the Study

Studies cited above have shown effects of ICS on the laryngeal and other complications. Most studies involve usage of symptoms questionnaire. Only few studies have recorded acoustic measures of voice of ICS users. The data in this direction is yet to be fully understood. The present study is probably the first of its kind in India to involve acoustic analysis of voice in ICS users. Such comprehensive objective and subjective evaluation of vocal performance provides useful information about comparison of normal subjects and ICS users and enhances the clinical knowledge in assessing and treating client with voice problems due to ICS usage.

Aim of the Study

The aim of the study is to analyze the voice quality of inhaled cortico steroid users by means of subjective and objective methods.

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Methodology

The aim of the present study is to analyze the voice quality of inhaled cortico steroid users by comparing the voice parameters jitter (pitch-period perturbation-ppq) (difference of periods-ddp), shimmer (amplitude perturbation-apq) (difference of amplitude- dda), Pitch (mean pitch, minimum pitch, maximum pitch, range,) Voicing (degree of voice breaks, number of voice breaks,) and Noise to harmonic ratio across the group, within the group and gender wise.

Participants

90 inhaled cortico steroid users in the age range of 22 to 70 years were selected from chest clinic for asthma and allergic centre at Thiruvalla, Kerala. The criteria for selection of participants included, no history of speech, language, hearing problem and Upper Respiratory Tract Infection. All the subjects where further divided in to seasonal ICS users and regular ICS users, 20 normal non ICS users. All the subjects were Malayalam speakers and were using ICS for at least 3 years.

Equipment

Patient history were assessed with respect to the family history, medical history, developmental history, speech language and hearing problems and the problems which affect the daily routine life especially voice problems by using inhaled cortico steroids
Perceptual analysis of voice quality was assessed by using voice handicapped index (Jacobson, Johnson, and Grywalski, 1997).

PRAAT software (version 5.1.37, Boersma and Weenick, 2009) was used to extract the acoustic parameters of live voice. Acoustic parameters considered for the present study were jitter (pitch-period perturbation- ppq) (difference of periods- ddp), shimmer (amplitude perturbation- apq) (difference of amplitude- dda), Pitch (mean pitch, minimum pitch, maximum pitch, range,) Voicing (degree of voice breaks, number of voice breaks,) and harmonic to noise ratio.

Procedure

The examiner completed the case history of the patient with respect to medical, family, developmental history, speech language problems, and Voice problems. It was explained to the subjects so they would provide appropriate responses to the questions addressed.

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The Voice Handicap Index (Jacobson, Johnson, and Grywalski, 1997) scale was used for subjective evaluation of voice quality. It is used to describe the subject's voices and the effects of their voices on their lives with respect to physical, emotional and functional condition. The participants had to complete the questionnaire in voice handicap index. The examiner has to evaluate and interpret the voice handicap index scale.

The subjects were asked to phonate vowel /a/ /i/ and /u/ at comfortable loudness and pitch and was recorded using PRAAT software (version 5.1.37) keeping the microphone at a standard distance of 3cm away from mouth. The initial and final portion of the vowel phonation was truncated and the middle steady portion was considered for acoustic analysis. The advantage of using a sustained vowel is that it can usually be sustained in a steady manner and for an adequate period of time. Perturbation must be measured from sustained vowel phonation in which participant is instructed to produce a steady pitch level. Connected speech confounds the measure because linguistically produced frequency variations cannot be separated from frequency variations produced by the bio mechanical characteristics of the vocal folds (Colton and Casper, 1996). Hence, sustained phonation of /a/ was used.

The selected voice parameters included jitter (pitch-period perturbation) (difference of periods), shimmer (amplitude perturbation) (DDP), Pitch (mean pitch, minimum pitch, maximum pitch, range,) Voicing (degree of voice breaks, number of voice breaks,) and Noise to harmonic ratio. All these measures were analyzed using PRAAT (version 5.1.37) and were compared with the group, gender and were statistically analyzed using the two way ANOVA.

Results

The aim of the present study was to analyze the voice quality of inhaled cortico steroid users by means of subjective and objective methods. Subjective evaluation of case history and voice handicap index tool was assessed. The voice parameters analysed in this study was (jitter (pitch-period perturbation-ppq) (difference of periods -dda), shimmer (amplitude perturbation) (difference of amplitude- dda), Pitch (mean pitch, minimum pitch, maximum pitch, range,) Voicing (degree of voice breaks, number of voice breaks,) and Noise to harmonic ratio and compared each parameters with across the group, within the group and gender wise and the results are shown below.

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Subjective Evaluation

Inhaled corticosteroids (ICS) are the most effective anti-inflammatory agents and are recommended in national and international guidelines as first line therapy for persistent asthma. If used properly they seldom induce serious systemic side effects, but unfortunately frequently provoke some local problems.

Information obtained through case history (medical, family, developmental, speech and language and voice problems) shows that oropharyngeal adverse effects are mainly associated with upper airways mucositis and include dry cough, wheeze. The incidence of local side effects can be high and variable, and depends on the type and dose of ICS, The voice problems noted was dysphonia (hoarseness) or chronic pharyngitis (sore throat) weakness of voice, aphonia, sore throat, throat irritation, and cough. The regular ICS users were more likely to experience hoarseness, weakness of voice, aphonia, sore throat, throat irritation, and cough than either of the other groups.

Voice Handicap Index

VHI describes the subject's voices and the effect of their voices on their lives. It was administered in all normals, Seasonal ICS users and Regular ICS users, and the Scores shows '0' in non ICS users indicates that no voice problems, In seasonal users VHI scores was between normal and moderate level. Some subjects had normal range and some subjects come under mild to moderate range. In regular users most of the subject's scores shows was out of the normal limits. So this report indicates voice handicap index tool is a good quality measure of finding out the voice problems in inhaled cortico steroid users and it describes how their voice problems are affected in their daily routine life.

Acoustic Analysis

The acoustic data measures included jitter (pitch-period perturbation-ppq) (difference of periods-ddp), shimmer (amplitude perturbation- apq) (difference of amplitude- dda), Pitch (mean pitch, minimum pitch, maximum pitch, range,) Voicing (degree of voice breaks, number of voice breaks,) and Noise to harmonic ratio. Obtained through acoustic analysis of phonation of /a/ /i/ and /u/ using PRAAT software was compared with the group, with in group, gender and were statistically analyzed by using the two way ANOVA.

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The mean values of Jitter (pitch-period perturbation- ppq) (difference of periods- ddp), shimmer (amplitude perturbation- apq) (difference of amplitude- dda) Pitch (mean pitch, minimum pitch, maximum pitch, range,) Voicing (degree of voice breaks, number of voice breaks,) and Noise to harmonic ratio were compared across the group, within the group, and gender wise and are summarized in the table and graph below.

Vowel Sound	Source	ANOVA F value	Degree of freedom	p value	
/a/	Group	4.822	2.54	.012	SIG
	Gender	.009	1.54	.926	-
	Group * Gender	.061	2.54	.941	-
/u/	Group	3.870	2.54	.027	SIG
	Gender	3.054	1.54	.086	-
	Group * Gender	1.143	2.54	.326	-
/i/	Group	5.340	2.54	.008	HS
	Gender	.083	1.54	.774	-
	Group * Gender	3.008	2.54	.058	-

Table 1: Jitter ppq, (Pitch perturbation period) of all the subjects across group, with in group, and gender

From the above table it is evident that there is a significant difference in jitter Ppq, for /a/ and /u/ vowels and vowel sound /i/ was highly significant across the group and there is no significant differences seen in within group and gender.

Vowel Sound	Source	ANOVA F value	Degree of freedom	p value	
/a/	Group	3.528	2.54	.036	SIG
	Gender	.413	1.54	.523	NS
	Group * Gender	.904	2.54	.411	NS
/u/	Group	3.417	2.54	.040	SIG
	Gender	3.608	1.54	.063	NS
	Group * Gender	.416	2.54	.661	NS
/i/	Group	4.884	2.54	.011	SIG

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	Gender	.005	1.54	.941	NS
	Group * Gender	.110	2.54	.896	NS

Table 2: Jitter ddp (difference of period), of all the subjects across group, with in group, and gender

From the above table it is clear that there is a significant difference in jitter ddp, in across the group for all the vowels and there is no significant differences seen in within group and gender.

Vowel Sound	Source	ANOVA F value	Degree of freedom	p value	
/a/	Group	24.718	2.54	.000	HS
	Gender	.902	1.54	.346	-
	Group * Gender	.547	2.54	.582	-
/u/	Group	20.821	2.54	.000	HS
	Gender	.222	1.54	.640	-
	Group * Gender	3.874	2.54	.027	SIG
/i/	Group	22.280	2.54	.000	HS
	Gender	.486	1.54	.489	-
	Group * Gender	3.914	2.54	.026	SIG

Table 3: shimmer apq, (amplitude perturbation), of all the subjects in the present study across group, with in group, and gender

From the above table the result shows that there is a highly significant difference in shimmer apq, across the group for all the vowels and within group /e/ /u/ vowels shows significant differences. There is no significant differences were seen in gender.

Vowel sound	Source	ANOVA F value	Degree of freedom	p value	

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/a/	Group	25.128	2.54	.000	HS
	Gender	.830	1.54	.366	-
	Group * Gender	1.098	2.54	.341	-
/u/	Group	21.143	2.54	.000	HS
	Gender	.642	1.54	.426	-
	Group * Gender	2.754	2.54	.073	-
/i/	Group	21.688	2.54	.000	HS
	Gender	2.563	1.54	.115	-
	Group * Gender	8.073	2.54	.001	HS

Table 4: shimmer, (difference of amplitude), of all the subjects in the present study across group, with in group, and gender

From the above table we can conclude that there is a significant difference in shimmer dda, across the group and within group /i/ sound shows a highly significant difference. There is no significant difference seen in other comparisons.

Vowel Sound	Source	ANOVA F value	Degree of freedom	p value	
/a/	Group	.245	2.54	.784	-
	Gender	15.903	1.54	.000	HS
	Group * Gender	2.882	2.54	.065	-
/u/	Group	1.752	2.54	.183	-
	Gender	85.339	1.54	.000	HS
	Group * Gender	7.792	2.54	.001	HS
/i/	Group	.762	2.54	.472	-
	Gender	68.689	1.54	.000	HS
	Group * Gender	4.297	2.54	.019	SIG

Table 5: Pitch (mean pitch), of all the subjects in the present study across group, with in group, and gender

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From the above table it reveals that there is a significant difference in mean pitch across the group for all the vowels and gender wise there is a highly significant difference in /i/ and /u/ vowels and significant differences were seen in within the group for /u/ sound. There is no significant differences were seen in other comparisons.

Vowel Sound	Source	ANOVA F value	Degree of freedom	p value	
/a/	Group	33.718	2.54	.000	HS
	Gender	23.223	1.54	.000	HS
	Group * Gender	14.084	2.54	.000	HS
/u/	Group	11.830	2.54	.000	HS
	Gender	41.837	1.54	.000	HS
	Group * Gender	5.043	2.54	.010	SIG
/i/	Group	10.605	2.54	.000	HS
	Gender	27.002	1.54	.000	HS
	Group * Gender	2.854	2.54	.066	-

Table 6: Pitch (minimum pitch), of the entire subject in the present study across group, with in group, and gender.

From the above table it is clear that there is a highly significant difference in minimum pitch across the group for all the vowels, within the group and gender wise except vowel /i/ of within group.

Vowel Sound	Source	ANOVA F value	Degree of freedom	p value	
/a/	Group	8.785	2.54	.000	HS
	Gender	1.224	1.54	.053	-
	Group * Gender	1.224	2.54	.302	-
/u/	Group	8.443	2.54	.001	HS.
	Gender	5.753	1.54	.020	SIG
	Group * Gender	1.203	2.54	.308	-
/i/	Group	6.969	2.54	.002	HS.
	Gender	1.652	1.54	.204	-
	Group * Gender	1.994	1.54	.146	-

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Table 7: Pitch (maximum pitch), of all the subject in the present study across group, with in group, and gender

From the above table it is evident that there is a highly significant difference in maximum pitch across the group for all the vowels, and significant differences are seen in vowel sound /u/ when comparing gender wise. No significant differences in other comparisons.

Vowel Sound	Source	ANOVA F value	Degree of freedom	p value	
/a/	Group	19.710	2.54	.000	HS
	Gender	.280	1.54	.599	-
	Group * Gender	.823	2.54	.445	-
/u/	Group	14.861	2.54	.000	HS
	Gender	.014	1.54	.907	-
	Group * Gender	.085	2.54	.918	-
/i/	Group	13.156	2.54	.000	HS
	Gender	.555	1.54	.460	-
	Group * Gender	.720	2.54	.491	-

Table 8: Pitch (range), of the entire subject in the present study across group, with in group, and gender.

From the above table the result shows that a highly significant difference in pitch range across the group for all the vowels, and there is no significant difference in other comparisons.

Vowel Sound	Source	ANOVA F value	Degree of freedom	p value	
/a/	Group	3.643	2.54	.033	SIG
	Gender	.184	1.54	.669	-
	Group * Gender	.600	2.54	.553	-
/u/	Group	14.837	2.54	.000	HS
	Gender	.665	1.54	.418	-
	Group * Gender	.258	2.54	.774	-

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/i/	Group	9.684	2.54	.000	HS
	Gender	2.018	1.54	.161	-
	Group * Gender	.552	2.54	.579	-

Table 9: Pitch (number of voice breaks), of all the subject in the present study across group, with in group, and gender

From the above table it is clear that there is a significant difference in number of voice breaks across the group for all the vowels, and there are no significant differences in other comparisons.

Vowel Sound	Source	ANOVA value	Degree of freedom	p value	
/a/	Group	1.184	2.54	.314	-
	Gender	1.000	1.54	.322	-
	Group * Gender	.944	2.54	.395	-
/u/	Group	5.653	2.54	.006	HS
	Gender	3.530	1.54	.066	-
	Group * Gender	1.134	2.54	.329	-
/i/	Group	4.234	2.54	.020	SIG
	Gender	.557	1.54	.451	-
	Group * Gender	.002	2.54	.998	-

Table 10: Pitch (Mean H-N ratio), of all the subject in the present study across group, with in group, and gender

From the above table it is evident that there is a significant difference in harmonic to noise ratio across the group for /a/ and /i/ sound and there is no significant differences in other comparisons.

In summary the results showed significant difference across the group, within the group and gender. Group wise comparison showed significant difference in jitter- Ppq, (p value $_=$ 0.012/) and vowel sound /i/ was highly significant (p value $_=$ .008). Jitter- ddp, was significant for all the vowels (p value $_=$ .036). Shimmer (Apq, dda) minimum pitch, maximum pitch, range,

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number of voice breaks was highly significant (p value = .000) across the group. No significant difference was seen for mean pitch, degree of voice breaks and noise to harmonic ratio. When comparing with male and female highly significant difference was found for the entire vowel sounds in mean pitch and minimum pitch (p value = 0.000) maximum pitch showed a significant difference in /u/ sound (p value = .020). No significant differences were found in other measures. Within group there was a significant difference seen for /u/ and /i/ vowels in shimmer- apq (p value = .027) highly significant differences found for /u/ sound in dda, /i/ vowel in mean pitch (p value = .001) and highly significant difference was found for /a/ vowel phonation in minimum pitch (p value = 0.000) and /u/ (p value = 0.010) sig). No significant differences were found in other measures

Discussion

The purpose of this study was to evaluate the negative effect of ICS on voice production using acoustic analysis and voice handicap index. The results obtained from the present study reveal a considerable change in the acoustic parameters of voice such as jitter, shimmer, pitch, and voice breaks. These changes are more evident in regular ICS users. (Bhalla. Watson, Taylor and Roland, 2009) concluded the change in voice characteristics of ICS users is because of steroid induced myopathy and subsequent phonatory gap, or because of increased time of apposition as consequence of chronic laryngitis.

Studies have shown that the occurrence of vocal and pharyngeal side effects is deemed to be multifactorial. (Kosztyla-Honja, Rogowski, Rutkowski, Pepinski and Rycko, 2006) found the wide range of pitch is due to increased vocal cords mass in laryngeal oedema in which in accordance with the present study.

The subjective evaluation and acoustic analysis of sustained vowel sounds results shows that regular ICS users are more possible to have abnormal pharyngeal and laryngeal complications compared with either normal subjects or seasonal asthmatics. (Bhalla. Watson, Taylor and Roland, 2009) stated the laryngeal complications of ICS users are hoarseness, weak voice, aphonia and troublesome chronic cough, and the pharyngeal problems of sore throat and irritation. We noticed that regular ICS users were also found to have more severe dysphonia compared to seasonal ICS users and control groups as represented by the highly significant jitter, shimmer, pitch variation and voice breaks.

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VHI describes the subject's voices and the effect of their voices on their lives. It was administered in all subjects in this study and the Scores In seasonal users were between normal and moderate level. In regular ICS users most of the subject's scores was out of the normal limits means the patient is more concern about their problems. (Dogan, Kocak and Sehitoglu, 2007) administered voice handicap index in asthma patients and found that the voice handicap index score was outside the normal limits. So this report indicates voice handicap index tool is a good quality measure of finding out the voice problems in inhaled cortico steroid users and it describes how their voice problems are affected in their daily routine life.

Acoustic analysis is an objective and sensitive assessment tool of voice pathology. Most important index in voice analysis include: fundamental frequency Fo, Jitter, Shimmer, NHR, voice breaks, maximum pitch and minimum pitch. Fundamental frequency (Fo) is the number of vibratory cycles completed per second depends on vocal cords tension and their length. Increased vocal cords mass in laryngeal oedema is associated with decreased Fo value (Kosztyla-Honja, Rogowski, Rutkowski, Pepinski and Rycko, 2006).

The present study noted statistically considerable decrease in Fo, jitter shimmer pitch in regular and seasonal ICS users and number of voice breaks was higher in regular users compared to other 2 groups. We found the pitch range was out of the normal limits both in male and female in regular and some seasonal ICS users. ICS administration which confirms causes laryngeal oedema as well as glottal paralysis.

Summary and Conclusion

Corticosteroids are the most potent and reliable of the available agents among the anti-inflammatory drugs, and have assumed a major role in the management of asthma (Szelfler, 1991). This has subsequently resulted in the widespread use of ICS. The impact of ICS on voice production has received considerable research attention. Most research indicates that the long-term use of ICS has a negative effect on voice production (Williams, Bhagat, Stableforth, Clayton, Shenoi, and Skinner,. 1983; Lavy et al., 2000 & Bhalla et al., 2009).

These findings would suggest a trade-off between controlling the symptoms of asthma and maintaining normal vocal functioning. However, individuals with asthma present with a wide range of co-morbidity factors such as smoking, chronic cough and co-existing allergic rhinitis, which may confound the effects of ICS on voice production. Laryngeal complications

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of asthma are poorly understood. The administration of ICS for a long duration will affect the vocal fold function. Because of ICS main cause for voice difficulty is steroid deposition on the superficial layer of the larynx. This will be the primary cause of dysphonia.

Hence the present studies focus on hypothesizing the effect of ICS on Vocal behaviours and acoustic characteristics of voice by using subjective and objective methods.90 inhaled cortico steroid users in the age range of 22 to 70 years with no history of speech, language, hearing problem and upper respiratory tract infection (URTI), were further divided in to seasonal ICS users and regular ICS users, 20 normal non ICS users were participated in present study..

The different analyses are deemed complementary and collectively provide information regarding vocal quality and laryngeal function. The information's obtained through subjects, shows that oropharyngeal adverse effects are mainly associated with upper airways mucositis and include dry cough, wheeze. The incidence of local side effects can be high and variable, and depends on the type and dose of ICS, The voice problems noted was dysphonia (hoarseness) or chronic pharyngitis (sore throat) weakness of voice, aphonia. The regular ICS users were more likely to experience hoarseness, weakness of voice, aphonia, sore throat, throat irritation, and cough than either of the other groups

Voice handicap index result in regular ICS users were out of the normal limits shows that the patient is more concern about their voice problems.

The results of the acoustic analysis showed significant difference across the group, within the group and gender. Group wise comparison showed significant difference in jitter and Shimmer, minimum pitch, maximum pitch, range, number of voice breaks. When comparing with male and female highly significant difference was found for the entire vowel sounds in mean pitch and minimum pitch and maximum pitch. Within group there was a significant difference seen in shimmer, mean pitch and minimum pitch. Regular ICS users were also found to have more severe dysphonia compared to either of the other groups, as represented by the highly significant jitter, shimmer, pitch and voice brakes.

It is widely accepted that the risk of adverse effects during long-term ICS administration depends on the dose, method of administration, biological dose and absorption. For this reason,

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the most appropriate drug and delivery device are essential considerations when prescribing for asthma control. ICS users need to know more about the factors that may affect the voice resulting in changes such as decreased vocal efficiency, Dysphonia, hoarseness, and other vocal pathologies. Awareness of these changes may help them to use their voice more effectively.

This study gives an understanding to speech language pathologist regarding the various voice parameters that are expected to undergo significant changes following long term use of ICS and direction for enhancing the clinical knowledge.

In summary the purpose of the present study was to analyses the effects of ICS on voice production by using subjective and objective method. The general question was to determine whether ICS has an effect on acoustic features of voice following exposure to ICS. The results of this study indicate that ICS does have an effect on acoustic properties of voice. These effects were more evident in regular ICS users compared to seasonal ICS users and control groups. Local side effects are more common in asthmatics that use ICS regularly and the acoustic voice assessment method can be used to accelerate early diagnosis of voice abnormalities in ICS users.

Limitations

This study measures few parameters of the voice that are available in PRAAT soft ware it's very important that to measure all the parameters of voice. Future studies will incorporate this factor.

One of the other limitations of this study was the acoustic analysis of voice done in vowels only it is important that the analysis should be done in connected speech.
Relatively small sample size and grouping of all type of ICS medicine in one group can be a limitation of this study

Directions for Future Research

Future studies may focus their intentions on the effect of different steroids and, perhaps, different propellants.

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Secondary area of research could be to determine the effects of various doses of ICS on voice production.

A closer correlation between voice changes and measures of lung function would also be useful, as would voice studies and airflow measures after a bronchodilator.

Conservative measures to avert the risk of complications of ICS therapy, such as gargling or spacer devices have an unpredictable response

A logical next step in this line of research would be to determine the changes of acoustic properties of voice in connected speech and to compare whether this effect are same as vowels.

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Appendix

Voice Handicap Index (VHI)

(Jacobson, Johnson, Grywalski, *et al*.)

Instructions: These are statements that many people have used to describe their voices and the effects of their voices on their lives. Check the response that indicates how frequently you have the same experience.

(Never = 0 points; Almost Never = 1 point; Sometimes = 2 points; Almost Always = 3 points; Always = 4 points)

	Never	Almost Never	Sometimes	Almost Always	Always
F1. My voice makes it difficult for people to hear.					
P2. I run out of air when I talk					
F3. People have difficulty under- standing me in a noisy room					
P4. The sound of my voice varies throughout the day.					
F5. My family has difficulty hearing me when I call them throughout the house.					
F6. I use the phone less often					
E7. I'm tense when talking with others because of my voice.					
F8. I tend to avoid groups of people because of my voice.					
E9. People seem irritated with my voice.					
P10. People ask, "What's wrong with your voice?"					
F11. I speak with friends, neighbors, or relatives less often because of my voice.					

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	Never	Almost Never	Sometimes	Almost Always	Always
F12. People ask me to repeat myself when speaking face-to- face.					
P13. My voice sounds creaky and dry.					

	Never	Almost Never	Sometimes	Almost Always	Always
P 14. I feel as though I have to strain to produce voice.					
E15. I find other people don't understand my voice problem.					
F16. My voice difficulties restrict my personal and social life.					
P17. The clarity of my voice is unpredictable.					
P18. I try to change my voice to sound different.					
F19. I feel left out of conversations because of my voice.					
P20. I use a great deal of effort to speak.					
P21. My voice is worse in the evening.					
F22. My voice problem causes me to lose income.					
E23. My voice problem upsets me.					
E24. I am less out-going because of my voice problem.					
E25. My voice makes me feel handicapped.					
P26. My voice "gives out" on me in the middle					
E27. I feel annoyed when people ask me to repeat.					
E28. I feel embarrassed when people ask me to repeat.					
E29. My voice makes me feel incompetent.					
E30. I'm ashamed of my voice problem.					

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Please circle the word that matches your voice today

P................... F....................E....................   TOTAL..........

Normal   Mild   Moderate   Severe

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Evaluation of the Statements and Confessions from the Point of View of Forensic Linguistics

N. Vijayan, M.A. (Criminology & Police Administration), M.A. (Linguistics)
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Abstract

Forensic linguistics applies linguistic knowledge, methods and insights to the forensic context of law, language, crime investigation, trial, and judicial procedure. There is an urgent need in India, a multilingual country, for that matter any country, to give more importance and priority to Forensic Linguistics since crime rates are shooting up. The role of language to solve the cases quickly should be given precedence, for which Forensic Linguistics only can serve the purpose (Vijayan, 2015). This paper presents aspects of forensic linguistics used by law enforcing and criminal investigation agencies in India. Linguistic features of false confessions, witness statements, identifying the genuineness of statements, and other related features are described and discussed in this paper. Recorded case histories are used to discuss forensic linguistic aspects.

Key word: Forensic linguistics, false witness, false and voluntary confessions, assessment of genuineness of statements, case histories.

Forensic Linguistics

Forensic Linguistics is a branch of applied linguistics which uses language as evidence. It is the application of linguistic knowledge, methods and insights to the forensic context of law, language, crime investigation, trial, and judicial procedure.

Just like the Forensic science got recognition in the area of legal processes and helps in solving problems related to blood, weapon, clinical testing of liquids and related things, now the

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language used by the accused, witnesses, victims, etc., gets impetus in giving evidences for legal processes.

Forensic Linguistics can help the Police Department as well as the Judicial to find out the culprits. With the increase in new technology used by culprits, suspects, forensic linguistics can contribute to the field to a greater extent. The confessions and statements given in the Police station or Court may lead to change in the course of trial. Prompted confessions and dictated statements by prosecution witnesses, defense witnesses, the accused, etc., have turned the proceedings in the Court of law.

There is an urgent need in India, a multilingual country, for that matter any country, to give more importance and priority to Forensic Linguistics since crime rates are shooting up. The role of language to solve the cases quickly should be given precedence, for which Forensic Linguistics only can serve the purpose (Vijayan, 2015).

Take for example, the confession given by a culprit. But the term confession is nowhere defined in the Evidence Act of India. All the provisions relating to confessions occur under the heading of admission, which is applicable to confession also. Section 17 of Indian Evidence Act (IEA) defines 'admission' or here 'confession' as "a statement oral or documentary which suggests any inference to any fact in issue or relevant fact". A confession can be defined as an admission made at any time by a person charged with the crime stating or suggesting an inference that he committed the crime.

But in India, as per the Article 20(3) of Constitution of India 'no person accused of any offence shall be compelled to be a witness against himself.' There are possibilities that, when a person is compelled to confess or give a statement about a crime the result may be a false one.

False Confession

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A false confession is an admission of guilt in a crime in which the confessor is not responsible for the crime. False confession can be induced through coercion or by the mental disorder or incompetency of the accused.

There are cases where innocent individuals have confessed to crimes they did not commit. Innocent defendants have made incriminating statements, confessed or pleaded guilty. Multiple factors can contribute to false confessions, including those affecting the mental illness, intoxication, and age, in other words the psychology of a suspect and the use of coercive interrogation techniques, such as threats, physical handling or promises of leniency. False confessions usually follow a suspect's decision during an interrogation that confessing is somehow more beneficial to him than maintaining his innocence.

Voluntary False Confessions

Voluntary false confessions are those that are given free of any force, that is, without police prompting. Sometimes they may be sacrificial, to divert attention from the actual person who committed the crime as in the cases taken for analysis.

1. Compliant false confessions are given to escape a stressful situation, avoid punishment, or gain a promised or implied reward.
2. Internalized false confessions are those in which the person genuinely believes that they have committed the crime, as a result of highly suggestive interrogation techniques.

False confessions greatly undermine the due process rights of the individual who has confessed. 'Our distrust for reliance on confessions is due, in part, to their decisive impact upon the adversarial process. The introduction of a confession makes the other aspects of a trial in court superfluous, and the real trial, for all practical purposes, occurs when the confession is obtained' (Justice Brennan noted in his dissent in the case of Colorado Vs, Connelly 49 US 157, 1986).

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Confessions and witness statements are to be analysed for their legitimacy.

How to Evaluate the Genuineness of Statements

At this point of discussion this paper suggests a mechanism to evaluate the genuineness of such statements.

A witness statement is a document recording the evidence of a person, which is signed by that person to confirm that the contents of the statement are true. A statement should record what the witness saw, heard or felt. It is considered that if the witness has seen the crime, he/she becomes an eye witness; if he/she has heard about the crime, he/she becomes an ear witness.

The Statements of both prosecution witnesses (PWs) and Defense witnesses (DWs) are to be evaluated (Vijayan, 2015). As defined earlier a witness statement is a formal document containing his/her own account of the facts relating to issues arising in a crime, for example a murder case.

The features such as their legality, validity, reliability, authenticity and the truthfulness are to be assessed for which a system called Statement Worthiness Evaluation System (SWES) is proposed, here, in this paper.

Case Studies

The analysis has taken up   the following 9 cases to substantiate the SWES.

1. Janakiyamma murder case: (Case No. 146/05)

    Accused (1) Mr. Murugan and (2) Mr.Shankar

2. Vijayalakshmi murder Case: Accused Mr. Natarajan

3. Tractor accident leading to murder (Case No.341/1998)

    Deceased – Mr. Kannan and Accused Mr. R.Vijayakumaran Nair

4. Sheela murder case: (Case No. 297/2002)

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Accused Mr. Satish Kumar and another two

5. Attempt to murder of Mr. Muthaiyan (Case No.102/2001).

    Accused (1) Mr. Thangaiyan, (2) Mr. R. Justin, (3) Mr. R.Sekar and

    (4) Mr. R.Satish kumar

7. Attempt to murder of the H.M., Mr. Sasidharan Nayar (Case No. 11/2006).

    Accused Mr.R. Vikraman, Mr. G.Satish kumar and Mr. S. Dilip

8. Rape Case of Miss Sophia: (Case No. 400/2008)

    Accused Mr. Rattina Das

9. Bribe case on Mr. Ganapathiya Pillai (Case No. 6/2004)

    Complaint filed by Mr. S. Mathusoodhanaperumal.

The SWES is proposed here as an application to find out how much merit the statements have in the legal process.

Principles Adopted for the Assessment Using SWES

The following principles are projected in the process of assessment using SWES.

1. The Principle of legality of the statements.
2. The Principle of validity of the statements.
3. The Principle of reliability of these documents.
4. The Principle of authenticity of the documents.
5. The Principle of truthfulness in documents.

Statement Worthiness Evaluation System

Besides, these principles the analysis of these documents can help in finding out, for example, the region/community to which the accused or the witnesses belong(s) to from the dialect used by him/them.

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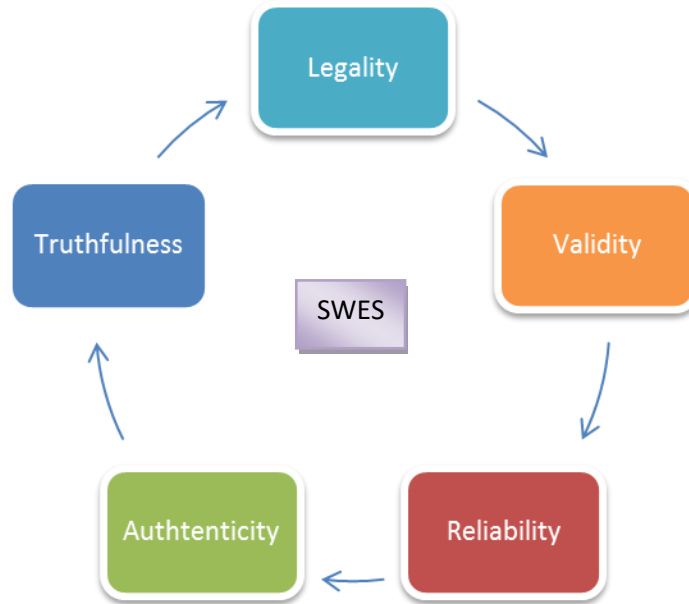
Statement Worthiness Evaluation System

The Principle of Legality

The principle of legality is captured in the Latin phrase '*nullum crimen sine lege, nulla poena sine lege*,' which may be translated as 'no crime or punishment without law.' In spirit, the principle of legality means that criminal liability and punishment should be based only upon a prior enactment of a prohibition that is expressed with adequate precision and clarity. Legality can be, further, defined as an act, agreement, or contract that is consistent to the law or state of being lawful or unlawful in a given jurisdiction. According to Webster's New World College Dictionary (2006) the definition of legality is "1: attachment to or observance of law and 2: the quality or state of being legal. Legality checks for if certain behaviour whether it is according to law or not."

In criminal law, the principle of legality is designed to guarantee the primacy of the law in criminal procedure, so that neither the prosecution nor defendants are exposed to arbitrary bias.

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The principle of legality assures that no defendant may be punished arbitrarily or retroactively by the court. This means that a person cannot be convicted of a crime that has never been publicly announced or tried in the court of law. It requires judges to always lean in favour of the defendant when they interpret statutes, and forbids pronunciation of guilt without a clear and reasonable justification of the sentence.

Ignorance of a law may mitigate severity of guilt that is, 'knowingly' committing a crime to 'negligently' committing a crime, but criminal law holds that ignorance never equals innocence. The principle of legality holds that it is not the defendant's personal knowledge that determines what he can and cannot do, but the law of the land can.

Example 1

Case No. 7.Attempt to murder Sasidharan Nayar

The Head Master of the school, Sasidharan Nayar was attacked by the accused for not giving job, that is, for terminating from services for illegal activities and was not reinstated. After the trial, the judgment was pronounced and the accused were acquitted. The prosecution was blamed for its failure in keeping all the points of irrelevance intact. The judgment itself gives the legality and validity of the statements.

The facts that there were no consistencies in the statements regarding the time of admission to the hospital, the place of occurrence of the crime, the eye witnesses produced as PW, etc., have contributed to the acquittal of the accused.

The judgment, after evaluating the legality, exemplifies as follows: Any thing missingher? Where is the exemplification?

Example 2

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……enavē campavattiṟku piṉ a.cā.1 neraṭiyāka arumanai kāval nilaiyam ceṉṟuḷḷār enpatum ataṉ piṟaku aṅkiruntu kāval nilaiya memōvuṭaṉ avarai a.cā.1 -iṉ makaṉ Pranesh arumanai maruttuva maṇikku aḻaittu ceṉṟuḷḷar enpatum teḷivākiṟatu.

……So it is clear that the PW1 has gone to the police station directly and after that getting the memo from the police station his son Pranesh has taken him to the Arumanai Hospital.'

…enavē, a.cā.1 -kku avar coṉṉa nērattil coṉṉa vitattil kāyaṅkaḻ ēṟpaṭṭirukkumō enpatu cantēkattai ēṟpaṭuttukiṟatu enṟa etirikaḻ tarappu vātam ēṟkumpaṭiyāka amaintiruppatākavē innītimaṉṟam karutukiṟatu.

'This court opines and believes the defense argument that the injuries made on PW 1 at the said time and said manner make it more doubtful was acceptable.'

The wife of the victim, Sasidharan Nayar also stated that only she admitted him in the hospital, contrary to the fact that her son admitted him. The time, location and in the way complaint has been expressed in the statement as micro evaluation has failed in the court. It was proved beyond doubt that it was not a true case and was done to punish somebody who was not involved in the case.

Example 3

inta vaḻakkilum, a.cā.ā.1 pukār vākkumūlattil campavattiṉ pōtu a.cā.2 uṭaṉ irunatāka atil kūṟappaṭavillai. enavē, avar campavattiṉ pōtu kūṭaviruntatāka kūṟappaṭṭu, campavattai neril pārtta cāṭciyāṉa avar aḻittuḷḷa cāṭciyam nampattakunta vitattil illai.

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'Further, in the complaint lodged, there was no mention about PW 2's presence at the time of the incident. So, the statement he gave as he was along with while the incident had happened and his witness as he had seen the incident in person are not trustworthy.'

It is also true that PW2 was not in the location as claimed by the prosecution; that being the case how would the court believe his statement? The truth came out in the cross examination.

Example 4

mēlum, campavam naṭantatāka kūṟappaṭum iṭam paṟṟi aracu tarappil kūṟappaṭum pōtu, mutal takaval aṟikkaiyil kalluppālam āciriya payiṟci paḷḷiyin mun pakkam uḷḷa varāṇṭāvil niṟkum pōtu a.cā.1 tākkappaṭṭatāka kūṟappaṭṭuḷḷatu. ānāl kuṟṟap pattirikkaiyil āciriyai payiṟci paḷḷi kaṭṭiṭattin vaṭakku kaṭaici aṟaiyin mun varāṇṭāvil campavam naṭantatāka kūṟappaṭṭuḷḷatu.

'In addition to that while the prosecution mentioning about the place of occurrence of the incident, in the FIR it was mentioned that the PW 1 was attacked when he was standing in the front verandah of the Kalluppalam Teacher Training School. But in the charge sheet it was mentioned that the incident occurred when the PW was standing in the verandah of the last room in the north side of the end side of the building of the Teacher Training School.'

As said earlier, the location of the crime is also very important to establish the legality of the case. Here the prosecution mentioned one place in the FIR and another in the charge sheet and the statements of the PWs was deviant from the location. That point was well observed and the judgment was pronounced acquitting the accused persons.

The evaluation of the total case could be observed as a scholarly legal way in the judgment as in

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Example 5

enavē mē̱r̲kaṉ̱ṯa kāraṇaṅkaḷināl aracu tarappil kū̱rappaṯuvatu pōl kū̱rappaṯum nāḻil, kū̱rappaṯum nērattil etirikaḷāl a.cā.1 -kku kāyam ē̱r̲paṯuttappaṭṭatu enpatu takunta cā̱ṭciyaṅkaḷ ma̱r̲r̲um āvaṉaṅkaḷ mūlam cantēkatti̱r̲kuyiṭamiṉr̲i nirūpikkappaṭa villai..

'So, as per the afore said reasons that as mentioned in the charge sheet, the incident happened on the said day at the said time and the injuries were made by the accused were not established by the prosecution with enough witnesses and documents beyond any doubt.'

Thus the judgment pronounced,

enavē, cantēkattin palanai etirikaḷukku aḷittu etirikaḷai viṭutalai ceyvatutāṉ nītiyin nalanukku ukantatāka irukkum enrum nītimaṉr̲am muṭivu ceykiṉr̲atu.

'Therefore, this court decides for the advantage of justice, giving the benefit of doubt to the accused, they are acquitted.'

When using forensic linguistics as a tool of forensic document examination, the judge looked for patterns in language as well as inconsistencies in those patterns.

Example 6

Case No. 4: Sheela murder case

Though the accused in this case were convicted, at a later stage, after a year, the case was taken up and they were acquitted because of the DNA mismatch. The legality of the case was maintained as per law.

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In conversations, an investigator might notice clues in conversational turns, how frequently an individual reintroduces a topic, how quickly a person responds, whether or not speakers talk over each other, the truthfulness of the statements, etc.

The Principle of Validity

"Validity refers to the faithfulness of a test. It is one of the five criteria used for the critical evaluation of tests. The other criteria are administrability, economy, reliability and scorability…. A test is said to be valid when it measures accurately and faithfully the ability or the knowledge that the test is intended to measure." (Subbiah, 2002). The same is true of the confessions and statements given by witnesses, both the PWs and DWs or the defendant, where accuracy and faithfulness get specific importance.

"Eyewitness testimony is far from being fool-proof. Despite the assumption that witnesses under oath are honest, sincere, and credible, there may be sufficient discrepancies. Any two witnesses to the same event will undoubtedly and unfailingly observe it differently. What is subjectively true to a witness may be objectively false due to faulty or defective perception." (Brunson, 2010). If they are ear witnesses need not be taken seriously for they may be deficient in reliability.

There are plenty of factors that go into the question of the accuracy of a witness's perception. The statement made to the police near the time of an incident, normally has substantial changes by the time that a deposition or trial occurs. This is especially true when the witness is confronted with their original signed statement.

Example 7

Case No.9: Bribe case on Ganapathiya Pillai

The trial was going on and the complainant Mathusoodana Perumal could not explain further the details of the case, since it was a false case made on the Head Master. The complainant was declared hostile by the prosecution. The sentences uttered by the HM was

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partially reproduced and in fact the documents produced and the circumstances in which the sentences were uttered were proved beyond doubt that the case was a forged one and the validity of the case was at stake.

The complainant Mathusoodana Perumal could not answer to the questions raised by the defense in the cross- examination. The prosecution advocate requested the Hon. Judge to declare him as hostile. This request was based on the replies he gave on cross-examination. The negative points to the case are given in italics.

…..talaimai āciriyaruṭaiya mun irukkaiyil 2-vatu etiriyāna pārkkavi uṭkārntiruntār enṟum connēn *enṟāl ñāpakam illai.* nān mēlum talaimai āciriyariṭam paṇattai koṭutta pōtu talaimai āciriyar iraṇṭāvatu etiri pārkaviyai pārttu inta paṇattai vānki vaiyunkaḻ enṟu connatāka connēn *enṟāl ñāpakam illai.* mēlum talaimai āciriyar connatin peril nān inta lancappaṇattai iraṇṭāvatu etiriyāna pārkaviyiṭam koṭutten enṟum, atanai avar valatu kaiyāl vānki talaimai āciriyarin mun pōṭappaṭṭirunta mēcaiyin teṟku mūlaiyil vaittār enṟum pinnar anta paṇattin mītu oru pancin micinai vaittār enṟum colliyuḷḷēn *enṟāl cariyāka ñāpakam illai…..*

'…..I do not remember whether I had told that the accused 2 was sitting in front of the head master. (In fact she was sitting in the right side of the table). I do not remember whether the HM requested accused 2 as to 'please get and keep the money' when I paid the money. (The prosecution tried to establish that the bribe money was received by the HM). Further, I do not remember whether I had said that only on the request of the HM. I had given the money to the accused 2 and that she kept the money received by her in the right side of the table, placed before the HM and after that she kept a punching machine on the money.' (He refused to accept all the facts, since if he accepts that would become negative to the case.)

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It is a fact that retention and recall decreases in direct proportion to time interval. The greater the time interval, the greater the loss of facts can be seen.

The Principle of Reliability

"Reliability refers to the consistency of a test in measuring whatever it measures what it has to measure…. Reliability is necessary for validity, because a test with scores which fluctuate very much does not test anything" (Subbiah, 2002). It is true that the definition best suits language teaching and evaluation. But the same definition when extended to the analysis of statements of witnesses in the court, where it will be interpreted for the consistency of a statement is more important. In the same way if at all a lie is to be made a fact, the statements should be consistent. But truth always wins and these efforts taken by either prosecution or defence would lead to acquittal sometimes as happened in the above mentioned case.

Example 8

Case No. 8: Rape case of Sophia

Though the prosecution tried its best to establish the rape of Sophia case, the reliability criterion also did not contribute to the conviction of the accused. But what made the judge to convict the accused and punish him with 5 years RI and Rs 5000 fine was the fact that the statement given by the victim was so innocent and expressed the truth had added dimensions to the crime.

Example 9

avaratu onrukku irukkum cātanattai eṭuttu nān oṉṉukku irukkum cātanattil iruttinār. enakku vali eṭuttatu.

'He pressed his organ for urinating against my urinating organ. I suffered pain.'

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It means that the statements produced in the court as well as the first examination failed to impress upon or establish the fact convincingly. There were no eye witnesses and all of them were ear witnesses. It is also true that there cannot be, by and large, any eye witness to a rape case but then how would they be evaluated? This doubt remains unanswered throughout.

Example 10
Case No. 7: Attempt to murder of Sasidharan Nayar

Inconsistencies in mentioning the time of admission to the hospital and location of the incident have contributed to affecting the reliability of the case.

a) aracu tarappil kūṟappaṭum pōtu, mutal takaval aṟikkaiyil kalluppālam
   āciriya payiṟci paḷḷiyin mun pakkam uḷḷa varāṇṭāvil niṟkum pōtu…...
   'While the prosecution mentioning about the place of occurrence of

   'the incident, in the FIR it was mentioned (that the PW 1 was attacked when)
   he was standing in the front verandah of the Kalluppalam Teacher
   Training School.'

b) āṉāl kuṟṟap pattirikkaiyil āciriyai payiṟci paḷḷi kaṭṭiṭattin vaṭakku kaṭaici
   aṟaiyin mun varāṇṭāvil campavam naṭantatāka kūṟappaṭṭuḷḷatu.

   'But in the charge sheet it was mentioned that the incident occurred when the
   PW was standing in the verandah of to the last room in the north side of
   the building of the Teacher Training School.'

Reliability is necessary for validity. The court, in this case, found out lots of inconsistencies in the micro factors like time, location, persons involved as witnesses, etc., and

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has down played the reliability of the statements of PWs which led to the acquittal of all the accused persons.

Many factors should be considered to assess the reliability of any particular stated fact. These factors fall into two categories, namely, the first relate to intentional misstatement, that is, lying and the second relate to honest though mistaken recollections.

The second one was the reason for what happened in the case of attempt to murder of the HM, Sasidharan Nayar.

However, circumstances of honest though mistaken memories are likely to be universal and these raised significant difficulties in determining the circumstances of a confrontation. In the above case all the four accused were acquitted because of the evaluation based on reliability.

It is suggested here that an electronic recording of interrogations/ oral confessions and statements / first examination and cross examination reduces the risk of false confessions and increases the reliability of the evidences. Video recording of the entire legal proceedings provides the best evidence of all that occurred. It can effectively resolve disputes arising about the legitimate approaches in the legal process and discourage false accusations of police delinquency also.

The Principle of Authenticity

A linguistic profile of the detainee based on performance during face-to-face assessment can provide useful and sometimes more important insights. The main purpose for the kind of language assessment is the provision of information about a particular person's use of the language, here Tamil, that is, a linguistic profile. This would give authenticity to the facts.

Example 11

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Case No 2: Vijayalakshmi murder case

While confessing the accused Natarajan used a few sentences to hide the fact, and words he used have forensic linguistic value. Those points have led to his arrest and punishment later. The accused tried to cover up somebody's involvement in the crime. His way of talk and the vocabulary used, the tone in which he expressed gave a chance to doubt him. After her murder, he made a complaint to the police that his wife Vijayalakshmi was missing. In his complaint there was a sentence

enku tēṭinālum kiṭaikka māṭṭāḷ.
'She will not be found out, even if searched everywhere.'

This gave the clue to doubt him. The sentence can be interpreted as 'I know that you may not be able to find her since something has happened to her, which I know.'

Example 12

In the same case, he used the following sentence repeatedly emphasizing 'nobody else' had a negative authenticity, which the police made use of and finally found out the involvement of his lady love and arrested her also.

nān maṭṭum tān kolai ceytēn. vēṟu yārum illai.
'I only killed her. Nobody else was there.'

In the confession he was using the following words also which authentically brought the truth out. Words and phrases like the following used by Natarajan are very important to establish the case.

Example 13

kaḷḷakkātal   'illegitimate love'
tīrttu kaṭṭu   'to terminate (somebody)'

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muṭivu cey		'to decide'
āyutankaḷ		'weapons'
kolai cey		'to murder'
māṭṭikkoḷ		'be caught'
aṟuttēn	'cut-I'	
kattiyāl ōngi kuttu		'to stab with knife brutally'
mukam aṭaiyāḷam teriyāmal iruppataṟkāka ' for nobody should identify the face'		
āḷ naṭamaaṭṭam illāta pakuti 'the place where nobody will be coming'		

These terms have their discourse value within the context associated to murder or intention to murder. This also increased the authenticity of the confession / statement.

Video and Audio Tapes

It is also suggested that such an assessment should be based mainly on an evaluation of the video tapes or at least audio tapes, and transcripts of police interrogations, etc. However, relying on police interrogation or recorded tapes, if available, may provide only a partial view of the detainee's or language ability of the accused and his attitudes. This interrogation may be extremely complex because of the communicative strategies, which are unique to such contexts, such as, avoidance strategies on the part of the detainee and force strategies on the part of the interrogators.

Face-to-Face Assessents

Face-to-face assessments of task performance of the accused / detainees, followed by an analysis of the samples obtained during the tests are very important to establish facts. This methodological combination enables us not only to provide information on a detainee's proficiency, but also to exemplify features of production, which might influence the overall performance. This can be seen as a problematic one, since the circumstances in which the assessment samples obtained are very different from those that applied during the police

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interrogations.

Testing

Testing can be carried out in one of the two places, depending on the circumstances; if the detainee is on bail, it may be taken place on the premises of the lawyer and if he is on remand, it may be taken place in the prison. It may also be true that because the language assessment breaks the routine of prison life, the detainee tends to be extremely willing to talk, particularly with someone from outside the prison and about topics other than matters of their legal case.

This can be highly motivating and productive and often results in spontaneous authentic conversation. The assessments themselves involve more conversational strategies. The entire process may be voice recorded. This aspect of performance will provide very useful information about task processing.

The Principle of Truthfulness in Documents

It is not an easy task to get the feature of truthfulness in criminal cases. Even at the end of the trial, the court asks the accused person(s) about their involvement in the crime and they, in turn, never accept their part.

Example 14

Case No. 3: Tractor accident leading to murder

etiriyai k.v.m.c. pirivu 313 paṭi etirikku pātakamāka amainta cāṭciyattinaik koṇṭu vinava etiri aracu tarappu kūṟrai maṟuttu tān kuṟravāḷi illai enṟu kūṟinār. etiri tarappil cāṭci yārum vicārikkappaṭavillai.

'When the accused was asked keeping in view of the witnesses against him u/S 313 CrPC, the accused objected to statement of the prosecution and said he is not an offender. No witnesses were examined for the defence side.'

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Example 15

Case No.5: Attempt to murder Muthaiyan-Judgment

When the truthfulness is suspicious, the statements are analyzed by cross checking the document submitted by the prosecution. In this case when evaluated the honesty of the sequence of actions taken place it was found out to be exaggerated.

a.cā.1 tanatu kuṟukku vicāraṇaiyil pōlīcukku avaratu manaivitān takaval koṭuttatākavum, avar koṭutta takaval aṭippaṭaiyiltān pōlīcār vantu vicārittatākavum kūṟiyuḷḷār. a.cā.2-m tannuṭaiya kuṟukku vicāranaiyil putukkaṭai kāval nilaiyattil takaval koṭuttuviṭṭu, meṭical memō vāṅkikkoṇṭu maruttuvamanaikku pōnatāka kuṟiyuḷḷār. a.cā.2 -nuṭaiya maruttuva cānṟital a.cā.5 āka kuṟiyīṭu ceyyappaṭṭuḷḷatu. a.cā.5 maruttuva cānṟitalin meṭical memōvuṭan avar cikiṯcaikku ājarānatāka kuṟippiṭapaṭavillai. itiliruntē avar kāval nilaiyattil pukār koṭuttuviṭṭu aṅkiruntu meṭical memmō vāṅki viṭṭu maruttuvamanaikku cenṟār enṟu kuṟi iruppatu mikaippaṭuttappaṭṭa cāṯciyam enpatu terikiṟatu.

'The PW 1 has said in the cross examination that his wife only gave the complaint to the police and based on the complaint given by her the police had come and enquired. PW 2 in the cross examination, said that having given the complaint to the Putukkadai Police Station and getting the medical memo, he has gone to the hospital. In the medical certificate PW 2 is mentioned as PW 5. There is no mention in the medical certificate that PW 5 had come for treatment with the medical memo. From this itself one could understand this witness is an exaggerated one. He had gone to the police station to give a complaint and after getting a medical memo he had gone to the hospital.'

It is to be noted that though the accused were convicted for the crime, the truthfulness when suspicious was questioned by the Hon. Judge. This was proved by the documents produced as evidences for the crime.

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There are linguistic evidences in the confessions and statements form part of the utterances which are not truthful or false.

Example 16

Case No. 2. Vijayalakshmi murder case

The accused Natarajan has said that he himself was involved in the murder, in Tamil led to the arrest of his partner in the crime. The pronunciation, the stress given to some words like nān maṭṭumtān 'I only..(only myself)', the change voice of given, etc., gives clues to the falseness of the confession.

Example 17

Case No.1. Janakiyamma murder case

The accused Murugan, in his statement, had denied the involvement of another person, that is, his nephew Shankar saying,

nān kollavillai. kollavillai enṟāl eppaṭi nān arivāḷaiyum kattiyaiyum

kāṭṭamuṭiyum?............. nānkaḷ avaḷōṭu mutalil caṇṭai pōṭṭōmē tavira avaḷai kollavillai.

'I did not kill her. If I had not killed her, how can I show the sickle and the dagger?

'……We have quarreled with her earlier but we have not killed her.'

After intensive interrogation using the above sentences where he had used one time /nān/ 'I' and another time /nānkaḷ/ 'we' and emphasizing the use of pronouns, he accepted the involvement of his nephew also. Hence language as such has an important and major role to play in Forensic Linguistic analysis.

Conclusion

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Collecting and producing of evidence is an important part of any case. Confessions and Statements are one of the major evidences used in the court of law, for proving the guilt or otherwise. Confession of suspects and statements of witnesses have to be genuine so that justice is served. To perceive the genuineness of the confessions and statements this paper suggested a mechanism or tool called Statement Worthiness Evaluation System (SWES). This system evaluates its features such as their legality, validity, reliability, authenticity and the truthfulness. With enough number of examples the above said features of confessions and statements are proved using Statement Worthiness Evaluation System (SWES). For better effectiveness and lawful judgment, the above mentioned principles may be meritoriously used. It is also suggested here, if a major project on the forensic linguistic study based on the findings of this paper is taken up, this will lead to develop computer applications or some sort of software in future.

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Abbreviations

a.cā. -   aracu cātci (prosecution witness)

CrPC **-**   Code of Criminal Procedure

DNA -   Deoxyribonucleic Acid

DW **-**   Defence witness

FIR **-**   First Information Report

HM -   Head Master

IEA -   Indian Evidence Act

IPC -   Indian Penal Code

PW **-**   Prosecution witness

RI -   Rigorous Imprisonment

SWES **-**   Statement Worthiness Evaluation System

u/S - Under Section

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Brown's Morphological Skills in Typically Developing Bilingual (Kannada-English) Speaking Children

Viji Mary Varghese
Satish Kumaraswamy

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Abstract

In this study, we identify some of the aspects of English morphological development in Kannada-English bilinguals. Speech-language pathologists need to understand typical English second language acquisition in India and how it differs from monolingual English in order to accurately assess and effectively identify potential language disorders as early as possible. Studies have revealed emergent use of Brown's 14 grammatical morphemes, although mastery generally was not seen at the same ages as those expected for SAE speakers. They found that the English morphological structures produced by bilingual children followed a different developmental pattern when compared to the order of acquisition of typically-developing monolingual English children as outlined by Brown (1973).

The present study aimed to find which morphological structures were achieved by 5-6 years Kannada-English speaking children. 30 typically developing children who were further divided into two groups of 15 each in the age range of 5-6 (7 boys &8 girls) and 6-7 years (6 boys & 9 girls) participated in the present study. The present study reveals that out of 14 morphemes only 6 morphemes were present which is in accordance with Bland-Stewart, 2001. He hypothesized that English morphological structures produced by bilingual (Hispanic – English) children followed a different developmental pattern when compared to the order of acquisition of typically-developing monolingual English children.

Key words: Bilingual language development, English-Kannada typically developing bilingual children, Brown's 14 grammatical morphemes.

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Introduction

Language is a complex and dynamic system of conventional symbols that is used in various modes for thought and communication. Contemporary views of human language holds that: Language evolves within specific historical, social and cultural context; language, is rule governed behavior, described by at least five parameters phonologic, morphologic, syntactic, semantic, and pragmatic; language learning and use are determined by interaction of biological ,cognitive , psychological ,environmental factors; Effective use of language for communication requires a broad understanding of human interaction including such associated factors as nonverbal cues, motivation, and sociocultural roles (American Speech and Hearing Association,1982).

An individual is exposed to more than one language, with increasing mobility or globalization. Hence an individual must or should know more than one language i.e. be bilingual or multilingual to be an efficient communicator. Bilingualism means a person who knows more than one language (Mackey, 1962).

Tucker (1998) reported that majority of children across the globe grow up speaking more than one language. Generally it is accepted that there are two different pattern of bilingual language development i.e. Simultaneous and sequential (Bloomfield, 1933).

India's Multilingualism

India with its history of exposure to English language and current demand for English medium Education joins global trend of multilingualism. English is generally learnt as second language in school system from the age of 3 or 4 years. English language development hence, forms an important Educational issue in India. Since, English as spoken in India (Indian English) is currently treated as one of the official languages in India, Speech Language Pathologist are also interested in it.

Of all aspects of language development syntax has attracted maximum attention.

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Language Development in Bilinguals

One needs to understand the various aspects of language development in bilinguals because it has become an essential part of children successful carrier to speak or understand more than one language e.g. various migrating children, children compelled to learn English. Children may become more proficient in the second language as they progress through the school years. Since much of academic education and new concepts are presented in the second language the child may develop advanced proficiency in second language while not using the first language or using it only for social rather than academic proposes. Vocabulary, morphology, and syntax may become more advanced in the language used in the school than in the language used at home for social communication. Most of the studies have done in monolinguals. Brown (1973) serves as the foundation for the work on English monolingual morpho-syntactic language development. After conducting a longitudinal study of three children acquiring English as their native language he develop the sequence of 14 morphemes.

Children's English Grammatical Development in Bilinguals

Relatively little research has been conducted on children's English grammatical development in bilinguals. Bland-Stewart and Fitzgerald (2001) studied Standard American English (SAE) morphological development in bilingual Hispanic preschoolers. Analysis of the data revealed emergent use of Brown's 14 grammatical morphemes, although mastery generally was not seen at the same ages as those expected for SAE speakers. They found that the English morphological structures produced by bilingual children followed a different developmental pattern when compared to the order of acquisition of typically-developing monolingual English children as outlined by Brown (1973).

In the current study, we take a small step toward the area of English morphological development in Kannada-English bilinguals. Speech-language pathologists need to understand typical English second language acquisition and how it differs from monolingual English in order to accurately assess and effectively identify potential language disorders as early as possible.

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Review of Literature

Language is the main vehicle for communication. Language is the core of an effective communicative process. Children in the process of language development go through the variety of universally sequential stages of development with amazing case unless on interference due to any motor or sensory deficits occurs.

The study of language particularly how it is acquired, what is acquired and the time frame in which it is acquired has intrigued the scholars for centuries. Learning to communicate through language is one of the early challenges that children face. The task complicated by the major linguistic aspects of language includes grammar (its structure), semantics (its meaning) and pragmatics (its social use) (Bloom, 1978 as cited in Mc Laughlin, 1998).

One of the most striking discoveries in the study of language acquisition by Brown (1973) and his collaborators was the fixed order in which 14 grammatical morphemes (e.g., plural –s, progressive –ing, articles, etc.) were acquired by monolingual English-speaking children. Brown was able to write down the acquisition order of a significant subset of these grammatical morphemes in terms of partial orders. This still stands as a major result in the study of language acquisition. Brown used the idea of a complexity ordering to lend an underlying paradigm to his order-of-acquisition data. Different grammatical constructions are ranked on a scale of increasing complexity; the more complex the construction, the longer it takes to learn. Brown considered two complexity orderings, one based on syntax, the other based on semantics (Nicholl, David & Wilkins, 1991).

However, differences in syntactic language development may be observed when considering children learning two languages. Under the assumptions of a usage-based theory of language acquisition (Tomasello, 2003), language input and age have important role for children's syntactic language development.

Grammatical Development

Western Studies

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Soon after their first 50 words, at approximately 18 months of age ,toddlers begin to combine words into two –word phrases. Between 2 and 5 years of age , preschoolers will develop the ability to use grammatical morphemes , produce basic grammatical sentence types and combine those into even more advanced grammatical constructions. This is done by modulating or 'fine tuning' their utterances though grammatical segments (Brown,1973 as cited in McLaughlin,1998). The emergence of these grammatical morphemes begins early in the preschool years. Although other important aspects of language are also developing, as these grammatical morphemes gradually emerge, the preschooler's language takes on a more mature, adult like texture.

According to Brown, there are five stages which depict the development in children's language. They are characterized as the following:

Stage 1: Individual words and semantic roles combined in linear simple sentences.

Stage 2: Modulation of meanings (specifically, the grammatical morphemes) emerges.

Stage 3: Simple sentences are rearranged into different sentence modalities such as questions, imperatives and negatives.

Stage 4: Begins to embed the elements of one sentence within another.

Stage 5: Utterances are coordinated, combining the content of two sentences into   one.

Brown's 14 Grammatical Morphemes

The appearance and mastery of the 14 grammatical morphemes in relation to the stages of development was focused in Brown's research. Each of the morphemes appears in stage 2.These morphemes generally convey meanings that could only be implied through the simple word orders exhibited in stage 1. They were then mastered at various stages as the child's language developed.

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Present Progressive Inflection

The first grammatical morpheme to be mastered ,the present progressive verb inflection (-ing), indicates that an action that is ongoing.eg:- Boy is runn*ing*. Brown's preschoolers evidenced appropriate production of the present progressive inflection during stage II.

Prepositions *In* and *On*

The second and the third grammatical morphemes mastered were the earliest occurring prepositions, *in* and *on*. These prepositions are semantically simpler because they are related to spatial locations that are determined directly. For the most part, to be *in* something, an item must simply be contained (*in* a box, *in* a can etc) and to be *on* something an item must be positioned on a horizontal surface (*on* the shelf, *on* the desk etc). These structures evidence mastery during stage II.

Regular Plural Inflection

The fourth grammatical morpheme to be mastered is the regular plural inflection. In general, most items in the world occur in either a singular state (as one) or in a plural state (as more than one). Nouns can be marked for plurality in either of two ways. The vast majority of English nouns are marked through a bound morpheme; that is, the regular plural inflection –s, as in *I found two coats*. A significantly small number of plurals are marked lexically , through words such as men, women and children , they are called irregular plurals.

In English, the regular plural inflection takes three different forms /-s/ (eg: *hats), /-z/ (eg:cans)* and */-Iz/ (eg: busses).* The regular plural inflection is mastered during stage II.

Irregular Past Tense Verbs

Irregular Past Tense Verbs were the fifth grammatical morpheme mastered in Brown's study. Past tense may expressed lexically through words such as *ate, sat and ran* which is called as Irregular Past Tense Verbs. Brown found that the more common irregular past tense verb forms to be initially mastered in stage II.

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Possessive Inflection

This is the sixth structure mastered in Brown's study, includes the same three phonological based allomorphs as the regular plural inflection, /-s/ (eg: *Pat's car*), /-z/ (eg; *The man's coat*) and /-Iz/ (eg: *The dish's design*). The possessive inflection is mastered by stage III.

Uncontractible Copula

The Uncontractible Copula was the seventh form . Copula serves as the main verb: it is not related to another verb. The copula serves grammatically as a linking verbs because it joins the subject to the predicate in a sentence. The copula occurs in expressing identity (*I am John*), membership in class (*She is a nurse*), possession of an attribute (*He was very polite*), or a location (*We are in Disneyland*). Children will not fully master any of the copula until stage V or later.

Articles

The eighth form to be mastered among the grammatical morphemes included the articles, *a* and *the*. These appear in stage II. *The* and *a* referred to grammatically as definite and nondefinite.

The nondefinite article *a*, is used to introduce an item by first referring to its entire class eg: *I saw a car run this stoplight today.*

Third Person Present Tense Singular Inflection

Regular third person   present   tense singular verb inflection /-s/ and its irregular counterpart were ranked as the tenth and eleventh grammatical morphemes mastered. The regular 3ppts inflection includes 3 allomorphs /-s/ (eg: she shops) ,/-z/ (eg: He runs) and /-Iz/(eg: she washes. The irregular forms are limited to verbs such as do/does and have/has.

Uncontractible Auxiliary

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The Uncontractible Auxiliary in the form "to be" verbs (*am, is, are, was, were*)was the twelfth form to be mastered. The auxiliary is the helping verb in a sentence with another main verb, as in *He is painting a picture.*

Contractible Copula and Auxiliary

The thirteenth and fourteenth morphemes mastered by Brown's subjects is contractibility. Contractible means it would be permissible to contract a form. Whether the copula actually is contracted or not does not change its category. In both *Tommy is a nice guy* and *Tommy's a nice guy*, the copula is contractible.

Brown's Ranked Order of Mastery of Grammatical Morphemes
Order of Acquisition in Brown's 14 Grammatical Morphemes

Rank	Mastery Months	Morpheme	Example
1	27-30	Present progressive inflection	He eat*ing*
2	27-30	Proposition *in*	Juice *in* cup
3	27-30	Proposition *on*	Sleep *on* bed
4	27-30	Regular plural inflection	My toy*s*
5	27-30	Past irregular	I *ate* cookie
6	31-34	Possessive inflection	Mummy'*s* shoe
7	31-34	Uncontractible copula	Here it *is*! They *were* nice.
8	31-34	Articles	A boy took *the* ball.

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9	41-46	Regular past tense	He walk*ed* fast.
10	41-46	Regular third person singular	She bak*es* cakes
11	41-46	Irregular third person singular	He *has* some. She *does*,too.
12	41-46	Uncontractible auxiliary	*Is* she reading? You *were* reading.
13	41-46	Contractible copula	Tommy'*s* tall! They *are* all tall?
14	41-46	Contractible auxiliary	She'*s* reading. They *are* reading

De Villiers & de Villiers,1972 studied the acquisition of grammatical morphemes in 16–40 months speech. Presence or absence of 14 grammatical morphemes in linguistic and nonlinguistic obligatory contexts was scored. Order of acquisition of the morphemes was determined using two different criteria. The rank-orderings obtained correlated very highly with a previously determined order of acquisition for three children studied longitudinally. Age did not add to the predictiveness of mean length of utterance alone for grammatical development in terms of which morphemes were correctly used. The approximately invariant order of acquisition for the fourteen morphemes is discussed in terms of three possible determinants of this order. Frequency of use in parental speech showed no correlation with order of acquisition, but grammatical and semantic complexity both correlated highly with acquisition order.

Davison & Hammer (2012) studied the development of 14 English grammatical morphemes in Spanish–English preschoolers The goals were to determine (a) whether there are differences in children's productions of English grammatical morphemes based on timing of

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English exposure and (b) which morphological structures met mastery, emerging and early emerging levels of production by bilingual children. Comparisons were made between Spanish-speaking children who were exposed to English at home from birth (home English communication (HEC) and Spanish-speaking children who were not expected to communicate in English until their entry into Head Start (school English communication (SEC). Results indicated that children in the HEC group mastered more morphemes earlier than the children in the SEC group; however, by the end of children's second year in Head Start both groups had mastered a similar number of morphemes. Additionally, the children in both groups differed in which morphemes were mastered at the end of Head Start when compared to monolingual English-speaking children.

In Paul & Alforde (1993), the production of the grammatical morphemes studied by Brown and his colleagues was examined in free speech samples from a cohort of 4-year-olds with a history of slow expressive language development (SELD) and a control group of normal speakers. Results suggest that children with SELD acquire morphemes in an order very similar to that shown in previous acquisition research. Children who were slow to begin talking at age 2 and who continued to evidence delayed expressive language development by age 4 showed mastery of the four earliest acquired grammatical morphemes, as expected, based on their MLUs, which fell at Early Stage IV. Four-year-olds with normal language histories produced all but one of the grammatical morphemes with more than 90% accuracy, as would be expected based on their late Stage V MLUs. Children who were slow to acquire expressive language as toddlers, but who "caught up" in terms of sentence length by age 4 did not differ in MLU from their peers with normal language histories. However, they had acquired fewer of the grammatical morphemes.

Khan & James (2008) the order and rate of acquisition of Brown's (1973) 14 grammatical morphemes were investigated in three children with language disorders periodic spontaneous language samples were analyzed for correct and incorrect use of the morphemes in obligatory contexts. Results indicated that the groups order of acquisition was similar to that reported by Brown (1973) and de Villiers and de Villiers (1973) for normal children but that there were individual variations in the children's acquisition orders. Also, the language disordered children

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demonstrated a much slower rate of acquisition than that reported for normally developing children.

Bland-Stewart & Fitzgerald (2001) investigated Standard American English (SAE) morphological development for 15 bilingual Hispanic preschoolers who were attending a bilingual day care center. Thirty-minute spontaneous language samples were obtained, yielding 100 utterances for mean length of utterance (MLU) and morphological analysis according to Miller's (1981) criteria. Analysis of the data revealed emergent use of Brown's (1973) 14 grammatical morphemes, although mastery generally was not seen at the same ages as those expected for SAE speakers.

Steckol & Leonard (1979) studied the grammatical morpheme usage of normal children and language-impaired children matched at two different levels of mean utterance length. The language-impaired children displayed less grammatical morpheme usage than the normal children with equivalent mean utterance length.

A longitudinal study conducted by Jia and Fuse, (2007) investigated the acquisition of 6 grammatical morphemes (i.e., regular and irregular past tense, 3rd person singular, progressive aspect –ing ,copula '-be', and axillary '-do') by 10 Mandarin speaking children and adolescents in the United States who arrived in the United States between 5and 16 years of age). The goals were to chart and compare the acquisition trajectories and levels of mastery across the morphemes, identify when age related differences emerged and which forms they took. Morphological proficiency was measured by the accuracy of these morphemes in obligatory contexts during spontaneous speech. Results showed that the morphemes were mastered by different number of participants and showed different growth trajectories. Performance variance was partially predicated by Age of Arrival (AoAr) in the United States, with early arrivals achieving greater proficiency than late arrivals. However, such AoAr effects took several years to occur and only existed for 2 of the 6 morphemes (i.e., 3rd person singular and regular past tense). Growth curve analysis revealed that language environment was a stronger predictor of individual differences than AoAr. Finally authors concluded that the finding supported an

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environmental account rather than age related differences in 2nd language (L2) morphological acquisition. Results also indicate that the acquisition of some grammatical morphemes by school aged immigrants take several years to complete. As L2 learners exhibit some error types and difficulties similar to monolingual children with specific language impairment, caution needs to be taken when interpreting and using morphological errors as indicators of speech/language learning problems in this population.

Studies in Indian Population

Indian studies on language development are limited. Most of the studies mainly include master's dissertation with a few doctoral and post-doctoral research studies (Vijayalakshmi, 1981, Karanth, 1984 & Subbarao,1995). Few attempts to study morphemes in India are noted. Karanth (1980) when developing the linguistic profile test in Kannada has noted few number of morpheme modifications generally noted in Kannada. LPT has been developed into Hindi (Karanth, Pandit & Gandhi, 1986) & Malayalam (Chandra, 1998) (as cited in Reddy,1999) languages where morpho-phonemics changes have been listed. Linguistic Profile Test is also known as LPT was designed with the objective of evaluating and analyzing the phonology, syntax and semantics section levels. This test is so designed that it can be easily made in any languages. This test is very extensively used in clinical populations both in adults and children and has been found useful clinically. This test is found to be very useful in rehabilitating the communicatively impaired (Karanth, 1980). The LPT has 3 major sections including phonology, syntax and semantics respectively, with discourse forming the tail end of the third section. There are various tasks such as pointing, repetitions, naming, indication of grammatical and semantic acceptability, listing of lexical categories, sentence completion, matching synonyms & antonyms, etc. (Karanth, 1980).

In Subramaniyah (1978) (as cited in Kathyayani, 1994), a test was constructed in Kannada using non-sense words. The study was conducted in construction of non-sense words and selection of non-sense pictures. The test used to identify the development and usage of morophological rules consisted of picture cards of animals and human being with a sentence which depicted the picture. 32 children of 2 age groups (6-7 years and 7-8 years) and 16 adults

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were tested to identify the development and usage of morophological rules in Kannada language. Children served as the experimental group and the adults as control group. Results of the study revealed that in case of plural allomorphs /*galu*/ was predominately used by the children. In case of gender allomorphs /-*i*/ and /*alu*/ were predominately used by the children. In case of tense allomorphs children showed the ability to use future and past tense allomorphs. The rules for tense allomorphs seemed to be more difficult to acquire than the allomorphs of number and gender.

Need of the Study

Relatively little research has been conducted on children's English grammatical development. All the studies include children using Indian language as L1, English as L2. If the order of morpheme acquisition is relatively invariant, when collecting a language sample from a child with a given Mean Length of Utterance (MLU), one should be able to predict which morphemes will meet criterion and which will not. Speech-language pathologists need to understand typical English second language acquisition and how it differs from monolingual English in order to accurately assess and effectively identify potential language disorders as early as possible.

Aim of the Study

The present study aimed to find which morphological structures were achieved by 5-6 years Kannada-English speaking children.

Methodology

The present study aimed to find which morphological structures were achieved by 5-6 years Kannada-English speaking children.

Subjects

30 typically developing children who were further divided into two groups of 15 each in the age range of 5-6 (7 boys &8 girls) and 6-7 years (6 boys & 9 girls)   participated in the present study.

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Inclusion Criteria

- Kannada as native language.

- English as second language.

- Attends an English medium school since kindergarten.

Exclusion Criteria

- No history of speech, language and hearing problem

- No history of middle ear infections

- No neurological deficit

Stimulus Preparation

Based on the 5 experienced SLP's view, four color picture cards depicting the activities of school, home, playground and market were chosen for picture description task.

Equipment

Picture description samples were recorded using external microphone of Tech com SSD – HP -201 into the laptop Toshiba C600. PRAAT voice recording and analysis software 5.1.37 version (Boersma & Weenink, 2009) was used to collect the speech samples.

Test Environment

The most noise free room of the school was chosen for the recording of data. At a time one child was taken for the recording. Child was asked to sit in a chair and four picture cards were given to him, one after the other which he had to describe the activities happened in the picture card.

Instructions

The instruction by the clinician was given in English individually to every child as " I am going to show picture cards of places like school, market etc. You have to describe the activities

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seen in the picture in full and meaningful sentence." Instruction was repeated if the child did not follow in the first attempt. An example was provided for the picture card used first.

Procedure & Analysis

Each child was made to describe the picture presented to him or her. If participants were not able to say in complete sentence, semantic cues were given only once. A score of one for presence of morphemes and zero for absence was obtained. The recorded sample was transcribe into IPA 5 and the scores were crossed checked by another SLP. This data is statistically analyzed using Kruskalwalli's test to find the absence or presence of the various morphemes as well as the pattern of the morphemic development to have a general idea about the bilingual Kannada- English speaker's English morphemic development like one tabulated by Brown (1973).

Results and Discussion

The aim of the present study is to determine which English morphemes were produced by 5-7 years typically developing bilingual (Kannada –English) children. Each subjects utterances were analyzed separately for the acquisition of 14 Brown's morophological skills.

	N	Minimum	Maximum	Mean	Std. Deviation	Median	Kruskal Walli's test	p value
Ing	30	10	25	17.37	3.74	18.00	361.65 0	.000 HS
In	30	1	5	2.23	1.04	2.00		
On	30	0	4	2.80	.96	3.00		
's'	30	1	7	2.90	1.54	3.00		
Past	30	.00	.00	.00	.00	.00		
Possessive	30	.00	.00	.00	.00	.00		

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uncontractible copula	30	.00	.00	.00	.00	.00	
Articles	30	0	11	5.93	2.60	6.00	
contractible auxiliary	30	0	7	.90	1.71	.00	
Regular third person	30	.00	.00	.00	.00	.00	
Irregular third person	30	.00	.00	.00	.00	.00	
uncontractible auxiliary	30	.00	.00	.00	.00	.00	
contractible copula	30	.00	.00	.00	.00	.00	
'ed'	30	.00	.00	.00	.00	.00	

Table 1 : showing the mean and standard deviation of evaluated Brown 14 morphemes.

The above table reveals the 14 Brown's morphemes. Out of the 14 grammatical morphemes only six morphemes are present in 5-7 years typically developing bilingual (Kannada –English) children namely present progressive 'ing' (17.37), article (5.93), Plural (2.90), prepositions like 'on' (2.80) 'in' (2.23), and contractible auxillary (0.90) .

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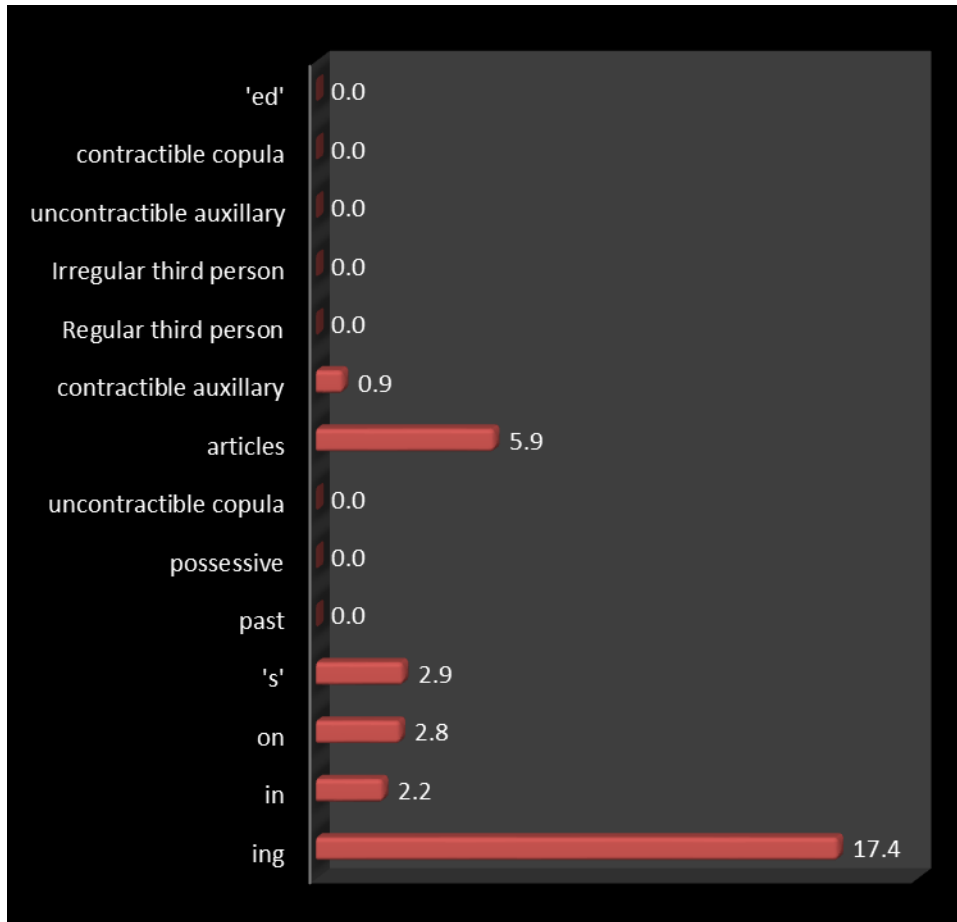
Figure 1: showing the mean of evaluated Brown 14 morphemes.

Present Progressive –*ing*

      Present progressive –*ing* was observed to be an early developing morpheme, with 17.4% children producing the same when compared to the other six morphemes.

Articles

      Articles were found to be the second most common morpheme used after present progressives. Approximately 5.9 % by the children had mastered the usage of *a* and *the* articles.

Prepositions *in* and *on*

      Prepositions *on* and *in* was produced by 2.8 and 2.2% by the children respectively.

Plural –*s*

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In close relation the plural-*s* was used by 2.9% by the children.

Contractible auxiliary

Out of the six used morphemes contractible auxiliary was the least used, by approximately 0.9% of the children.

Table 2: showing the summary of presence and absence of 14 morphemes.

Present	Absent
Present progressive inflection	Possessive
Proposition *in*	Irregular past
Proposition *on*	Uncontractible copula
Regular plural inflection	Regular third person
Articles	Irregular third person
Contractible auxiliary	Regular past tense
	Contractible copula
	Uncontractible auxiliary

Discussion

The present study investigated which morphological structures achieved by 5-6 years bilingual (Kannada-English) children. More specifically, accuracy in production of Brown's (1973) 14 grammatical morphemes were compared between Kannada-English speaking children, who were not expected to communicate in English until they began kindergarten and they had been expected only to communicate in Kannada at home before entering kindergarten .

The present study reveals that out of 14 morphemes only 6 morphemes were present which is in accordance with Bland-Stewart, 2001. He hypothesized that English morphological structures produced by bilingual (Hispanic – English) children followed a different developmental pattern when compared to the order of acquisition of typically-developing monolingual English children.

Summary & Conclusion

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Language is the systematic and conventional use of sounds for the purpose of communication or self- expression (Crystal, 1995). In recent years language behavior of children has become an important area. The description of language acquisition in children is basic to providing data on normal language acquisition and all language groups need to be studied. Relatively little research has been conducted on children's English grammatical development in bilinguals. Bland-Stewart and Fitzgerald (2001) studied Standard American English (SAE) morphological development for bilingual Hispanic preschoolers. The current study was carried out with the aim to find which morphological structures achieved by 5-6 years Kannada-English speaking children.

30 typically developing children who were further divided into two groups of 15 each in the age range of 5-6 (7 boys &8 girls) and 6-7 years (6 boys & 9 girls)   participated in the present study. Participants were native speakers of Kannada and English as second language since their Kindergarten.

Picture description task was used as language sample. Four color picture cards depicting the activities of school, home, playground and market were chosen for picture description task. Each child was made to describe the picture presented to him or her. A score of one for presence of morphemes and zero for absence. Based on their responses, it was noted the absence or presence of the various morphemes as well as the pattern of the morphemic development were study to have a general idea about the bilingual Kannada- English speaker's English morphemic development tabulated by Brown (1972).

The results reveal that out of the 14 grammatical morphemes only six morphemes were present in 5-7 years typically developing Kannada –English speaking children namely present progressive ('ing'), article (a, the), Plural ('-s') , prepositions like 'on' , 'in' , and contractible auxiliary . The other 8 morphemes such as irregular past tense, possessive, uncontractible copula, regular third person, irregular third person, regular past tense, contractible copula, uncontractible auxiliary were not achieved by any of the children.

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The present study is in accordance with Bland-Stewart, 2001. He hypothesized that English morphological structures produced by bilingual (Hispanic – English) children followed a different developmental pattern when compared to the order of acquisition of typically-developing monolingual English children.

Clinical Implications

This data will be useful for Speech-language pathologists to understand typical English second language acquisition and how it differs from monolingual English in order to accurately assess and effectively identify potential language disorders as early as possible. Also the results can be used to compare with language disordered group.

Limitations

- Methodology is limited to one task, ie. Picture description.
- A wider age range would have yielded a more reliable result.

Future Recommendations

- Methodology can be carried out in other tasks such as general conversation, monologue.
- The study can be carried out across various Indian languages.
- Also the study can be carried across different language impaired population.

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English for Engineering Students in Tamilnadu - Self-assessment and Self-learning of Listening Skills

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Abstract

This paper suggests that the English teachers in engineering colleges should periodically test their own listening skills in English. The paper focuses on self-assessment and self-learning of their listening skills in English, by the teachers as well as the students. This call for self-assessment of our own listening skills in English may be applied both to English as well as other subject teachers, since both the categories employ English to teach their subjects. Our position is that when teachers have great listening skills, they will be able to impart quality instruction and also quality listening skills to their students. It is important that the non-English subject teachers also take some interest in improving their own as well as their students' English language skills.

Key words: Listening skills, self-assessment, English teachers, non-English subject teachers, student self-assessment, variety of listening materials.

Introduction

Listening is a basic language skill. This is one among the four basic language skills – listening, speaking, reading and writing. There are many ways to approach and describe listening skill. For example, it is widely accepted that these four skills may be classified into two broad categories: Productive or active (speaking and writing) and Receptive or passive (listening and reading) skills. Yet listening cannot be correctly and fully characterized only as a passive skill. Thirumalai (2002) points out that all language skills are interdependent "even though they can be taught independently to some extent," and so both teachers and students may aim at exploiting all language skills in an integrated manner. Our classroom instruction and activities within and

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outside the classroom should include "interactive (listening to a message and doing something as a consequence) and one-way communication or non-interactive (just listening and retaining the message, in activities such as conversations overheard, public address announcements, recorded messages, and so on) and self-talk."

Other Ways to Look at Listening Skills

There are also other ways to look at the listening skill. For example, Isa Engleberg and Dianna Wynn would suggest the following types of learning (*Working in Groups*, Houghton Mifflin College Div., 2006):

Listening to Hear

Listening to Understand

Listening to Remember

Listening to Interpret

Listening to Evaluate

Listening to Respond

Thus there are several ways to describe the processes of listening. Active participation of the teachers and students in every speech event is helpful. One of the ways to get prepared to actively participate in listening is to do some self-assessment of the quality of our listening skills.

Self-assessment

http://www.nova.edu/yoursuccess/forms/listening_inventory.pdf offers a self-assessment inventory. This asks the following questions. We are expected to give our responses using a five point scale: ▢Almost always ▢Often ▢Sometimes ▢Seldom ▢Almost Never

1. I want to listen to what others have to say when they are talking.

2. I do not listen attentively when others are talking.

3. By listening, I can guess a speaker's intent or purpose without being told.

4. I have a purpose for listening when others are talking.

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5. I keep control of my biases and attitudes when listening to others speak, so that these factors won't affect my interpretation of the message.

6. I analyze my listening errors so as not to make them again.

7. I listen to the complete message before making judgments about what the speaker has said.

8. I cannot tell when a speaker's biases or attitudes are affecting his or her message.

9. I ask questions when I don't fully understand a speaker's message.

10. I am aware of whether or not a speaker's meaning of words and concepts is the same as mine.

Constant Effort

We'd recommend that all teachers of English as well as teachers of other subjects taught through English make some self-assessment. Depending on our results or scores, we should be able to make some conscious effort to improve our listening.

Students in the engineering colleges may be given this list and asked to fill this in with honest responses. Students can do this filling in every semester to check whether they have improved their listening skills over the semesters. Administering such a list of questions, we believe, is less intrusive and students and teachers would make conscious effort to improve their listening skills.

We all should really do our best to improve our listening skill every day.

Some Additional Suggestions

1. Do our best not to get distracted by conversations around us, or by day to day personal problems. We must make conscious effort to shut out distractions.

2. Do our best to ask questions when we do not understand what is said, what is communicated through speech.

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3. Do our best to write down the words of our teacher or speaker in a meeting, words which we do not recognize. This should lead us to check the words in the dictionary.

4. Do our best to assess in our mind whether the speaker is telling the truth or is trustworthy.

5. Do our best to summarize the major points in our mind when a speaker addresses us. Do we do it using the words already known to us?

6. Do we focus on the main ideas when we listen to the speaker?

7. Do our best to understand what is actually said and what is actually implied.

8. Do our best to check with the speaker whether our understanding of what he or she said is correct. Only after this process, we should form our opinions, conclusions, and such.

9. Do our best to understand the message delivered, with utmost concentration.

10. Do our best to pay full attention to what the speaker is saying. No texting, not jokes, no soft words spoken to our neighbor in the meeting.

11. Do our best to understand the English spoken by other ethnic communities in India and not make fun of their pronunciation of sounds, intonation, words, sentences, etc. Do our best to interpret what they mean, and do our best not to hesitate to ask for the meaning of words, which people from other cultures use to communicate through English. Be polite. Never give an impression you are making fun of them. Remember all ethnic groups have their own accent in India and yet we are able to understand each other, even when we speak English with our own accents.

12. Do our best to watch body language and facial expressions of speakers. These may give us more information and more understanding of what the speaker wants to communicate.

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13. Do our best to always give positive non-verbal expressions such as nodding, eye contact, oral agreement, etc. These would help the speaker to move forward with what he or she wants to communicate. It would also be polite behavior.

14. Do our best to maintain eye contact with the speaker or with those to whom we speak.

15. Do our best to focus on the message, not on the speaker or the teacher.

16. Do our best to listen to complex and long sentences and arrive at the correct meaning of these sentences.

17. Do our best not to stop listening if the speaker is talking about a subject that we do not like.

Easily Available Sources to Improve Our Listening Skills

Let us ask our students to choose an Indian TV news channel which telecasts news and group discussions, interviews, etc., using English. Let them begin listening to the news at least three times in a week. Let them write down a summary of what they listened to. To begin with, they can list the words and phrases they had difficulty with in understanding when the news is telecast. Then soon a brief summary of the news they listened. Both these activities will be self-initiated. They will check with the dictionary, etc. to get the meaning. They will write down the summary what they listened to, but may no submit it to the teacher. We could leave it to their personal assessment as to how they have improved their listening and understanding in a few months. Our main goal should be to develop a habit of listening to English, initially Indian Standard English as used in TV telecasts.

Next level, students may be encouraged to watch movies in English produced both in India and in Hollywood, etc. Watching movies offers them total immersion and total listening. Again such immersion will develop their patience to listen to long English conversations and an effort to understand both the content and the pronunciation, etc. Our goal is comprehension, not imitation of spoken language.

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In other words, most of the activities for listening should be in the realm of hobbies, not enforced in testing contexts. Continuous listening on regular basis will help improve our listening skills. When the students graduate and obtain their engineering degree they will have achieved adequate listening skills both for use in India and in foreign countries where English is used for business purposes.

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