

## **Newspapers as Supplementary text for Pedagogical Activity in ESL Classroom**

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### **Abstract**

Newspapers are one of the best available exhaustive source for practicing English language. English enjoys the status of ex-officio language of the country. It is taught as a third language in schools and as a second language at college level. The highest number of newspapers is published in English language throughout the country. Keeping this in mind we cannot ignore that majority of learners are exposed to English language not through television or movies but through newspapers.

Reading newspapers is seemingly an intellectual habit. Newspapers have wider reach and acceptance. In such a scenario it is but natural that newspapers sooner or later find their way into the language classrooms. Language teachers traditionally depend on the prescribed course books to teach English. These course books provide detailed explanations for every aspect of language and expect the learners to grasp everything. However research in pedagogy has proved that language learning is better facilitated in environs where language interaction is natural. Newspapers can fulfill the role of environ where language occurs naturally because the language is authentic. Young adult learners of language easily connect with newspapers than a technical English text. Newspapers are linguistically rich and varied. An ESL classroom that focuses on functional English can make effective use of newspapers. Newspapers can be used to enhance the skills of reading, writing, listening, speaking and vocabulary building. The best feature about making newspapers a guide in language class is that it is relatable to slower learners as well as advanced learners.

## 1. Introduction

English language has stood the test of time in a multilingual country such as India and emerged successful. It is the ex-officio language of India and one of the most commonly spoken languages. Today we can find people, both, educated and uneducated speaking and understanding English with various degrees of skill. A linguistically rich country such as India shows distinct difference in register and dialect from place to place even when the mother tongue may be one. We may assume learning a foreign language must be an easy task for a country exposed to such wide variety of languages. This is sadly not the case. In spite of being exposed to English language since early childhood education we find our young learners struggling to learn English language. The flourish and finesse of a native speaker is desirable but unattainable. The young adults of today, whatever their educational background, have subconsciously come to terms that they can only try to learn English this much. In such a scenario, a teacher, how much ever good intentioned and capable, can seldom help the learners.

## 2. Aim

The aim of this paper is to highlight how newspapers can be made use of in pedagogical activities in an ESL classroom. To depend only on course books is to limit the challenges and scope of language learning exercise. In this age of information technology and multimedia exposure, it is the responsibility of a teacher to guide their learners in selecting a media that would facilitate flawless and easy learning. A newspaper emerges as a convenient and easy tool for second language learning. The habit of reading newspapers would keep the students abreast with latest developments, also this habit would come in handy when students enter the field of competitive examinations.

## 3. Statement of the Problem

With every passing year there are newer and better English language learning course books available in the market, yet they remain mostly unreachable to the learners. Bigger and better colleges may have the best available books and literature in their libraries, yet learners are unable to make use of them. There are two problems with this - firstly, students have limited number of library cards and most of them think that it is essential to borrow core subject books and thereby

neglect their need to refer a good course book for language acquisition. Secondly, if a student is able to reach the library for English language learning books they are overwhelmed and intimidated when they see such huge collection of scientific English course books. Therefore learners need something that would not frighten them. It is here that locally available English newspapers fill in the crucial gap. Newspapers bridge the gap between classroom and real world

#### 4. Literature Review

English newspapers have always been a dear ally of an English teacher. In a country where English is a foreign language, the local newspaper in English language is one of the most efficient ways to reach out and engage an ESL class. We, as teachers of English are aware of how important the habit of reading is in relation to language learning. Newspapers can encourage the habit of reading which in turn will help students become responsible and aware learners.

Wallace, on her paper 'Reading' brings out the importance of reading activity in the following lines.

A number of scholars have wished to locate discussion of reading within the wider framework of literary practices, as specific to particular socio-cultural environments. This emphasis is of relevance to teachers whose learners come to English language literacy with diverse experience of literacy in a first or other languages. (P-21)

Elaborating further of the reading skill, Wallace writes,

A more analytical approach to word level study is suggested by Stubbs (1980) who argues that written English has a semantico-grammatical base. This means that it is possible to deduce both the semantic field of words and the grammatical class to which they belong from their systematic visual patterning rather than from symbol to sound relationships. (p-22)

Newspapers present information in a systematic manner, there are clear sections that represent editorials, entertainment, science and technology, sports and culture etc. Newspapers

also present opinions, facts, theories, comments etc with concrete supporting material. Therefore the writing style of newspapers is orderly and precise. This makes for newspapers as a great source of learning technical writing and presentation skills.

Sanderson puts forth this aspect of newspapers in the following words.

Broadsheets (or broadsheet newspapers) are large sized newspapers, and are printed on a size of paper known as broadsheet, hence this term. Broadsheets are considered to be informative and objective, keeping news and opinions or comment firmly apart. They present the reader with serious news, which is supported with detailed and informed analysis and comment on economics, political and social and world events. (p 20-21)

Emphasizing the importance of learning language through newspapers, Tafani writes, Most newspapers are linguistically up-to-date and provide valuable linguistic data. They may be used for the wide variety of text types and language styles, not often found in textbooks. At the same time, newspapers provide a natural source of many of the varieties of written English, and that becomes very important to students and valuable for language study as the students progress. (p 84)

She further states,

There are different purposes and ways for using newspapers in language classroom. They may be used for the culture they transmit. The more widely students read, the greater their understanding of this culture meaning will be. They may also be used for reflecting changes in the language as well, and in doing so helping students and teachers keep up pace with such changes. We should not avoid using newspapers in the classroom only thinking that they as *difficult* for our students. It is true that the language there is difficult, but after all it is authentic. (p 84-85)

Kortner records in the ERIC Digest the advent of using newspaper in the classroom in the following words:

The newspaper is the most widely used of the media, the direct result of a national campaign by publishers, known as 'Newspapers in Education' (NIE). This initiative encourages the use of newspapers as an educational tool both to complement and supplement traditional classroom texts and resources materials. (Newton 1985)

Walt Gardner, a columnist for *The Japan Times* writes

In short, students are far more sophisticated than ever. Attempting to shield them from the realities of life that newspapers cover on a daily basis is an exercise in futility. Further, restricting reading to textbooks deprives students of the opportunity to become better citizens through involvement with current issues.

Moparthi in his paper *Authentic Texts as Pedagogic Tools in English Language Classroom* makes the following observations:

Authentic materials provide exposure to real language and related more closely to students' needs. Students are exposed to real world inter-cultural discourse (Kilickaya, 2004; Martinez, 2002; Morisson, 1989; Peacock, 1997). (p-55)

## 5. Benefits of Using Newspapers in ELT

1. Newspapers are one of the most common, easily accessible, cheap and best form of language learning material. Newspapers are not as intimidating as course books because you *read* newspaper whereas you *learn* from course books. There is no fear of going wrong while reading newspaper because there is no pressure to perform well.
2. Newspapers are symbolic of cultured learning, enlightenment and understanding, therefore students feel proud to be seen reading newspapers.

3. Newspapers are storehouses of linguistic data. They also act as testimonials to natural change and progression that a language undergoes.
4. Every newspaper contains something of interest for everyone. Students can choose how they prefer to practice a language activity. This in turn boosts their confidence and keeps them motivated to work towards mastering a new language.
5. Newspapers can be effectively used to enable practicing sub-skills in language such as scanning, listening for specific information, identifying names of people and places.
6. Most importantly newspapers act as carriers of culture. They facilitate transfer of language and its culture to the learners.
7. Making use of newspapers in ELT classroom also enable students to subconsciously learn the mannerism associated with unique expressions in the language. The creative energies of the students are harvested to yield deeper connection with the language.

#### **6. Some suggestions for incorporating newspapers in regular language exercises in ESL classroom**

1. Instead of the regular Just A Minute (JAM) topics such as First Day in College, My Aim etc, current events would make interesting JAM topics. These could range from politics, sports, entertainment, culture, technology, editorial etc.
2. Group discussions can be conducted on current affairs of national and international events. This would make learners feel responsible and at the same time challenge their critical thinking and analytical skills.
3. Another benefit of involving students in real issues is creating awareness in the youth about issues of national and international importance that concerns human survival.

4. Interview skills can be honed by conducting mock interviews to real advertisements. This would also give them an idea of job skills required of them after completion of their course.
5. Speaking skills can be practiced by reproducing a news report verbally, rephrasing an article, describing an advertisement, adding verbal commentaries to sporting events etc.
6. Information transfer can be attempted from weather reports, business news, advertisements and cartoons.
7. Making a mini word bank by identifying and listing new words along with their meaning and usage.
8. Rearranging jumbled up cartoon strips and headlines make for fun filled language session.
9. The core essence of learning through newspapers is to develop the habit of reading. Once a learner develops the habit of reading it stays with them throughout their lives. Newspapers can be used to practice reading aloud, skimming, scanning, reading for specific information, slow reading, quick reading, eye movement and coordination.
10. Writing skills can be practiced through report writing, creating time line of an interesting event, describing physical features of a geographic place where the event took place, making notes of its people and their background, predicting impact of a current situation or political decision on its population etc.

## 7. Conclusion

It is essential that a teacher guide the students in choosing a newspaper that is impartial and authentic in its presentation of facts. It would be in the interest of the class and the teacher if

a teacher makes a collage or a collection of interesting topics, headlines, new words, errors, stories or anything that is worthy of discussion as these could be used and re –used for multiple batches. The creative use of newspapers in a language classroom is only limited by the creativity of the class.

The course books for language learning are only a means of teaching prescribed syllabus. A teacher should make use of material that effectively achieves the goals of the syllabus. Usually course books rely on 'one size fits all' approach. In case of ESL learning/teaching this is not true. Each learner differs in their linguistic needs, proficiency and learning skills. A newspaper gives ample freedom and scope to the learners as well as teachers to experiment. Once a learner is confident of their language abilities, they can move to more scientific method of learning language using a course book.

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## **Life Skills through English Language Laboratory in Educational Institutions of Telangana and Andhra Pradesh**

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### **Abstract**

The extensive use of preinstalled programmes has been reducing the teaching role in an English language laboratory. A few programmes have the flexibility to modify the questions according to the need of the students in order to achieve the aims and objectives of the language laboratory. English language laboratory can function as a Spoken English Centre because laboratory is meant for language tutorials to the students who cannot perform well along with other students. Actually, these are to be attended by students who voluntarily opt for remedial English classes, but all students are enrolled to attend. Lessons and exercises are being recorded on a weekly basis so that the students are exposed to a variety of listening and speaking drills. The separation of the classes has not been taking place according to the level of competence the students have. The language laboratory especially benefits students who are deficient in English and also aims at confidence-building for interviews and competitive examinations. The language laboratory sessions also need to include more word games, quizzes, debates and skits, etc., but the objectives of the competitive examinations have been missing in the language lab curriculum. There is scope for identifying methods to strengthen the English language laboratories as equivalent time of regular classes is being spent in a laboratory.

**Keywords:** language laboratory, pre-installation of programmes, insufficient programmes, modern needs of the language use, life skills, Telangana and Andhra Pradesh schools

## Introduction

Most of the modern established universities, colleges and schools are equipped with language laboratories. Though it is very expensive to establish language laboratories, providing language laboratory classes to students have become mandatory in educational institutions. The States will establish state of the art, appropriate, cost effective and adequate ICT and other enabling infrastructure in all secondary schools. Based on the size of the school, needs of the ICT programme and time-sharing possibilities, States will define an optimum ICT infrastructure in each school. Not more than two students will work at a computer access point at a given time. At least one printer, scanner, projector, digital camera, audio recorders and such other devices will be part of the infrastructure. (National Policy on ICT in School Education, 2012)

Methods of teaching English has been growing leaps and bounds, consequently many educational institutions have been equipped with well configured laptops and computers. The demise of the traditional methods came in the twenty first century, with the falling out of the audio-visual methods. It is noticed that many colleges have been using YouTube as a major course book to teach English language. However, the advent of affordable multimedia and computers have been bringing noticeable transformation among the students in bettering their spoken skills. Hard drives of the hybrid personal computers, digital laptops have been filled with world of English in which students enjoy the language learning. The saved content has been supplementing in bettering their language skills over and above the debates that have been downloaded from various channels have a lot impact on their minds. In contrast, the language laboratory is not giving satisfactory outcomes in confidence-building for interviews and competitive examinations which are very essential aspects in getting success in this competitive world. It is not an exaggeration in saying that there is no laboratory that has been teaching students to experience the questions of competitive examinations. Various examinations are being conducted by public service commissions at state and central level. More than ninety percent of the students do not have a little idea about the areas of English language that are being tested in the examinations of various public services. Students have been running after the coaching centres as they need to master English grammar that is being asked in the competitive examinations. Generally, present competitive examinations cannot include much of the spoken English in public service examinations, but most of the pre-installed

soft wares are based on only spoken English. It is not harmful to concentrate on only spoken English, but useful grammatical aspects that are being asked in the competitive world need to be included in the programmes. Obviously, it is too difficult to add updated questions and their patterns in the language laboratories, but teachers need to take some strain in collecting the questions and getting it typed. The language laboratory sessions have been taking kinds of quizzes, extemporization of speaking, debates, skits etc., but the objective of the competitive examinations has been missing in curriculum of the language lab.

### **Employability and English Grammar**

Employability and English grammar knowledge are interrelated. The better the skills that an individual has in English grammar, the easier their scope of employability is. Generally, the employment retention and career enhancement are the next challenges that the current generation has been suffering from. The activities like the group discussions, debates, extemporization and presentations can boost the skills of the employability. Most of these activities have been missing out in an academic calendar due to insufficient time that has been allotted to English language teaching. These activities play a vital role in strengthening personalities of the students who tend to fluctuate due to immaturity. Young students need to be created many circumstances in which they themselves train their characters by taking various roles.

### **AICTE Norms for a Language Laboratory**

The Language Laboratory is used for language tutorials. These are attended by students who voluntarily opt for Remedial English classes. Lessons and exercises are recorded on a weekly basis so that the students are exposed to a variety of listening and speaking drills. This especially benefits students who are deficient in English and also aims at confidence-building for interviews and competitive examinations. The Language Laboratory sessions also include word games, quizzes, extemporization of speaking, debates, skits etc. These Lab sessions are complemented by online learning sessions which take place in the Multi-Purpose Computer Lab. This Lab shall have 25 Computers for every 1000 students.

## Hypothesis

The role of a language laboratory has become very passive. It needs to be utilised properly as lakhs rupees of the investment is being spent by all educational institutions in both Telangana and Andhra Pradesh.

1. To explore the current function and grammar components of the language laboratory?
2. To know the running soft wares of Walden Info-Tech, Young India and Glabarena
3. To investigate the barriers in bringing the awareness of the competitive examinations through language laboratory?
4. What are the possible ways to make more efficient the usage of the language laboratory?

## English Language Laboratory

The language laboratory is an audio or audio-visual installation used as an aid in modern language teaching. They can be found, amongst other places, in schools, universities, and academies. Perhaps the first lab was at the University of Grenoble in 1908. In the 1950s up until the 1990s, they were tape-based systems using reel to reel or (latterly) cassette. Current installations are generally multimedia PCs. The original language labs are now very outdated. They allowed a teacher to listen to and manage student audio via a hard-wired analogue tape- deck-based systems with 'sound booths' in fixed locations.

ICT has been trying to assist the teachers across the world to bring the learner autonomy in a language learning (Educause 2017).

Language laboratories are study rooms equipped with electronic sound-reproduction devices, enabling students to hear model pronunciations of foreign languages and to record and hear their own voices as they engage in pattern drills. Such laboratories are effective modes of operant learning, and, after a minimum vocabulary and syntax have been established, the learning can be converted into a stimulating form of problem solving.

## Structure of the English Language Laboratory

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All colleges have not been using the same kind of computers and soft wares for english laboratories. They have been using the lab according their need and feasibility of the price to buy the software. As a part this study, I visited a few colleges in Telangana and Andhra Pradesh and studied the various running soft wares that have been in use.

### **Laboratory for Engineering First Year Students**

Basic grammar topics like article, adjectives, comparisons and phonetics are being used for explanation and practice.

### **Laboratory for Engineering Second Year Students**

Tense buster, Business writing and letter writing are being used for explanation and practice.

### **Independent Learning Through the Language Laboratory:**

English language laboratory can make students to be independent learners since most of the youngsters can be in a position to learn something on their own. Independent learning refers to a mode of language learning in which learners work without direct teacher supervision, at their own pace, and often at times of their own choosing.

According to a 2016 report by job skills credentialing company Aspire Minds, nearly 80 per cent of engineering graduates in India are not employable. Most of them are forced to take up jobs in non-engineering fields or remain unemployed, (The Hindu 2017).

Independent learning may be undertaken to supplement a teacher-led course, or it may constitute a programme of learning in its own right. The world of competitive examinations have been moving with an unprecedented competition due to ever growing high literacy rate in the modern society. People need not to refer only books to crack the examinations, they can take the assistance of the internet and gadgets to simplify their strain. It usually takes place in a self-access centre, which provides learners with a library of language learning resources in various media and a range of technical facilities. Attempts to implement this mode of learning have been particularly

widespread in higher and adult education, where independent learning has frequently been discussed in conjunction with autonomy and learning styles.

### **Aim of the Competitive Examinations Is Being Neglected**

Most of the graduates find that English is an Achilles heel to get success in the competitive examinations. Academic perfection is quite different from securing top ranks in the competitive examinations. Some students have a privilege that came from English medium schools in answering the questions of the English language part. Usually, students who came from Telugu medium lags behind their privileged counterparts though they are doing extraordinary in other sections. Most of the teachers have got enough workload of teaching English and they feel that it is not needed to teach anything in the laboratory.

Reforms in the field of education have been warranted on a continual basis as the changing needs of the nation states and its population required new avenues of thinking and increasing access of the population to the means of education. This can only be done through reforms in educational policy that can address the educational needs of the larger population. It is also important to increase the skill bases of the population in order to make them eligible for not only employability but even to start their own ventures. (Dr. J. Prabhakar Rao).

All engineering students do not concentrate much on competitive examinations as they have been dreaming about the research or higher education. Neither the students nor the teachers cannot think about the grammatical elements of English for competitive examinations. As a result, the aim and objective of English for competitive examinations have been missing from the academic calendar. Teachers aware that English has become crucial in an individual's academic and professional career but updating previous question papers along with necessary modules is a Herculean task without a data entry operator in the lab. Each laboratory needs to have a postgraduate laboratory assistant who generally maintain the register and details of the students. He doesn't have any chance to look into the modules that have been given in a software. It is known fact that learning grammar rules do not help the students to score well in the examinations, but basics are needed to have command over the examination paper.

## **Internet Facility Can Bring Some Awareness on the Competitive Examinations**

The competitive examinations need a lot of practice since they are always stressful for students. The prominence of online method of practice has been on the rise because quick response of testing and track of the progress. Most of the students believe that the online examinations train the minds of the students to get a quick and definite answers. Having observed all opinions, it is very essential to use Digital Language Laboratory as a place of testing. Digital Language Laboratory has full pledged internet connection with individual storage drive to save the progress of the students. Students can improve their ability of grammar and comprehension for competitive examinations by the assistance of the digital language laboratory. Students prefer online examination because flexibility of practising the mock tests regularly as a part of preparation for the examinations. The advantage of language laboratory is the time management that enable students to save the time by taking online examinations. Time management is the basic necessity for every aspirant of the competitive examinations and the online approach would cultivate the quick response in students.

## **English Language Laboratory Must Be Linked with Competitive Examinations Cell**

All universities have been running the competitive examination cell of late. The main objective of the cell is to create awareness among the students regarding the various competitive examination scheduled by the various public service commissions. Generally, the cell conducts coaching classes and prepares the mock tests to all the students. One of the objectives of English language laboratory is to bring some awareness on English grammar in the various examinations. When these two departments work together it will be more beneficiary to the students in terms of question paper setting and giving the results. It is not bringing a coaching centre to the educational English language laboratory but making it reachable to all the students. There will be special classes for spoken English on the other hand they have to be trained for competitive examinations also. Various online lectures can be provided through digital English laboratory so that teachers can lessen their burden of extra classes. However, scheduled classes are not enough to complete the planned syllabus on the university campuses.

## **The Importance of Teacher-Made Tests**

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Teachers need to be given some free time to prepare the questions on the grammatical topics that have been asked in the ongoing examinations. Having taken enough workload of regular teaching, it is not fair enough to burden them to gather the ongoing papers of the examinations. It is a known fact the best practices of teaching can be brought out by a good action research. Teachers need be involved in an action research to bring out satisfactory results in utilizing the language laboratory. Private coaching centres are mushrooming everywhere in India to supplement the life skills for the students. Parents and students are paying ransom amount of money for those lectures that make students to achieve employability. The prime objective of education is to make students to get the employment, but the students are in a need for the coaching centres. This is a high time to concentrate on redesigning of the syllabus of English language laboratory. It is not needed to buy video modules by spending a lot of amount of money as most of the online hubs have been offering video lectures for free accessibility for instance TSAT (Telangana Skills, Academic and Training). Teacher friendly soft wares need to be made to make teacher can prepare their own question and answers so that students to practise various kinds to exercises along with present competitive examinations.

## Conclusion

It is found that much research has not been taken place on strengthening the English language laboratory and syllabus. Thus, a good research may bring some change in utilising the time that has been given in an academic calendar. The existed programmes have been benefiting the students in bettering their communication skills, but a little more research and restructuring the programmes is mandatory. The language laboratory need to become a helpful aid for practising the assessing the grammatical knowledge of the students. The language laboratory is not only used for listening to a model pronunciation, repeat and record the same but also practising various grammar games, quizzes and practising the previous question papers to grade themselves where they are. The presence of teacher is not necessary all the time in a language laboratory; students need to be given enough video and quizzes to get familiarized with all kinds of grammatical patterns that are being used in competitive examinations in India.

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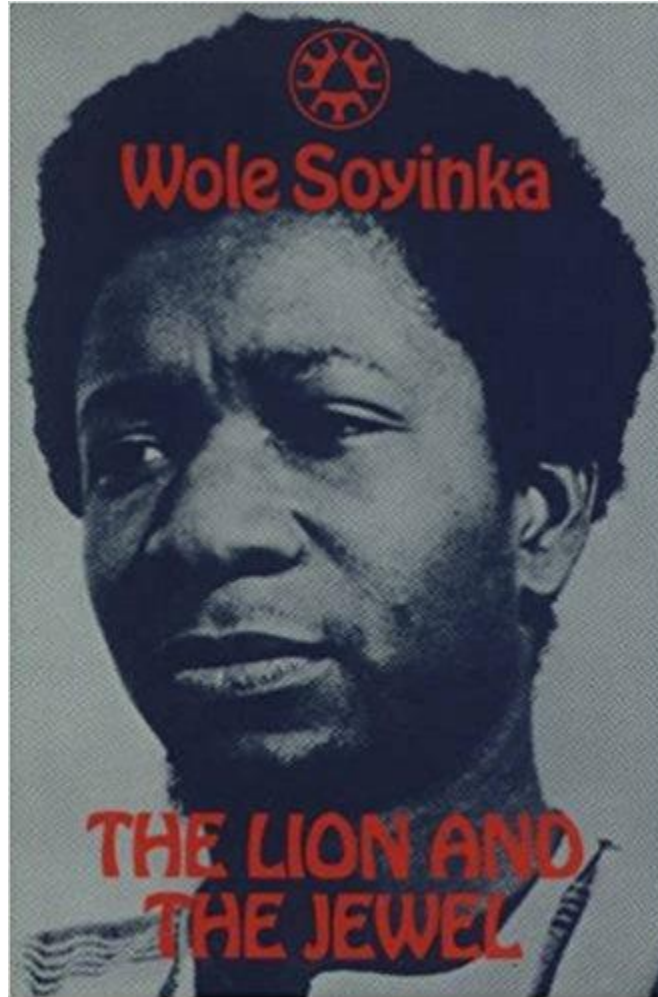
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## **Cultural Aspects in Wole Soyinka's *Lion And The Jewel***

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### **Abstract**

Wole Soyinka is a prolific Nigerian dramatist, poet, novelist, autobiographer, scriptwriter and critic. Winner of the Nobel Prize for Literature, he is in the forefront of African writers today, along with Chinua Achebe and Ngugi Wa Thiong'o. His works reveal the major conflict in the post-colonial concepts like domination, suppression, and search for identity.

This paper is an attempt to bring out how his play '*The Lion and the Jewel*' characterized by culture conflict, rude comedy and love, where the old culture represented by the uneducated people in Ilunjunle, led by Baroka, Sidi and the rest, conflict with the new culture led by Wole Soyinka, *The Lion and the Jewel*, domination, suppression, culture, identity Lakunle, who is educated, school teacher by profession is influenced by the western ways. The central idea of this study is to show of how Soyinka through his themes, plot and characters finds out the conflict between the cultures, further the study concludes by proving to the world thoughts and condition of culture.

**Keywords:** Wole Soyinka, *The Lion and the Jewel*, domination, suppression, culture, identity

### **Culture and Tradition**

Soyinka deals with the Yoruba culture in this play. Yoruba people have certain rules and regulation in their life style regarding their religion, laws, marriage, community etc. Yoruba is one of the most popular Nigerian cultures. The concept of bride price is one of the cultures of Yoruba, which was often expressed by the female protagonist Sidi. It is strictly followed by the people of Illunjlle especially by the females their virginity before marriage.

Culture and tradition is strictly followed by the Yoruba people. Colonialism is not only pain and sufferings forced by the colonizers to the natives. Every character in this play faced the suppression, oppression, especially, Sidi the jewel of this play suffered a lot to maintain her virginity throughout the play, from the starting scene she demands for bride price in order to enhance and prove that she is a fresh and virgin girl. Sadiku as a first wife of Baroka searched a wife for her own husband, even though he is lost his manhood. Though she portrayed as a character who is very much interested in searching a girl for her husband as a women. This situation torments her lot which is not exposed by Soyinka.

### ***The Lion And The Jewel***

In the very first scene, itself the conversation between Lakunle and Sidi reveals that Lakunle is a person who is totally impressed by Western culture. Lakunle as a village school

teacher traces the influence of Britain, who colonized several European countries. His style of dressing portrays his intention that he wants to be a more civilized person. In each and every scene of this play Lakunle's appearance delivers some information that he has planned to make this uncivilized village into civilized village. Lakunle has a deep love on Sidi. He expressed his love for her several times. Sidi continuously demands for bride-price. She thinks that it is the only treasure of a girl to analyze her whether she is virgin or not. This is one of the well-known Nigerian cultures a man should pay some amount as bride price to whom he marries.

### **Lakunle**

Lakunle as a civilized person refused, when Sidi demands for bride-price by saying that it is an old foolish tradition followed by the Yoruba people. He explains that we have to change ourselves according to the modern world. But Sidi is very much strong in her decision. She revealed that she will not marry a person who rejects bride-price. Lakunle scolds Sidi for showing her cleavage and he warns her not to carry a water pot on her head.

Lakunle always believes in a western concept of love. When Sadiku approaches Sidi for her marriage with Baroka, Lakunle nervously warns Sidi not to accept this proposal. Lakunle's interest on 'love marriage' explains the westernized culture of marriage. He also explains that 'love doesn't need money to show the power of it'. He thinks this culture of collecting money from a groom is the culture of bribing for love in a relationship. Lakunle's thinks that he does not want to pay bride price which is similar to buying a property or something else.

I have told you, and I say it again.

I shall marry you today, next week.

Or any day you name.

But my bride price must first be paid....

a laughing stock? Well, do as you please

But Sidi will not make herself

a cheap bowl for the village spit....

They will say I was no virgin. (93-94)

## Tradition and Modernity

Lakunle explains her about his view on bride price. Lakunle does not want to follow the culture and tradition of African society in customs of marriage. He deliberately loves the tradition of modern society. Even Sidi has some interest on him; on the other hand she cannot leave her tradition. She says, “They will say I was no virgin. That I was forced to sell my shame and marry you without a price” (94).

The head of the village or the bale Baroka is not only a ‘lion’ but also his character portrays a cunning egoistic character like a ‘fox’. He deliberately expressed his urge for new wife. And also he claims that he needs to marry a woman then and there. On the other hand he cannot tolerate his photograph in a magazine shared with one of the village common latrines and on the other side ‘a normal girl’s reputation is higher than him’ when Sidi appears in a front page of that magazine. This appearance of Sidi’s photograph in a magazine made her to enhance her reputation. In order to destroy her reputation and to feel her physical body Baroka, a sixty years old man planned to make Sidi as his wife.

The old generation always focused to customs, traditions, and old aged culture, on the other hand ,the new generation found this old tradition is useless and it does not has any meaning ,because they stick to modern and high-tech life . Same situations occurs in this play, Lakunle, a modern school teacher, tries hard to turn his village into modern town using modern lifestyle. But, he failed in this process because there is a conflict between him and Baroka, a representative of old tradition. It is fact, that a modern thinking people will not show more interest or accept the old traditions very easily. They will always stick to modernity in every stage of their life. It is not that they cannot live in old tradition but they need to change the society, it is their optimistic thought to change the world. Communication is used to learn other’s culture and traditions.

## Difficulty with Acceptance of Other Cultures

But, when we analyze the play in a deeper level, we must clearly learn that people cannot take other culture easily. Even though the conflict rose between two cultures, the main reason for

this conflict is they cannot come out from their own culture. Lakunle's sight on old culture and tradition is different from the Baroka's sight on his own old culture.

Thus, the difference in their points of view begins the great conflict between them. So it is quite different and difficult to adapt into the culture which is not acceptable by our own soul. Thus Lakunle cannot leave his modern thought and Baroka cannot take into the new culture and tradition.

Culture is the totality of human actions in a given time and place. People are creating of their culture. Culture gives people their identity and dignity. It is every day expression and future goal.

### **Conflicts in Culture**

This play is totally characterized by conflicts in culture. The lion Baroka has two intentions one is to win the village jewel Sidi, as a wife and other one is to win Lakunle's intention in making Illunjele as a civilized village. This play is about a beautiful young girl Sidi who is in a central position to choose her husband between young chap, Lakunle and the old village chief, Baroka.

This is the major conflict in the character Sidi who struggle to live in a Yoruba tradition and also throughout the play she struggle hard to save her virginity. Here, Soyinka reveals that Sidi's identity was totally taken by the village bale. Even Lakunle who loves her a lot fails to respect her point view in virginity. At first she makes fun of the village bale, at last she surrenders herself under him due to her lost virginity. Soyinka raised a question on Sidi in her last decision whether she will marry Baroka a representative of old culture or she will choose Lakunle, a representative of new culture.

At last, Sidi's decision on choosing her husband gives unexpected conclusion. Even Lakunle's agrees to marry Sidi after known that she was seduced by Baroka, but Sidi refused Lakunle and gives her hand to Baroka, (the lion).

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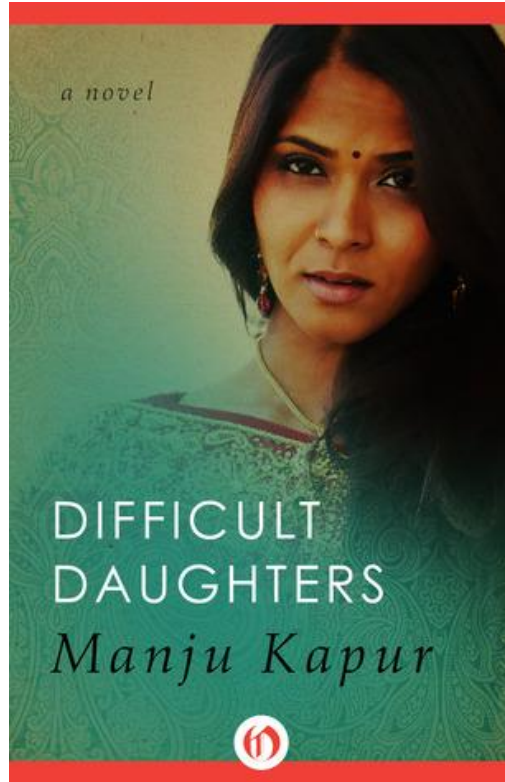
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## **Manju Kapur's *Difficult Daughters***

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### **Abstract**

The birth and beginning of civilization as seen as by every society has lived by certain human values and norms. Especially Indian society is bounded with traditional culture. If we specify in particular south Indian society is made up of family culture. The girl or boy in the family needs to preserve the dignity of the family whether they like it or not. This boundary makes the people to consider the value of the relationship. At one time or another one will understand the importance of their beloved ones and it bonds the separate ones. This paper aims to compare the two women characters where the readers need to know more about the protagonist Virmati from the voice of Ida who disliked her in the beginning, so taking in account

the complexity of life, different histories, tradition, modernity, social and different structure of values. Women under patriarchal pressure and control are subjected too, much more burnt and social ostracism. This paper attempts an analysis of Manju Kapur's *Difficult Daughters* from the perspective of tradition and modernity of Mother and daughter relationship.

### **Manju Kapur's Theme**

Manju Kapur's theme is always based on Feminism, though she is not a full-fledged feminist. Her finest novel *Difficult Daughters* got the Commonwealth prize and went onto become a best seller in India. The aim of this paper is to shed light on feminist consciousness in the novels of Manju Kapur, particularly *Difficult Daughters*. Feminist consciousness pervades her novels. It is interesting to find that Kapur's novels abound with female protagonists. This is a feminist trait. Her female characters usually live on an edge and are driven to despair, breathing in a conventional and confined atmosphere. They put up a struggle, though it is a silent one and they refuse to be subdued. It is true that Kapur's protagonists are never able to show resentment openly, much less revolt yet they are actually conscious of suppression and oppression and are unwilling to take these in their stride.

### **Tradition and Modernism**

Manju Kapur's *Difficult Daughters* is based on the crisis in the value system of the modern society. The novel brings forth the issue of gender discrimination and the struggle of the Indian women under the oppressive mechanism of the closed society. Virmati is portrayed as a new woman of colonial India challenging old outmoded attitudes towards women. She has started exploring the possibilities for herself in education and economic independence. Her female characters are mostly educated, aspiring individual caged within the confines of a conservative society. Their education leads them to independent thinking for which their family and society become intolerant. They struggle between tradition and modernity. It is their individual struggle with family and society through which they plunge into a dedicated effort to carve an identity for themselves as qualified women with faultless background. The novelist has portrayed her protagonist as a woman caught in conflict between the passions of the flesh and a yearning to be a part of the political and intellectual movement of the day.

## **A Story of Three Generations**

*Difficult Daughters* is a story of three generations of women, Ida, the narrator, who is divorce. Virmati, her mother, who marries an already married professor and Kasturi, her grandmother, who came to terms with a difficult daughter, Virmati. This was not a fictional family, but the story of a real, middle class home with fathers, mothers and brothers and sisters that one had seen and lived with. Merging them together was the background of the partition, which 50 years later seems to be the watershed event of modern India. In short, their popularity rested on their documentation accurately the life and times of this nation's early years, providing us with a picture that we like going through family photo album where half-forgotten people and events leapt back into our consciousness. Virmati is attracted towards in English professor who falls passionately in love with her because his illiterate wife could never prove a soul mate. After his repeated torture Virmati gives in as she is also a soul thirsting for love. This illegitimate affair leads to many troubles. Virmati has to burn alone. She is forced to abort the child. Finally she got married him. Most of her sufferings are caused by maternal apathy. Virmati does not have sympathetic shoulder to weep on and this aggravates her agony. She suffers at the hands of the patriarchal society, her family and above all her paramour.

## **Centres around Young Traditional Punjabi Girl**

Manju Kapur's *Difficult Daughters* set in 1940's centres around young traditional Punjabi girl, the eldest of eleven children. She has been conditioned, since her childhood that the duty of the girl is to get married. She is even engaged to a suitable boy, an engineer by profession. However influenced by her cousin, Shakuntala, a lady with progressive outlook, Virmati desires higher education. She also nurtures a desire to be independent and lead a life of her own. She sees that her marriage is postponed and thus gets an opportunity to study. As chance would have it, she comes into contact with an Oxford returned English professor, a married man and a tenant of her aunt, Harish, dissatisfied in an incompatible marriage with an illiterate wife, Harish is attracted towards Virmati who resists initially but subsequently gives in. Her misplaced passion for an already married man forces her to cancel her engagement through an attempt suicide. She realizes for the first time, her hopelessness of illicit love with she learn about her pregnancy of Harish first wife. For a while, she realizes that she is being use and hence resolves to forget him

and burns all his letters.

She goes to Lahore to do B.T. but Harsh follows her there and makes her a target of his sexual desires. She surrenders before him. Her position is reduced to that of a concubine. Even after an abortion, Harish pays no heed to her request to marry her. However Virmati finally succeed in getting married to him after some forceful threats and with the help of a mutual friend. After her marriage she does not get any space in his family. As a second wife, her quest for identity is replaced by the struggle for existence. Eventually, she acquires the much awaited status wife and mother. Still she feels depressed and alienated may be due to her subdued and suppressed position in her own house as Harish's high handed behavior does not permit her any assertion of power or freedom.

### **Virmati's Quest for Identity**

In her quest for identity, Virmati is the central character of the novel, rebels against tradition. She is impelled by the inner need to feel loved as an individual. The title of the novel *Difficult Daughters* is an indication to the message that a women, who tries to search of an identity, is branded as a difficult daughters by the family and the society as well the story tells how she is torn between family duty and illicit love. Virmati falls in love with the professor who develops an intimate relationship with Virmati. She has fight against the power of the mother as well as the oppressive forces of patriarchy symbolized by the mother figures. In the patriarchal Indian society, marriage is means of deliverance from being socially condemned and it relieves a woman from the sense of insecurity and uncertainly. The older generation marriage is no reason to rebel, it was accepted as part of life's pleasure and was a phase of imitating certain dharma's associate with social and religious institutions. Of course love was not the prerequisite or desired basis for marriage.

Virmati's mother, Kasturi seeks pleasure in domestic work, Virmati struggles between the physical and the moral. Finally, she gives the way to the dictations of the heart and the body. Virmati asserts her individuality and aspires for the self-reliance through education. Virmati nurtures the desires to be independent. Kapur's heroines have their own passions. Their passions

are nothing but choice not everyone dare to make. They take a choice to walk down a path less travelled. They decide to pursue their passion whole heartedly. Virmati desires to continue her further education and determination to marry the professor places her in difficult situation.

### **How to Step Out of the Framework Defined By Men**

*Difficult Daughters* focuses on how to step out of the framework defined by men and patriarchal values and how to identify and create a tradition of their own. Virmati's mother, a construct of patriarchy, exercises her special prerogative to train her daughter into cultural morals so that she takes up the assigned role of a daughter, a wife and a mother without interrogation and learns the importance of self-sacrifice and devotion. Susie Orbach reflects that in order to prepare her daughter for a life of inequality, the mother tries to hold back a child's desire to be powerful, self - directed, energetic, productive human being. But Virmati's body becomes a site of terrifying alienation because she is not able to meet the demands of her society represent by the mother, as well as by the demands of her psyche. Resistance to patriarchy starts with Virmati's insistence on education and refusal for marriage.

She believes education teaches us to think for ourselves. She wants to live an intellectual life of mind, but the society in the guise of the parents reminds her that a women is more than a body and the patriarchal society permits to alternative to marriage and holds in pity and contempt those who attempt to thwart it. Virmati resist the colonization of her body an becomes a self-directed women of new generation and chooses her life partner. Manju Kapur discusses these issues in the context of patriarchy, inter religious marriage, family bound, male - female bond, co - existence of past and present in the socio - political facts. She has shown her woman as a victim of biology, gender, domestic violence and circumstances.

### **Marginal Becomes the Central Figure**

Virmati represents the forties of our century when the ideal of revolt was in the air. Ida represents the nineties of the metros, chiefly Delhi, where the judgment of the absolute individualism is going ahead without hiccups. The domination if her mother has always investigated her to search for escape routes. Her position as a divorced woman obviously does

not help matters. In order to survive Ida also strives for centrality. She fights the label of marginality that the society has cast upon her assuming the role of the omnipotent creator. In her imaginative reconstruction, she frees her mother from the bounds of periphery and in doing so she asserts her own centrality as a creator of the central figure. By becoming Virmati's creator Ida frees herself from the dominance of her mother. The marginal becomes the central figure Ida is thus bound to her mother as well as free from her.

## To Conclude

Manju Kapur's novel projects the problem of teenagers through the protagonist Virmati narrator Ida and other teenage like strong separation for higher education and various obstacles in it, teenagers perversion of illicit love, generation gap between teenage daughter and her mother, search for identity, strong desire or aspiration for education and even they achieve it one sacrifice the marriage proposal, suicide attempt by the protagonist ,alienation and loneliness , divorce states in early young age, premarital sexual exploitation, ordeals like abortions and premature miscarriages and predicaments due to bigamy status in the life.

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## **Role of Videos to Enhance Learning Skill in English Language Teaching**

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### **Abstract**

Of a wide variety of tools and techniques available to teach or learn a foreign language, movie watching is one of the best ways to make an otherwise tedious task an enjoyable activity. Learning in general is supposed to be fun, and no other activity could possibly make learning a foreign language as interesting as movie watching as we could hardly come across someone for whom movies are not appealing. Who would say no to watch movies in English class, or in other words, who would have a second thought about switching from the boring conventional grammar classes to learning through one of their favorite pastimes? There are no better and comprehensive curriculum to learn a language than movies where almost everything is discussed, on different levels, in different contexts/situations, and by different characters/speakers. Helping students who learn English as a second language subconsciously absorb, as they follow the story, a wide range of vocabulary, present-day grammar, sentence varieties, formal and informal, and pronunciation along with intonation and accent, movies do not just help them pick up a language, but they speed up the learning process and create an unbelievable interest in the students to practice the learned language.

### **1. Introduction**

Enough has been said and written about the importance of English language in this fast-shrinking world where a global language is need of the hour. This poses a challenge to non-English speaking countries to learn English as a second language. Language experts, both English speaking and non-English speaking, around the world have come up with many a technique, methodology, tool, etc. to help those who would like to learn English as a second language. While it is true that every technique and methodology to teach and learn English as a second language has its own advantages, it's to date not clear which one works best or is most



effective, as each has its own disadvantages too. Though there have been never-ending arguments for and against each methodology/technique, suggesting it would serve the purpose if applied correctly or if used to the right group of learners, a quite common understanding is that no methodology/technique has proved to be as effective as it is intended to be. In other words, each technique is of some help to the learner/teacher but not of the complete help. But it only makes clear the fact that when it comes to language teaching, it's not prudent to rely entirely on one single technique or method but to be adaptive and use different techniques for different aspects of the language for a different set of people. To learn if not master any language, the learner will have to acquire four key skills, which are reading, writing, speaking, and listening. Each of these can still be divided into more categories and maybe this explains why a single method/technique has not been effective so far.

### **Methods of Teaching**

There have been number of methods of teaching or learning foreign languages so far. They are grammar-translation method (1890s-1930s), cognitive approach (1940s-1950s), audio-lingual method (1950s-1960s), the direct method (1970s), and the natural/communicative approach, total physical response, the silent way, suggestopedia, and community language learning (1960s-2000s)—the years mentioned in parentheses denote the period when they were in use. As discussed above, each replaced the other due to some reason or the other. The grammar-translation method teaches the language by rules not use, and hence it doesn't help the learner with pattern practice, and the direct method focuses more on the pattern practice, with no regard to the other aspects of language learning. A detailed study of advantages and disadvantages of these methods is beyond the scope of this paper.

### **To Make Learning Languages a Fun-filled Experience**

Learning any new language would be difficult and not at all fun if the above methods are employed. One thing is that these methods are not effective as they are believed to be, and another reason is they make the whole learning experience serious, somber, and tedious, when it actually should be fun. Language learning is a long process and it certainly involves lots of observation and absorption for language generation. If any learning is supposed to be fun to hold



learner interest throughout the process, it's more so when it comes to language learning considering the amount of effort and time required from the learner as well as the teacher. As some of the methods recommend, the grammar should be taught inductively or implicitly, for which the technique of 'frequency' is used. The use of activities in language classrooms is another good idea but most of these activities seem to be very demanding and challenging, which, though successful with a small group of hardworking learners, makes this technique on the whole a failure. We need an activity that learners would love to do and will less likely to get bored of so that they can be fed on the teaching content aplenty. Movie watching will fit the bill, as it is something most of us do to unwind. If learners would use it to relax when they are tired of their daily activities, won't they jump at the idea of watching movies in the classroom not to relax but to learn what has been till now a strenuous task? This method teaches a language by use and not by rules.

### **Advantages of Using Movies as a Teaching Aid**

Use of movies as a teaching aid is not new and has been in practice for some time and fast catching on as well. When its growing popularity itself is a testimony to its usefulness in the classroom, there are many advantages, which include but are not limited to the following. Movies "can be used to create both imaginative and skill-developing activities (and) to teach language function" (Voller & Widdows, 1993). Speaking skills are fast becoming the most important aspect of a language as most of the communication is done through this mode nowadays. Movies expose learners to language use in daily activities or rather different situations while at the same time developing a great interest in learners to practice what's learned. Dewing is of the view that "video can act as a catalyst for thinking, inspiring (students) to learn" 1992, Introduction section). Different people learn things in different ways. Some show a great interest in learning if it's visual mode. Those who are kinaesthetic learners who pick up concepts quickly when the content is presented through motion and action will feel comfortable with this method of learning.

## Easy Access

Learners and teachers have easy access to learning materials (movies) and equipment required is not hard to get in today's classrooms as there is hardly any school, college, or any learning environment for that matter that does not have computers or overhead projectors. Stoller says "films and later videos bring authenticity, reality, variety, and flexibility into the second- language classroom" (1990) and Kritzer supports this idea saying "television can bring liveliness and immediacy to education that no other medium can provide". This method makes for an exciting learning atmosphere where learners are encouraged and motivated throughout the learning process. In a way to build on this idea, Finocchiaro says films "provide added incentive to learn and are interesting for the students" (Finocchiaro, 1968). The teaching content here is "a continuing source of listening material especially for countries where the opportunities to meet people who speak English may be rare" (Benda, 1982). Movies help learners "good listening and viewing habits," the order of learning a language is listening, speaking, reading, and writing. Good listeners will more likely become good speakers. According to Duke (1983) the aids and guidance provided by movies "are often most effective when transient and accompanied by spoken and pictorial explanation so that they supplant or support the learner's own mental imagery".

## Movies/Video Clips as a Teaching Aid

If movies or video clips are one of the best teaching aids for teaching/learning in general, they are more apt in language classes than anywhere else as they, on the one hand, present language as spoken by the native speakers with visual clues and, on the other, support natural language generation. Making teaching/learning experiences fun and enjoyable, this aid will draw learners to the class room as against conventional methodologies where learners and, sometimes, trainers do not show much interest.

Movie as a teaching aid can be used in many ways depending on the instruction level of learners. Though there is no limit to how this aid can be put to use, it's very important that the instructor plans the whole session beforehand and goes to the classroom with all required materials. Learners' instruction level must be taken into consideration while planning the session

as it plays major part in how this aid can be used. The instruction level should decide the teaching plan as well as the teaching material to be used. Arthur (1999) claims that:

"Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning; can teach direct observation of the paralinguistic features found in association with the target language; can be used to help when training students in ESP related scenarios and language; can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening."

For learners of English as a second language, movies have the added advantage of providing real language and cultural exposure (Bello, 1999; Stempleski, 1992). Movies allow learners to see actions, expressions, body language, and gestures while they hear the right pronunciation, stress, and intonation (Bello, 1999).

### **Elementary Level**

If the learner is at the elementary level, the video clip should contain very short dialogs spoken at a slower pace with considerable space between dialogs, and it should provide more visual clues to the meaning. The whole clip should not run for more than say thirty minutes as a long clip may not hold the learner's interest and it's very likely the learner will lose track and find it difficult to recall during discussion that will follow clip viewing. If required, the hard to follow dialogs if any can be replayed two or three times as they may otherwise hamper the understanding of the whole clip. And sometimes a small discussion about the clip before seeing the clip will be of great help to understand the dialogs. The movie clip can be about the subject learners are generally interested in. The instructor can find out the class' general interest before picking clips.

The right content will be movie clips that will appeal to children where dialogs will be short, straightforward, and will be spoken relatively slow. Dialogs with hidden meaning or idiomatic expressions should be avoided at this level. Short films that would run for thirty to

forty-five minutes will be very apt. The movie can be slowed down and played over and over again where required for better understanding.

Though short dialogs rich in visual clues can be absorbed without any help from the instructor, the scenes where the story is developed through dialogs may pose a little bit of challenge to the learner and the teacher should help therein. If the whole clip is played at a stretch the first time not to hamper the interest of following the story, later on during discussion the clip should be played again but this time in segments and not on the whole. Each scene or dialogue can be discussed separately, which will help the learner grasp many expressions. It is important learners are provided with easy imaginary situations where they can practice whatever they just learned from the clip viewing and the subsequent discussion.

### **Intermediate Level**

As discussed above, the instruction level decides the content, technique, length of the video clip, post-viewing tasks, etc. At the intermediate level of instruction, learners will have some knowledge of the language though cannot be expected to speak and understand the language well. The materials as with the other levels should be interesting to the audience and can be of the length of forty-five minutes to one hour; it is important that they be suitable to split into different segments for post-viewing discussions and tasks. They could either be children stuff or family dramas with the pace of the video being in between the elementary and the advanced level. It would be better if the video has scenes where sisters and brothers talk about their daily life situations or friends at school or neighborhood talk about their daily events and experiences. Learners can easily relate to this kind of scene; this will keep them interested in the video throughout and will help them learn the differences and similarities between their own language and the target language. They will also feel thrilled to practice the target language in the daily situations where they have only been using their mother tongue till now.

Unlike the elementary level, phrasal verbs and idiomatic expressions can be used at this level but not to the same extent as the advanced level. Intermediate level is the best stage to introduce learners of a second language to such special expressions. Many tasks can be tried with

learners of this level, such as scene discussions, role-play, vocabulary game, recalling dialogs, etc., but replacing the video dialogs with their own can be saved for the next level. It is very important the instructor keep learners motivated with the help of post-viewing tasks that should give sense of achievement and the fun of learning. At the same time the instructor should ensure after-watch tasks are challenging but at the same time level appropriate lest learners will lose interest in the whole learning process.

### **Advanced Level**

If the learner is at the advanced level, a full movie running for two hours can be used as a tool. Of course, it's important the movie deals with the subject that is of great interest to the age group of the audience. The best genre for advanced level learners will be suspense/thriller, which will keep the audience hooked to the movie throughout. If learners find particular scene or dialog difficult to follow, the same can be played over and over again till they understand before continuing with the movie. The instructor's help is of foremost importance when it comes to some language aspects where no visual clues will prove any help. Some of such aspects are phrasal verbs, idiomatical expression, slang, and cultural-related terms. Such term and expressions in the movie should be picked out beforehand and listed on a sheet along with their meanings in simple words. The movie can be stopped at such scenes and these terms can be explained with some examples before continuing the movie. Though learners at this level may already know some of these, the list is ever-growing, and words and expressions can be added to it.

### **Post-Viewing Activities**

As part of post-viewing activities, learners can be asked to play some interesting scenes from the movie they just saw. Of all possible activities, the technique of role-playing will promote natural language generation a great deal. The instructor can pick the most important/interesting scene from the movie, of course the one that involves many characters and a long conversation, and have learners act out the scene in front of the class. Instead of the actual dialogs, they can use their own words for the situation provided. This will mean a lot of fun and a great deal of learning. Of course, the instructor can help along when learners enact the scene.

This kind of activity will increase the learner's confidence level and the learner will feel motivated to use the language in real situations too. Depending on learners' interest and creativity, the dialogs can be changed, and the learner can say what he or she wanted the real character to say. Any extent of deviation from the actual scene is all right so long as learning is happening. After all our aim is understanding of the language as spoken and language generation.

### **Three Stages of Viewing**

As may have been clear from the above discussion, the teacher plays a very important in this method of teaching and it takes a lot of time, effort, and planning on the part of the teacher. Using videos in the classroom can be divided into three major stages. They are (1) pre-viewing, when the teacher prepares learners for the lesson, introducing the video to be used in the class, discussing the parts of elements that learners need to watch out for, etc., (2) viewing, when the teacher should be around throughout, navigating the video, which includes slowing down, pausing, forwarding, rewinding, or stopping as required, and observing learners as they watch the video, and (3) post-viewing, when the teacher, after a couple of questions or a short discussion about the video, will administer the post-viewing tasks he would have already planned.

Though it may look like the second stage, viewing, is the main activity, as it is when the teaching aid is being used, actually speaking this is the least important as far as the teacher is concerned and as important as the other two stages as far as learners are important. If learners are to be completely attentive while viewing the video, the next stage requires equal amount of effort and attention on the part of learners as they are to apply what they just learned. From the teacher's point of view, stages one and two are very important. If the teacher sets the stage for the session during the first stage, the third stage is the time when the teacher has to exploit all language elements in the video to the fullest possible extent.

## Challenges and Way to Overcome Them

As interesting as it may seem to use videos to teach or learn English as a second language, it, like other methodologies, has its own disadvantages or rather challenges. The first and foremost challenge is for the teacher to select videos that have scope for learning. Selecting a video for a specific topic, be it vocabulary or sentence structures, is especially a difficult and time-consuming task. Videos for entertaining purposes are easy to select as all one needs to do is check the genre, read the synopsis, and find out cast and crew.

But selecting videos for learning purposes is not as easy as selecting them for entertainment. Benda (1982) has written that “native... professional tapes are (not) available all the time. And available tapes do not always contain subjects appropriate to the needs and objectives of a particular group of learners.” In addition, “authentic videos may contain language, content, or themes that are controversial, or even inappropriate to the adult ESL classroom” (Burt, 1999). The teacher may need to look out for many aspects of the video such as its content, its appropriateness for the level, and its scope for learning. Movies meant for native speakers may discuss controversial themes and may have inappropriate content, which should be watched out for and avoided. The more specific the focus of the session, the more tedious the process of selecting the clip. Burt (1999) has said that “it takes time for the teacher to preview and select authentic videos and then to prepare activities for learners.”

There is a way out for this otherwise surmountable problem too. There are instructional videos available ready-made, which are meant for classroom use and learning purposes. As these would have already been checked for language, content, length, and appropriateness, the teacher’s job is made easy. All he or she needs to do is pick the right video clip for the session planned. Some videos may come with a short-description, which will make video selection simpler. To top it all, sometimes they come with worksheets, teacher guides, transcripts, etc., which can be used for preparation and post-viewing exercises/tasks (Stempleski, 1992). With the idea of using videos at the classroom is catching on fast, easier to choose from, customizable, packaged learning materials are very likely to be available aplenty on the market in near future.

Movies can be edited to our requirement. The editing, as Salah El-Araby has suggested, may be done “to suit the proficiency level and varied interests of the learners” (1974). You may copy films, movies, series...etc. from one tape to another taking out inappropriate scenes and events in the process.

Finally, the choice of the movie is very important. Pick a genre that interests the learner and pick a movie that can be watched over and over. Repeat watches bring more focus on the language.

### **Selection of Movies**

The instruction level and the audience decide the content and length of the video/movie to be selected for the session. There are also many other factors that the teacher/facilitator should take into consideration while selecting teaching materials. First and foremost is that any video should appeal to the audience, the learners.

A large-scale survey by Canning-Wilson (2000) suggests that the students like learning language using videos. One of the results of her survey shows that learners prefer action/entertainment films to language films or documentaries in the classroom. She states that although these films may seem to hold student interest, she believes it could be inferred that student comprehension of the video may be due to the visual clues instead of the auditory components.

Movies should be inspiring, motivating, and interesting. Will the video appeal to the learners? As far as content or subject matter is concerned, the teacher should see if the content matches the instructional level and is culturally appropriate to the learners. Clarity is another important criterion. The teacher should check if the instructional message will be clear to the learners. This is important because if the video is boring or unclear, the learner will feel frustrated and the whole session will be a waste of time. The learners may even lose interest in this method. Different movies have characters speak at different rates of speed. It's important the



rate of the language in the video is appropriate to the learners' comprehension level. When the pace is too fast for the learner to follow, the learners will again lose interest and feel frustrated. Finally, the instructor should check if the scenes in a movie are too dependent on each other that when watched at random they are difficult to follow. This doesn't allow the instructor to discuss a few minutes of video, but rather he or she has to wait for the whole video to get over. From teaching point of view, it would be better if the video is independent of sequence. Movies that can be watched over and over again should be preferred as learners may need to watch them repeatedly during after-watch discussions. Also repeat watches bring better focus on the language.

### **Movies as a Comprehensive Tool**

If you think that movies may create some interest or at most introduce the target language to the learner and nothing beyond, think again. Some are of the opinion that movies can only give a few glimpses of the language and they don't provide a formula or grammar to help the learner with any new situations. This is far from true as no other method can provide the teacher and the student with as comprehensive teaching content as movies. Any life situation can be taught through movies as movie genres are aplenty and movies replete with dialogs of different sorts can easily cover all possible language patterns. Yes, it's language patterns, which should be highlighted and completely exploited during the after-watch exercises/sessions by the teacher, that help the learner handle any new situations.

There are innumerable genres of movies where the viewer gets to see a wide range of subjects, situations, scenes, emotions, and personalities. While watching movies, learners get exposed to dialogs spoken in different contexts such as domestic life, political coupe, childhood problems, adult life, old age struggles, friendship, love, revenge, gratitude, children with single parents, overburdened parents, misunderstanding between friends, couple, colleagues, etc. This kind of variety cannot be found in any other teaching content.

## Soap Operas

Teaching content need not necessarily be movies. Soap operas are another source of teaching materials, which tell stories in a long-winded yet interesting way with many twists and turns. What happens in a, say, one hundred twenty minutes of a movie will be converted into many hours of video for a soap opera. There is no time constraint for soap operas because it's not how long a series is but how interesting a story can be made with twists and turns. Soap operas lend themselves for long scenes with lengthy dialogs.

Unlike in movies, the same events are discussed on various levels, from different points of view, by different characters, sometimes elaborately and sometimes shortly, in soap operas. This makes them great teaching content as the learner will get exposed to variety of the language, be it sentence structures, vocabulary, or grammar. Also, every time the event is discussed the learner better comprehends the content.

It is in soap operas that one will most likely come across event summaries. A long scene involving many characters discussing complicated issues will be summed up in a few words by one of the characters in the next scene when he or she shares what just happened with someone who was not there in the previous scene. Such scenes/dialogs are will help learners know varieties of the language. We all do this in our daily lives—filling in someone or other on what happened before.

## Movies are a Better Option

That said, movies are a better option when it comes to short, to-the-point dialogs like the following one from the movie A Perfect Murder:

Person 1: I couldn't help noticing your footsteps around the body. May I know what you were doing?

Person 2: Ensuring he was dead.

Person 1: Was he?

Person 2: Appeared to be.

## Vocabulary

There is no language without words. Of all the challenges learners face while learning a second language, the most difficult challenge is that of vocabulary. It does not just know the words but ability to use them in the right place/context in the right way is what seems to be more important in terms of learning. And reading the words and remembering them will not serve any purpose unless the learner knows where to use and how to use the learned words. So many methods and strategies have been recommended and tried for acquiring vocabulary skills. Some help the learner learn the words, but not how to use them. Some focus more on usage and fail to cover all basic vocabulary. There are few strategies for learners of foreign languages to learn the required vocabulary with usage with ease. Schmitt grouped the strategies into two groups: (1) discovery strategies and (2) consolidation strategies, sub-classifying them into five, determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies.

Of about 500, 000 words in English, only 5,000 words are used even by a native speaker. And is there any way to find out which ones are those? It's a Herculean task by itself. There are many words learners do not need at all. But when movies are used as a tool to learn the language, only these often-used words are part of the teaching content. Also when we learn a new word, it's not enough if we just know the meaning of the word. What's more important is to know what other words this new vocabulary word is usually associated with, whether it has any grammatical characteristic, and how it is pronounced in isolation and in phrases. This is why it's important we learn phrases and not words, which will take care of the usage aspect of vocabulary learning too. Words are learned best when learned along with their usage.

When words are learned with visual clues, we can remember and recall for long with ease. Movies are of great help in this regard, where words or phrases are learned in context. When students thus learn phrases, it's easy for them to apply them when they come upon the similar context in their daily life.

It's better to learn 'royal family' and 'poor family' than learning 'royal', 'family', and 'poor' separately in terms of vocabulary building. After all, we only learn words to use them in real situations and not to add to our knowledge bank. Similarly, phrases like 'in contact with', a train set, shades of opinion, at high level, thanks to somebody's help, etc. cannot be learned if a word by word method is followed for vocabulary learning.

## **Grammar**

Of late conversational grammar, which is totally different from grammar taught in school and most important for daily-life conversations, has gained a great deal of attention due to the awareness among general public and empirical studies by many authors. It is believed that those who are adept at written English grammar struggle to a great extent when it comes to day-to-day conversations, which is, according to Carter and McCarthy, due to the fact that "most grammars of English have had a bias towards the written language". These authors in their book *The Cambridge Grammar of English* claim that basic structures of conversational English have not been described in detail till recently. Biber, et al. (1999) have said conversation is "a variety of language deserving particular attention in its own right".

To describe these aspects of conversational grammar, Ruhlemann (2007) suggests a situational framework for conversation, which relies heavily on the learner's ability to adapt "(...) a situation-based description of conversation can show how conversational language is adapted to certain needs arising from specific types of constraints on speakers in conversational situations" (2007).

The authenticity of movie language has lately been stressed more than ever by authors who in their works bring to light the advantages of movies as a tool to teach conversational grammar. Many empirical studies support the authenticity of movie language comparing screen dialogs with real life conversations. These studies show that a wide range of conversational strategies are employed in movies, which thus help students learn conversational processes. (Rodríguez Martín and Moreno Jaén, 2009; Rodríguez Martín, 2010 in press; Rodríguez Martín, forthcoming)

In another book Ruhlemann emphasizes the importance of conversational grammar as “the underlying model in teaching speech”. Also Moreno Jaen and Perez Basanta (2009) claim “teachers cannot teach conversation, which is by nature multimodal, with monomodal materials”. Thibault (2000) says that multimodal texts “combine and integrate the meaning-making resources of more than one semiotic modality—for example, language, gesture, movement, visual images, sound, and so on – in order to produce a text-specific meaning”. Movies provide best multimodal texts that enable us to learn conversational grammar through dialogs in different situations. It’s however important to examine the relationship between screen dialogues and conversational grammar to make this technique a success, where the teacher plays a significant role.

### **Make Learners Aware of Key Conversational Processes**

The teacher should aim to make learners aware of key conversational processes, make them encounter features of conversational grammar in context to help them develop an aware how important it is to be familiar with the conversational grammar to improve their spoken skills.

### **Pronunciation, Intonation, and Accent**

Unclear pronunciation of a speaker is like an illegible handwriting of a writer. However good the writing may be, if it’s not legible it cannot be read. Similarly, even if one speaks a flawless language, unless he or she speaks with right pronunciation, intonation, and accent, he or she cannot be understood. Every language has its own unique sounds and this makes it difficult for second language learners to learn them. The trouble second language learners have learning/imitating the sounds of the target language can be put down to the interference of the mother tongue as well as inadequate importance attached to its importance, poor teachers/instructors, and transliteration, to name a few.

A detailed discussion on this topic is beyond the scope of this paper. The importance of pronunciation, challenges it poses to the second language learners, and how movies can be used to overcome these challenges are alone discussed in this section.

The word *pronunciation* is generally understood as individual sounds of words, which leads to most of the problems second language learners have in learning correct pronunciation. As one ESL instructor said, “Pronouncing separate words in a sentence correctly lead to poor pronunciation!” That is why pronunciation should be approached in a comprehensive way, which should include stress patterns of phrases, word linking, rhythm, and intonation. Words when used in a sentence are jammed together. For example, 'What are you going to do?' becomes 'Whaddaya gonna do?'

First, the misconception that stressing each word will make the speech clearer should be removed from the learner and instructor’s mind. Even if individual words are pronounced clearly, the right communication can be achieved. Slowing down on purpose may be allowed if the intention is to get the message across or to emphasis. Speech should be meaning based. It’s important that we learn to listen and speak for meaning, where the key is stress, intonation, and rhythm.

Intonation patterns too vary from language to language. Speaking a foreign language with the intonation pattern of the mother tongue will lead to entirely unintentional effects. It’s said when one speaks English with Russian intonation, he or she will sound rude. And on the contrary when one speaks Russian language with English intonation, he or she will sound affected or hypocritical.

Movies are a great learning tool to avoid all this and achieve effective communication. No teaching material can be more authentic than movies where learners listen to the native speakers. However, the instructor/teacher has a huge role to play here because the learners will struggle when they try what they listened to, due to the factors mentioned above. Students should be made to mimic/imitate what they hear, which can be done during post-viewing discussions/activities. But intensive training may be required to master intonation and word linking.

## Conclusion

Replete with nonverbal clues that can help learners with comprehension, movie as a form of input for teaching/learning a foreign language is a valuable teaching aid. The greatest advantage of movies is its ability to be used for language generation. This paper has discussed movies as a teaching aid in relation to other language tools and techniques. Though it was revealed in the introduction that no one technique can be a panacea for learning a foreign language, the paper has discussed in detail how movies can teach different aspects of the language, each explained in a different section. It doesn't just teach spoken language as it's generally believed, but it can be a complete teaching tool covering vocabulary, conversational grammar, listening skills, language patterns, pronunciation and accent, etc. How movies can be a comprehensive teaching curriculum is also discussed with examples in a section.

Since it's a content-oriented method, the quality and appropriateness of the content are of great significance. The appropriateness depends on the instruction level and different teaching materials for different instruction levels are broadly explained in a separate section. Pros and cons of movies as a teaching aid and the things to be watched out for before and during the movie watching session are also discussed above.

Regardless of the advantages and appropriateness attached to it, movies as a teaching aid has got its own disadvantages too but not without ways to overcome the same. The first and foremost will be that this method demands learners to possess good listening skills and if the learner doesn't have any familiarity of the target language, he or she may not be comfortable with movies with native speakers as characters. This may be true if the method involves just audio. On the contrary, movies provide lots of nonverbal aids such as sequence, visuals, gestures, body language, etc. I have seen my grandmother watch Hindi movies on *Doordharshan* on Saturday afternoons though she knew nothing of the language. It was these nonverbal aids and, of course, the quality of the story that made her develop a strong interest in movies in a language she didn't know. She could follow the story though she didn't understand the language in the beginning. Maybe as she watched more and more movies, she started picking up the language, which helped her understand them better in later days. If a person without any help from an

instructor could learn a new language, it goes without saying that movies will prove to be an effective tool in the language classroom with a teacher to help along before, during, and after viewing the movie.

Maybe for the beginner or those who struggle even after watching a few movies, Indian English movies can be used as teaching content. This way accent or native pronunciation won't be a problem and movies are presented in neutral accent or in the accent they can follow. This however should not continue for long and a switch to movies with native speakers should soon be made, that is, once the learner picks up the basics of the target language. A foreign language is best learned using movies with native speakers to avoid a great deal of unlearning in the later stage. After all pronunciation is equally important as any other aspect of the language for the learner to be understandable to everyone he or she speaks to. There are plenty of online and off-line materials available for this method. I would especially recommend movies like *My Fair Lady* and TV shows like *My Language*. Both beautifully and comically present the struggles the second language learners undergo in the learning process. Videos of this type will help the teacher/instructor a great deal to understand the difficulties learners face and to adopt the approach accordingly. I would suggest teachers watch this kind of video first before handling a class of second language learners.

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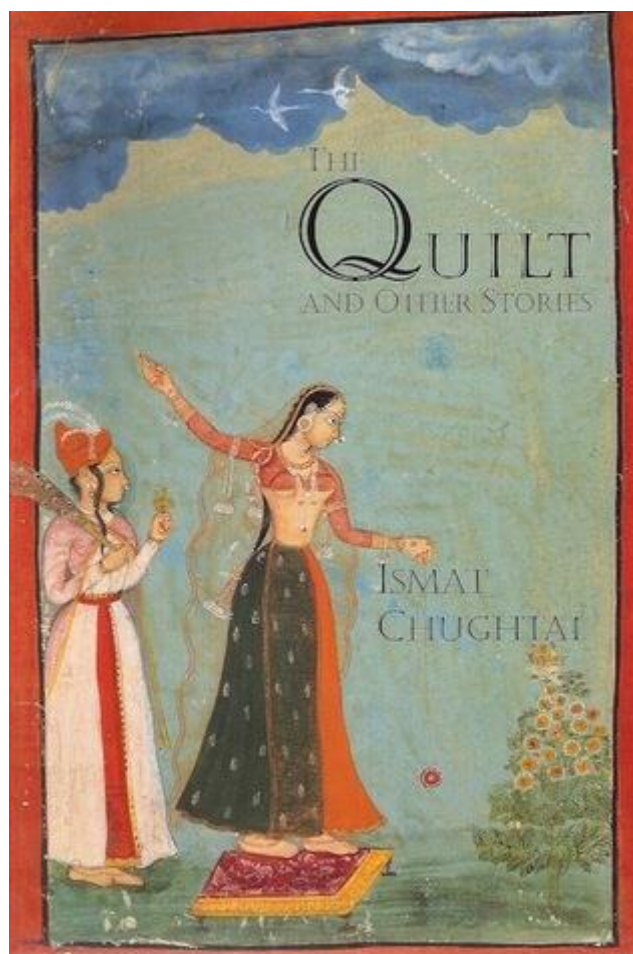
Role of Videos to Enhance Learning Skill in English Language Teaching



## Re-defining Sexuality: From Object to Subject in Ismat Chughtai's *Lihaaf*

Shikha Thakur

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Courtesy: <https://www.goodreads.com/book/show/21842264-lihaaf?rating=4>

### Abstract

This paper demonstrates the imposed sexuality of women in patriarchal society, by collating varied renowned feminist writers' views to uncover the female sexuality. The paper not just challenges the conventionally patriarchal institution of marriage but also explores multiple cultural

and psychological problems underwent by women post marriage. Through protagonist of the story, Begum Jan, Chughtai, aims to voice the unvoiced and unleash the leashed. The paper primarily represents the sexuality of women as a means to re-define her identity, by challenging the traditional sexuality conferred to her, that in turn makes her grow from an object of despondence to the subject of agency.

paper portrays the intricate relationship between the agency of gender and culture by marking Begum Jan's journey with stigmatization, commoditization and double marginalization in the institution of marriage; which in turn results in robust subversion of the culturally gendered patriarchal ideology. Henceforth, , Judith Butler's 'Resignification', Mikhail Bakhtin's 'carnavalesque' and Michel Foucault's 'heterotopia' aptly substantiate Begum Jan's gradual movement from object of victim to subject of power. Her imposed debilitating femininity, and negation of humanity, eventually results in transgression of the patriarchal protocols, thereby, vindicating the fact, greater the oppression stronger the rebellion.

## Introduction



**Ismat Chughtai (1911-1991)**

Courtesy: [https://en.wikipedia.org/wiki/Ismat\\_Chughtai](https://en.wikipedia.org/wiki/Ismat_Chughtai)

Ismat Chughtai, a pioneer of Urdu writings, known worldwide for her landmark short story named, *Lihaaf* (The Quilt) 1942, was levelled against the charge of obscenity, for having written a story from the perspective of a six-year-old girl, unveiling the same-sex desires. Her indomitable

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spirit and a fierce feminist ideology made her explore feminine sexuality in multiple offshoots, terming her a revolutionary feminist in twentieth century Urdu literature.

*Lihaaf*, published in the Urdu literary journal *Adab-i-Latif*, translated from Urdu to English by M. Asaduddin, is a story about a woman's erotic relationship with the same sex, exploring a unique narrative that reflects on a realistic aspect of woman, who declines to follow the master narrative. The story gruffly posits the objectification of wife in the feudal society who in turn resorts to lesbian relationship-female bonding as a core weapon to combat patriarchy and staunch masculinity. For this reason, Ismat Chughtai in one of her interviews states, that *Lihaaf* "brought me so much notoriety that I got sick in life. It became the proverbial stick to beat me with and whatever I wrote afterwards got crushed under its weight"

### **Begum Jan**

Begum Jan, a Muslim woman, at a tender age, gets married to a rich, much-aged Nawab who was virtuous for not having entertained "nautch girl or prostitute in his house" (Chughtai 36). Post wedding Begum Jan figured out that she was nothing more than an object in the house full of luxury, as "he tucked her away in the house with his other possessions and promptly forgot her" (Chughtai 36) and relegated her to margins. Simon de Beauvoir, in her essay *The Second Sex* (1949), illustrates how women are rendered the 'other' in patriarchal discourse and on the basis of sex, woman is considered weak, submissive, emotional, vulnerable, and dependent, and is consequently, deprived of her rights. The male-dominant ideology thus legalizes the victimization and marginalization of women by men on biological grounds, which deprives women of their selfhood and make them an object rather than the subject. This thrust Begum Jan to the arena of solitude and despondence, making her question "whether it was when she committed the mistake of being born or when she came to the Nawab's house as his bride" (36 Chughtai). The post marriage events in Begum Jan's life baffled her to an extent that she started questioning her existence and identity. She was nothing more than furniture in her house and was permanently silenced. All her sexual desires culminated on seeing Nawab's disinterest in her and massive interest in "young, fair and slender-waisted boys whose expenses were borne by him" (36 Chughtai). Begum Jan was victimized on ground of her sex by not just Nawab but also by the relatives who visited the place, "she remained a prisoner in the house. These relatives, free-loaders all, made her blood boil. They helped themselves to rich food and got warm stuff made for themselves while she stiffened with cold" (Chughtai 37).

## Forced into Active Decision-Making

Begum Jan catalyses from passivity to active decision-making after spending endless traumatic sleepless nights and dejected days in isolation. She then decided to give wings to her sexuality, when Rabbu rescued her giving her a new meaning orgasmic pleasure, with the reins of her life squarely in her hands and till the very end she fights to keep them there. Learning from the early lessons of victimization, and objectification, she thinks deeply and crafts a strategy to turn her life around and start afresh. Every day with Rabbu was an invigorated self-discovery with lesbian orgasmic pleasure, for “soon her thin body began to fill out. Her cheeks began to glow and she blossomed in beauty. It was a special oil massage that brought life back to the half-dead Begum Jaan” (Chughtai 37). Thwarted by chance and malice repeatedly, she fights to live her dream and responds to the challenges with quick wittedness and confidence. Mikhail Bakhtin’s idea of the carnivalesque, as developed in *Rabelais and His World* (1965) helps “to subvert and interrogate the established / institutionalized authority over meaning” (Nayar 23).

## Subversion

In *Lihaaf*, subversion can be understood primarily through the theoretical application of Judith Butler’s concept of subversion of identity, as laid out in *Gender Trouble: Feminism and the Subversion of Identity* (1990), in which she challenges the patriarchal stance of confining women within a particular framework on the grounds of their sexuality. Butler does so by using resignification and states that the meanings and categories by which we understand and live our daily existence can be changed because the seemingly “natural” is actually socially constructed and contingent. Begum Jan’s transgression of boundaries for the reclamation of her sexual orientation subverts the other identity imposed upon her by patriarchy, which is conflated with society/culture that identifies her as sacrificial, feeble, and acquiescent. She redefines homosexuality as a weapon for acquiring a subject from a treaty of object. To reclaim her autonomous identity, Begum Jan uses her sexuality to assert her uniqueness and to subvert patriarchy. This in turn, aids her to affirm herself as an individual and also to redefine her personhood, vis-a-vis her gender role, social space, and relationships

## Grows in Strength

Begum Jan thus rapidly grows in strength, cunning, and doggedness in the course of action. Deprived of autonomy since long, Begum Jan learns from her lived experiences and begins to live life on her terms. Well substantiated using ‘heterotopia’, the concept propounded by Michel

Foucault, where he questions how the given space around the object, can define the object's autonomy and identity. As in Begum Jan's case, the imposed societal space offered to her was curbing her desires and dreams, for Nawab "was too busy chasing the gossamer shirts, nor did he allow her to go out" (Chughtai 37), plausibly, this made her lose her self-worth and ruined her to isolation, as "the frail, beautiful Begum wasted away in anguished loneliness" (Chughtai 36).

### Silencing Begum Jan

However, *Lihaaf* mimics and parodies the othering theories and practices repeatedly to completely subvert and debunk their validity, for all women subjected to "those naturalized and reified notions of gender that support masculine hegemony and heterosexist power" [and] are written into our very psyches as well as into the dominant institutions of political and social life" (Butler 2485). Objectification of Begum Jan is silenced as she knows that there is none who can come for her runaway, but there are ample instances that prove her assertiveness. As long as she is in the custody of societal/cultural norms, she is marginalized, silenced, victimized, and deprived of agency by Nawab, but when she steps out of enslavement she begins to move to the centre from the periphery and to reclaim her subjectivity and agency. Chughtai's use of Bakhtin's carnival and the ultimate other are clearly discernible when Begum Jan was objectified in the marriage institution, nevertheless, fiercely resists any attempt at further objectification by the patriarchal society and eventually liberates her sexuality in company of women, primarily with Rabbu and the narrator, when she responds orgasmically "Ah! what pleasure..." She expressed her satisfaction between sensuous breaths" (Chughtai 39). Ostensibly, Ismat Chughtai deconstructs the patriarchal metanarrative and builds the architecture of her narratives to give female agency a clear and valid voice. The narratology develops the central character as gradually energized to challenge the imposed inequalities and to subvert the same.

### Conclusion

In this study I have made an attempt to analyze feminine sexuality by subverting the conventional patriarchal society that refuses to recognize feminine desires and fantasies. The feminist perspective in *Lihaaf* by Ismat Chughtai situates her protagonist Begum Jan—in the historical and temporal contexts of extant societal processes. The story delineates the disadvantageousness and subjugation of women in male dominated societies and their discourses. The discovery of sexuality is studied through the protagonist's violent encounters with male-centred society. She experiences stigmatization and double marginalization, imposed debilitating femininity,



to which she responds through her acts of transgression and subversion of the patriarchal oppressors to assert her selfhood and recognize her sexuality. Begum Jan's story in *Lihaaf* is a clarion call for all women to seek a better life and pursue their dreams and potential. Begum Jan's story simultaneously reveals the deep rootedness of masculine oppression and the equally long resistance by women through successive generations. Chughtai adopts a style of writing in *Lihaaf* which turns a potentially maudlin and gothic story into a powerful multilayered narrative of uncompromising female assertion and rejuvenated humanity. The story is illuminated throughout by the effulgent female-bond of Begum Jan and Rabbu,. They reclaim and reconstruct their differentiated individuality, re-present and reassert their femininity, and seek subject and agency which establishes Ismat Chughtai's contribution to the understanding of the development of complex matrixes of masculinity and femininity through history, tradition, and literary expositions till the contemporary feminist discourse. Thus, the feminist stance of the story brings in fine nuances in the interrogation of the patriarchy and fortifies the feminist reconstruction of the self, in which gender identity markers are diminished, the authoritative approach of male-centeredness is annihilated and gender extremism is eviscerated, thereby unveiling and voicing the feminine sexuality in terms of sexual desires and dreams.

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## **Varieties of Kashmiri English**

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### **Abstract**

English is one of the largest spoken languages in the world. It is also widely spoken in India with the influence of different 'variety' of Indian languages which ultimately results a variety known as 'Indian English'. *Indian English* is serried phrase that refers to variety (various forms) of English used in different states of India. The term 'variety' is used to refer to any variant of a language which can be sufficiently delimited from another variant. In general term it is any distinctive form of language or linguistic expression. Linguists commonly use language variety (or simply variety) as a cover term for any of the overlapping subcategories of a language including dialect, idiolect, register and social dialect. In this paper we will discuss one of the varieties of Indian English which is called as 'Kashmiri English'. This paper will highlight the conditions and main functions of English in Kashmir. It will focus on the sub-varieties of Kashmiri English.

**Keywords:** Variety, Sub-variety, Indian English, Dialect, Idiolect, Kashmiri English, Boatman English, Shawl, Kangiri, Code-switching, Code-mixing, Educated English, Standard Variety, Received Pronunciation, Vocabulary, Native, Non-Native, Kashmiri English, Sanskritized Variety, Persianized Variety.

### **Introduction**

In *The Oxford Companion to the English Language* (1992), Tom McArthur identifies two broad types of language variety: "(1) user-related varieties, associated with particular people and often places and (2) use-related varieties, associated with function, such as legal English (the

language of courts, contracts, etc.) and literary English (the typical usage of literary texts, conversations, etc.)."

A 'variety' can be regarded as a 'dialect' for some purposes and a 'language' for others, and casual ambivalence about such matters is common worldwide. Language scholars have in recent decades used the term *variety* to label a subdivision within a language. Varieties may relate to a place or community such as Indian English, African English, Australian English, American English, British English, Spanish English, and German English etc. Sub-varieties of all the above English varieties are also present, e.g. in Indian English we have South Indian English, Babu English, Kashmiri English, Gujarati English, Marathi English, etc.

If we talk about Kashmiri English let's start with Kashmiri language first. Kashmiri, also known as Keshur or Koshur, belongs to the Northwestern group of the Indo-Aryan branch of the Indo-European language family. It is the largest of the Dardic languages, and the only language in the Dardic group that boasts an early literary tradition. It is primarily spoken in the Kashmir valley of the state of Jammu and Kashmir in India, and also parts of Kashmir occupied by Pakistan. Kashmiri is also spoken in other parts of India, and in many other parts of the world by Kashmiri immigrants. According to the 2001 census, it has 5.4 million speakers in India, with a total of about 5.6 million speakers worldwide. Though Urdu is the official language of the multilingual and multi-ethnic state of Jammu and Kashmir, Kashmiri is the majority language used as a medium of instruction in primary and middle schools. It serves as the medium of much of mass communication, such as newspapers, radio programs, and films. Most speakers of Kashmiri are fluent in a second language, typically Hindi/Urdu. Many Kashmiris also speak English.

### **Kashmiri Dialects**

Kashmiri dialects have been broadly divided into regional and social dialect. In regional we have three dialects like:

- i. *Mara:z* - spoken in the southern and southeastern region.
- ii. *Kamra* - spoken in the northern and northwestern region.
- iii. *Yamra:z* - the dialect of Srinagar and its neighboring areas in the center.

And when we talk about social dialects we have two varieties of dialect like

- i. Sanskritized variety: which is spoken by Kashmiri pundits.
- ii. Persianized variety: which is spoken by Kashmiri Muslims.

## **English and Kashmiri**

All these dialects of Kashmiri language have great influence on English which is spoken by Kashmiri people and results in Kashmiri English. English has extraordinary receptive and adoptable heterogeneousness. Kashmiri has taken material from almost everywhere in the world and has made new elements of languages on its own with varied ease and readiness. English, after Anglo - Saxons conquered England, was almost a pure form of language. It could make new words from its own compounded elements and had a few foreign words. Today it is the most mixed of languages, having received through its history all kinds of foreign elements with ease and has assimilated them all to its own character. Its amazing variety and heterogeneousness and general receptiveness of new elements has contributed to making it a suitable and attractive vehicle in so many parts of the world as well in Kashmir.

English as a most important language is spoken by maximum number of people of the world, as it is a language of commerce and industry, tourism, world politics, diplomatic negotiations and international communications. It has ability to express the multiplicity of ideas and the refinements of thought that demand expression in the modern era. For this purpose English has developed and possesses further capacity to develop a cosmopolitan vocabulary. Prominent among the assets of the English language is the mixed character of its vocabulary.

## **Kashmiri English**

As English spread around the world, it is influenced and altered by the new environments to which it spreads. Taking Kashmiri English (KE) into account, it is a variety of English spoken/used by people of Kashmir with linguistically and culturally Kashmiri background and which exhibits Kashmiri features. It is a non-native sub-regional variety (dialect) of English based on Standard English but with uniquely Kashmiri features in pronunciation, vocabulary,

syntax and discourse patterns. It is one of these sub-regional variety like that of Tamil English, Bengali English, Sindhi English, Punjabi English and so on, (the sub-regional varieties of Indian English). In Kashmir, it is actually English that functions as the language of the state government. The official correspondences, courts of law, higher educational and commercial institutes, use only English. All administrative, technical, science (and non-science) publications are brought out in English. In fact it is compulsory right from the primary level to college education. KE does not differ from non-native or native English in grammar and vocabulary. It is in the pronunciation that it is different from other varieties of non-natives and natives.

Undoubtedly KE is a type of English influenced by the phonology and phonetic color of Kashmiri. For example consider the following observations:

1. A Kashmiri speaker often breaks the consonant cluster by inserting a vowel sound in it; as in English words: *blood* [b→lad], *constitution* [/kə-n↔s-ti-tʃ u-ʃ↔n/], *school* [s↔ku:l], *sports* [s↔p↔t↔s], *texts* [te-k↔s-t↔s].
2. Speakers of Kashmiri English tend to pronounce the sound /t/ as /T/ in words like many speakers pronounce English word ‘Thomas’ as /Tmas/ instead of /tmas/.
3. Bilabial voiced /ɸ/ of Kashmiri replaces the labio-dental voiced fricative /v/ of English. E.g. in words like watch, web and water the sound/w/ is replaced by sound /v/ as /va: tʃ/, /veb/ and va:t↔/ etc.
4. Aspirated bilabial plosive /pʰ/ replaces its English counterpart voiceless labio-dental fricative /f/. (However, now it has been observed that in educated Kashmiri /f/ is also used).
5. Dental stops /tʰ/ and /dʰ/ replace English fricatives /T,Δ/
6. Front half open long vowel / eI / is used for the English /æ/, as in *black*, *catch*.
7. English back open rounded long vowel / ɔ:/ is replaced by / a:/, as in *ball*, *call*.

### The Condition of English Language in Kashmir

In the late 19th century English was introduced with the flow of missionaries in Kashmir and started being taught in the missionary schools. The government followed this practice by incorporating English as a subject. Later, English was made the medium of instruction at the

Undergraduate and Post-graduate levels. The government run schools had Urdu as the medium of instruction till the 10th standard. However, the privately run schools including both the public schools and the missionary schools had English as the medium of instruction right from the elementary level. In 2003, the Jammu and Kashmir Board of School Education implemented English as the medium of instruction from the elementary level onwards in the government schools as well. However, the official language of Jammu and Kashmir is Urdu.

As English has a marked tendency to go outside its linguistic resources, similarly in our part of Kashmir there is a fast-increasing tendency to develop and speak English language. It is spoken probably by 18% of the population in Kashmir and more and more people are becoming more interested in using English particularly youth. It is spoken in schools, colleges, universities, offices, tourist spots and other institutions of learning. Many scholars, teachers, government/private sector employees, common people are trying hard to develop accuracy and fluency in speaking English. It has been seen that in our colleges and schools, subjects like Functional English have been introduced to assist students to speak fluent and correct pronunciation of English language. Presently in Kashmir, English holds the most prestigious position followed by Urdu and other languages. This also has, to a great extent, altered the mindset of the average Kashmiri, and his socio-psychological profile also indicates a leaning towards English.

### **Major Functions of English in Kashmir**

Language plays a very important role in human lives. It is a social phenomenon. One of the main goals of language is to communicate with people and to understand them. When someone speaks, he intends a specific purpose. He wants to convey a message through that language. A person uses his language for many different purposes for example, to express his feelings, to ask for help and to apologize. In fact, we use language in many different ways. We use language and that language is a part of society. Actually, any language varies according to, the nature of the society, what kind of people, and their attitudes. People use language according to their situation. The social background of any person can play an important role in the kind of language he has.

English in Kashmir is used in various domains of the society such as education, business, media, tourism and government. Its use by Kashmiri native speakers performs various function which we will discuss below:

1. **Instrumental function:** it is a linguistic function in which one uses \*language to satisfy basic material needs, to manipulate the environment, and to accomplish things. For example, 'I want some juice'. It also refers to the use of English as the medium of learning at various stages of educational system. The formal and informal education systems are the primary places where a Kashmiri learns and comes into contact with English.
2. **Regulative function:** As the language of legal system as well as Kashmiri administration system English performs the Regulative function. This is where language is used to tell others what to do (e.g. "Go away").
3. **Interpersonal function:** The most important interpersonal function of English is, however, to provide a code of communication to linguistically and culturally diverse groups for communication. In this capacity, English has aided regional, national and international mobility for a certain stratum of society. This is the use of language to express feelings, opinions, and individual identity also. In Kashmir it also symbolizes modernity and prestige. It also includes science, technology and research, the media, business and tourism.
4. **Innovative/ Imaginative function/Creative function:** The Innovative function refers to the use of English that has also been resulted in the development of writing in various genres. It is used to express a variety of plans, concepts and opinions in Kashmir. These often differ from the cultural norms of western societies. There is also a considerable amount of fictional and autobiographical literature written in English by Kashmiri writers. A more recent trend is song writing in English with few raping bands, such as, MC Kash, Alif, etc. certain local comedians have started joking in English to entertain people or relieve tension during times of stress. It is also the use of language for the sake of the linguistic artifact itself, and for no purpose. This function is also called aesthetic function which has at least as much to do with conceptual as with affective meaning.

5. **Informative/Representational/Referential function:** it refers the use of language to convey the facts and information. E.g. the exam has been postponed. It can also take the informative function of a command or directive, as in, ‘close that door’. It can also take the form of a question, as in, ‘why did Rahil hang himself?’.

### **Sub-Varieties of Kashmiri English**

Language variety is a general term for any distinctive form of a language or linguistic expression. This term is to label a subdivision within a language and may relate to a place or community. In this part only the Kashmiri sub-varieties of English are highlighted. The Existing and Non-existing sub-varieties of Kashmiri English are:

#### **1. Educated English**

Educated English is the usage of speakers and writers of English, who have been educated at least to the end of secondary level. The ‘term’ is sometimes used as a synonym for ‘Standard English’. Social levels of English shade gradually into one another. We can recognize three main levels. At the top is educated or Standard English, at the bottom is uneducated English, and between them comes what H. L. Mencken called the ‘vernacular’ (W. Nelson Francis, *The English language: An Introduction*, 1967). He adds: ‘uneducated English is that naturally used by people whose schooling is limited and who perform the unskilled labor in country and city. As English has a unique importance in the present scenario. It has played a crucial role in building modern world as well as Kashmir. There is very little amount of people in Kashmir who know about educated English in other words standard dialect of English or RP (Received Pronunciation). These people are either language students (linguistics or English literature) or have studied outside Kashmir or are the products of good private schools. Maximum educated people like professional students, engineering, medicine, computer, commerce, management professionals and people who work in different departments other than educational institutions are unaware about the standard dialect of English.

## 2. Boatman English

Kashmiri boatmen are the traditional boatmen who live and make a living from the lakes of Kashmir. They are most often the people with whom the tourists or visitors to the valley generally come in close contact. The tourist gets to interact a lot with these boatmen as they are the ones who take around the tourists on a scenic trip of the valley in their *Shikaras* (similar to a broad, wood plank canoe which is called *Naav* in Kashmiri language). D.L.R Loriner says in one of his review work named as “*The pronunciation of Kashmiri: Kashmiri sounds, how to make them and how to transcribe them*” by T. Grahame Bailey, that “personally in the improbable event of my ever again hearing the intriguing vowel-sounds of Kashmiri boatman, shikaris and villagers, which disturb the peace of the traveler in Kashmir and go on echoing, no doubt incorrectly, in the memory”. Most of boatmen are uneducated or very less educated, but they speak English and know exactly how to respond to every objection or excuse with tourists. Here’s a typical conversation between a tourist and one of the boatman, who takes the tourist on a ride and wants to sell some Kashmiri traditional products to him?

*Boatman: “Hello, my friends.”*

*Tourist: “Salaam Alaikum,” I respond, touching my right hand to my chest.*

*Boatman: “Walaikum salaam. This scene very beautiful.*

*Tourist: Yes, it is very beautiful scene.*

*Boatman: The lakes beautiful.*

*Tourist: Yes, the lake is very beautiful.*

*Boatman: You like to see some of my beautiful things?”*

*Tourist: “What you got with you, brother?”*



*Boatman: "Oh, some beautiful thing my friends, wonderful. All locally made, by hand. My family has a small workshop."*

*Boatman: "You see my friends? Many beautiful shawls. All one hundred percent local Pashmina wool. Kashmir wool, you know? Very famous, very expensive except in Kashmir."*

*Tourist: "Oh, I'm not a big shawl guy, brother."*

*Boatman: "Yes, but your mother would like? Your girlfriend would be very happy with these yes?"*

*Tourist: "I don't have a girlfriend, brother."*

*Boatman: "Perhaps if you bought some shawls, you then, yes?"*

The above conversation results a variety different from educated variety in terms of lacking Auxiliary verbs, modals, Noun phrases and sometimes subjects or objects in interrogative sentences. In this variety there is no proper general agreement/usage of singular or plurals.

### **3. English Used in the Standard English News Papers of Kashmir**

There are several newspapers in English language which are read by people of Kashmir. Eg. *Greater Kashmir, Kashmir Times, Rising Kashmir, Kashmir Observer, State Times*, etc. Many of these are printed daily from the summer capital of J & K, Srinagar. Eg. *Greater Kashmir* is the most widely read English daily newspaper in the state. Standard English is mostly used in the above newspapers but experts from the standard newspapers have their own register and idiom:

"... Coming to personal heating, Kashmiris have a unique system. We have mobile heaters called "*Kangris*". It is an earthen pot in a wicker frame in which burning coals with ash on top are carried. This earthen fire pot is carried under a robe called '*Pheran*'. ... The best and the long-lasting fire is from the coal made from dried *Chinar* leaves

which are in abundance all over Kashmir in autumn. Even though the ‘Kangri’ is very versatile and convenient, it has its hazards too. There are cases of developing cancer in thighs and stomach by close contact with the hot fire pot under the ‘Pheran’...” (*Greater Kashmir*, 25 Oct. 2017).

“... the civil secretariat and other offices will reopen in Jammu on Monday after a ten day break owing to the pre-independence practice of “*Darbar move*” under which ... the “*Bandh call*” was given ... markets association also distanced themselves from the strike call terming the “*Bandh*” as unjustified ... the seat of Jammu and Kashmir govt. ... and “*Raj Bhavan*” in Jammu.....” (*Rising Kashmir*, 5 Nov. 2017).

#### 4. Code-Mixed Varieties of Kashmiri English

In the discussion of the varieties within the different forms of English used in Kashmir, the development of code-mixed varieties of Kashmir English must not be ignored. Code-mixing is the result of language contact and codeswitching, and has to be distinguished from just lexical borrowings. Code Switching entails the ability to switch from code A to code B. “There are two categories of Code Switching - Code Mixing and Code Shifting.” Code Mixing refers to the transferring of the elements or units of one language into another or we can say Code-mixing refers to the mixing of two or more languages or language varieties in speech. E.g.

*“As I said, every Angrez is considered to be a genius in Kashmir.”*

*“My Abu will deposit my fee kal.”*

*“I have a bad sirdard, I will take kuch medicin tablets”.*

*“To open a bank account address proof dena hoga.”*

Code Shifting denotes the functional contact in which a multi-lingual person makes alternate use of two or more codes according to situation, topic or domain. In the case of Urdu or Kashmiri and English code switching we have:

*I am afraid of nobody. Is waqat mujhe ruhi ki fikr hai.*

*Give me my book back, nati gasini jaan.*

*Madam can I go out, muje boht headach ha.*

Such a transfer results in developing a new restricted or not so restricted code of linguistic interaction. We find such code switching/ code mixing in most of Kashmiri English.

In addition to this, some of the varieties on the lexical level are also found in English—such as in Standard English the word ‘Aunt’ is a common noun but in Kashmiri English ‘Aunt’ is categorized as ‘maternal aunt’ for mother’s sister and ‘paternal aunt’ for father’s sister. Similarly, in Standard English the word ‘expire’ is mostly used in the meaning of ‘to dispatch’ or ‘to send something’ but in Kashmiri English the word ‘expire’ is also used in the meaning for ‘death’; e.g. Rahul’s uncle expired“ yesterday.

Some Kashmiri cultural terms which cannot be translated into English, are also used by many famous writers, in their original form, i.e. mother tongue, and they gave their meaning and explanation at footnotes. E.g the word ‘kangri’, ‘pheran’, ‘kashmiriyat’, ‘hartal’, ‘samavor’, ‘shawl’, ‘kebab’, ‘rista’ etc.

## **5. English Used by Artisans of Kashmir**

Kashmiri handicraft is known throughout the world for their artistic work and grandeur. The vast cultural and ethnic diversity of Kashmir has enabled a variety of motifs and techniques and crafts to flourish on this land. Kashmir represents a manufacturing class of Kashmiri handicrafts. People who are involved in it are always moving from one place to another for their trade/business and in between they need to interact with non native speakers of Kashmiri. There are also different categories involved in it, people who are well educated they use educated English, but people who are less educated or uneducated they use different variety than ‘Educated English’. Here is a conversation between a

handicraft artist who sells handloom things on his shop and a foreign tourist who want to buy certain handmade things from him.

*“Shopkeeper: Hello madam you like to see these.”*

*“Tourist: Yes, what are these things called?”*

*“Shopkeeper: Pheran, scarf, rings, bangles all handmade.”*

*“Tourist: Okay good. Can you please show me more.”*

*“Shopkeeper: Oh why not madam. See these bangles only siliver, pure silver, no combination.”*

*“Tourist: great. What are these called?”*

*“Shopkeeper: Pheran pure pashmina, hand work. No machine work.”*

*“Tourist: Ohh these are lovely. Can you please show me more beautiful designs?”*

*“Shopkeeper: Yes madam. Look madam beautiful scarfs, very beautiful, all woolen very hot in winter.”*

*“Tourist: How much it costs?”*

*“Shopkeeper: Only 200 rupees.”*

*“Tourist: I will give you 150 rupees. Is it ok?”*

*“Shopkeeper: No madam, not less than 200 rupees, no profit.”*

*“Tourist: Ok take 200 rupees.”*

*“Shopkeeper: Thank you madam.”*

The above conversation results in a variety different from the educated variety, Boatman’s variety, variety use in newspapers and code-mixed variety in terms of lacking of pronouns, demonstrative/determiners, Auxiliary verbs, modals, Noun phrases and sometimes subjects or objects in interrogative sentences. In this variety there is also no proper general agreement/usage of singular or plurals also.

## Conclusion

As the Kashmiri society has been changing and globalised, more attention has been drawn to English in different areas of society including education, economy, tourism and media.

The above content reveals the range and depth of English in Kashmir. It also shows the importance or characteristics of English in Kashmir.

Although English was considered as a major foreign language in Kashmir, Kashmiris in different contexts are more likely to have witnessed, or experienced benefits of having English competence than before. These changes in the functions and benefits have brought about change in the status of English from as a foreign language to a global language.

English neutralizes the difference in terms of identity. It has an advantage over Indian languages like Kashmiri, Hindi, and Tamil etc. Kachru elaborates: whereas native codes are functionally marked in terms of caste, religion, region and so forth, English has no such markers at least in the nonnative context.

Language has been changed and will be changed. English is not an exception. Old English was changed into Shakespeare's Middle English and then changed into Modern English. It is still changing. One of the noticeable and fascinating aspects of English in the 20th and 21st century is that it represents different cultural contexts. Terms like English as an international language, English as a global language, English as a lingua franca and World Englishes all represent these aspects of English.

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## **A Study of Characteristics of Effective English Teachers as Perceived by High School Teachers and High School Students in a High School in Thailand**

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### **Abstract**

This thesis reports a study of a group of English teachers and students in grade 12 in a high school in Thailand on their perceptions of the characteristics of effective English teachers. The purpose of this study is to investigate the characteristics of effective English teachers as perceived by both groups. Also, it finds out the differences between English teachers' and students' perception

The research methodology was a mixed method. The first part of the study was conducted through a questionnaire survey of 169 students studying in the 12<sup>th</sup> grade of a high school as well as their 25 English teachers. This was followed by the semi-interview with a sample of these students and English teachers. The questionnaire consists of three main categories: subject matter knowledge, pedagogical knowledge and socio-affective skill.

Overall, the findings showed that English teachers had a different perception of the characteristics of effective English teachers from the students. English teachers rated the socio-affective skill as the highest rank out of the three categories, whereas students ranked pedagogical knowledge as the highest. The findings of the study have useful implications for English teachers to acknowledge more about the perception of their students about themselves, which English teachers can enhance their behaviors, teaching techniques and teaching materials.

Also, plan the activities that attract students to engage more in the learning process and to receive the effective learning outcome.

**Keywords:** English Language Teachers, Schools in Thailand, characteristics, effective English teachers, pedagogical knowledge, socio-affective skills, subject matter knowledge.

## 1. Introduction

As English has seemed to be the dominant language across the globe, people from different countries use it as a communication tool with the rest from other nations. Apart from daily usage, English can be also utilized for accessing various sources of information or knowledge. Therefore, it is essential to encourage and provide opportunities for Thai citizens to learn English as the basic tool of communication. With the exposure of English language, they are able to gain more job opportunities, as well as contribute in terms of negotiation among the economic and social life aspect. English learning and teaching have always been seen as major issues by the Ministry of Education in Thailand, despite the countless policy changes in regards of language teaching and learning ever since 2006. For instance, the English syllabus in Thailand has been shifted more towards a communicative approach, instead of focusing on grammatical structures. However, according to the GAT (General Aptitude Test) result during 2004, it has revealed that the outcome was not as effective as it might have seemed to be. Students from elementary school, especially grade 10<sup>th</sup> and grade 12<sup>th</sup>, students have received the lowest score in English as compared with any other subjects. In addition, the study of Sripatum Noom-ura in 2013 revealed that the academic results from Thai students were below satisfactory, even though they have spent twelve years in studying English during the primary and secondary levels. In regards of the level of English proficiency, standards in Thai might be relatively low, as compared with the rest of the neighboring countries. The outcome of the 2010 Test of English as a foreign Language (TOEFL) has indicated that Thailand ranked 116 out of 163 countries. Several issues were being brought up and reported by the Ministry of Education in Thailand. Such issues are divided into two main issues. First is teaching and learning problem, teaching and learning English in Thailand does not cover all four skills (listening, speaking, reading, and writing). Grammar is only emphasized and memorized how to use their vocabulary. This leads to the lack



of communication skill when students do not learn useful knowledge; they are not able to apply what they have learnt. English teachers' pedagogical strategy is not various and efficient for the students. Also, there are too many students in one class. Therefore, all students are not being well taken care of.

Second issue is the quality of English teachers. The Ministry of Education in Thailand reported that the majority of English teachers in Thailand lack of English proficiency. Especially in English communication, English teachers need teaching skills as well as the good attitude towards teaching and learning. According to the Office of the Basic Education Commission (OBEC), the test evaluation of English teachers suggested that they have the English proficiency of 51.91 out of 100. It shows English teachers need to improve their English proficiency. In teaching and learning, textbooks are the main teaching materials and English teachers teach only what they can. Importantly, English teachers in Thailand do not have an opportunity to improve their skills continuingly and systematically. Speaking about the quality of English teachers who come from different countries, according to the Ministry of Education in Thailand stated that their quality is not qualified in terms of pedagogical knowledge and language acquisition as well as their personal behaviors. Moreover, Thailand is not an English speaking country, the environment in Thailand is not supportive for students to explore English.

### **The Perception of Good English Teachers**

Good and qualified teachers are essential for an effective educational system to enhance the quality of learning. Teachers are the essential in the classroom playing the vital role in enhancing students' learning as well as students' achievement (Markley, 2004).

Although, effective teachers in general may share some common characteristics, certain characteristics depend on the subjects they teach. Some researchers believe that it is the nature of the subject matter that makes language teachers different from teachers in other fields (Hammadou & Bernhar, 1987). There are several characteristics of an effective foreign teacher including subject matter knowledge, pedagogical knowledge, and socio-affective skills. Also, teachers' beliefs, perceptions and assumptions about the teaching and teacher efficacy affect the way they understand and organize instruction (Chacon, 2005). It is also essential to study the

perceptions of students about learning and teaching simply because their beliefs and perceptions about learning seem to be obviously relevant to the understanding of the course or instruction. Moreover, this provides teachers with the opportunity to have a deeper understanding of different types of learners. Teachers can understand what their students expect from learning in order to reflect their own teaching and they are able to enhance their pedagogical techniques. As for students, they can understand their teachers' beliefs and possibly change some of their wrong concepts about foreign language teaching and learning. Both teachers and students can have a mutual understanding on what foreign language teaching would be like as well as reduce the gap and misunderstanding of one another.

## **2. Objectives**

The objectives of this study are as follows:

1. To investigate the characteristics of effective English teachers as perceived by high school English teachers.
2. To investigate the characteristics of effective English teachers as perceived by high school students.
3. To find out the differences between the perception of high school English teachers and high school students.

## **3. Research Questions**

The following three research questions were used to guide this study:

- (1) What are the characteristics of effective English teachers as perceived by high school English teachers in Thailand?
- (2) What are the characteristics of effective English teachers as perceived by high school students in Thailand?
- (3) What are the different characteristics of an effective English teacher as perceived by High School English teachers and those perceived by high school students?

## **4. Method**

## **4.1 Participant Selection**

### **4.1.1 Participant Selection: Students**

The first group of population in this study can be described as follows. They were 295 students (130 male students and 165 female students) studying in twelve grade in the first academic year 2017 at a high school. In this group, the sample size for 295 population, rounded up to 300 as suggested by Krejcie and Morgan (1970). However, the selection of 169 Thai twelve grade students was based on Krejcie and Morgan (1970).

### **4.1.2 Participant Selection: English Teachers**

The second group of the population of this study was high school English teachers teaching English at the same school. Regarding this group of population, there were 25 of them include 19 Thai English teachers and 6 foreign teachers (5 Filipinos and 1 English). Therefore, all of them were the participants of this study.

## **4.2 Instruments**

### **4.2.1 Questionnaire**

It is important to state that the questionnaire in this study was adopted and adapted from Shishavan and Sadeghi (2009). The original questionnaire of Shishavan and Sadeghi (2009) included two main parts; 46 statements in the first part of the questionnaire about the characteristics of effective English teachers and the participants were asked to rate the statements based on a five-point Likert Scale (strongly disagree, disagree, no idea, agree, strongly agree). The second part of the original questionnaire consisted of 8 open-ended questions to be answered by the participants.

The questionnaire in this study was adopted from Shishvan and Sadeghi (2009) and adapted to make it relevant to the context of this study and to obtain the data for both high school English teachers and high school students. The statements of the questionnaire about the characteristics of effective English teachers was dropped to 24 statements simply because some of the statements in the original questionnaire are not relevant and meant for the context of this

study. Also, the participants were asked to express their agreement and disagreement on each statement based on a four-point Likert Scale (strongly disagree, disagree, agree, and strongly agree). A four-point Likert Scale is used to represent a certain degree of agreement and disagreement in part 2 to allow the participants to choose one response among a set of given responses. The scale is ranged from Strongly Disagree = 1, Disagree = 2, Agree = 3 and Strongly Agree = 4, unlike the original questionnaire, which the 'No Idea' scale was deleted simply because the 'No Idea' can lead to the ambiguousness in the process of data analysis and the research result. Therefore, a four-point Likert scale can facilitate the research study to get more specific responses from the participants (<https://www.extension.iastate.edu>).

Also, the four open-ended questions in the original questionnaire were also deleted and left with four relevant open-ended questions in this questionnaire to be stated the answers by the participants. The questionnaire is divided into three main parts.

#### **4.2.2 Interview**

The semi-structured interview with English teachers and students was also carried out by the researcher using the semi-structured interview questions adapted from Kaboodvand (2013) to guide during the interview process. Therefore, the interview report was written down and recorded for data analysis.

#### **4.3 Procedure of Data Analysis**

This study is divided into two parts. In the first part, descriptive data analysis has been utilized to answer the research question 1-2. In the second part, content analysis and manifest content analysis (McBurney, 1994) have been used to analyze in the qualitative part. Also, the percentages and the frequencies were used to find out the outstanding differences between the two respondents to answer the research question 3.

### **5. Findings and Discussions**

**Research question 1: What are the characteristics of effective English teachers as perceived by high school English teachers in Thailand?**

**Table 1: English teachers' perception towards Subject matter knowledge**

Statements An effective English teacher is someone who should:	Agree (%)		Disagree (%)	
	SA	A	D	SD
1. Understand how to speak English very well	56	44	-	-
2. Know English culture well	68	32	-	-
3. Write English well	60	40	-	-
4. Pronounce English correctly	76	24	-	-
5. Speak English well	60	40	-	-
6. Read English well	60	40	-	-
7. Have a high level of proficiency with English vocabulary	68	32	-	-
8. Be fully familiar with English grammar	56	44	-	-
n (English teachers) = 25				

Table 1 has shown that all English teachers had agreed with all the statements. Therefore, English teachers perceived that an effective English teacher is someone who should understand how to speak English very well, know English culture well, write English well, pronounce English correctly, speak English well, read English well, have a high level of proficiency with English vocabulary, and be fully familiar with English grammar.

In the following table will be the findings of English teachers' perception towards pedagogical knowledge

**Table 2: English teachers' perception towards pedagogical knowledge**

Statements An effective English teacher is someone who should:	Agree (%)		Disagree (%)	
	SA	A	D	SD
1. Prepare the lesson well.	68	32	-	-
2. Manage the class time well.	72	28	-	-
3. Assign homework to students.	48	52	-	-
4. Teach language learning strategies to learn outside the	56	44	-	-

classroom.				
5. Use lesson plans.	48	52	-	-
6. Teach English in English.	96	-	4	-
7. Provide opportunities to use English through tasks and activities.	60	40	-	-
8. Provide activities that attracted students to be interested in learning.	68	32	-	-
n (English teachers) = 25				

Table 2 shows the findings of eight characteristics of effective English teachers in the category of pedagogical knowledge as reported by English teachers. Based on the finding, English teachers had agreed with every statement that effective English teachers should prepare the lesson well, manage the class time well, assign homework to students, teach language learning strategies to learn outside the classroom, use lesson plans, teach English in English, provide opportunities to use English through tasks and activities, and provide activities that attracted students to be interested in learning.

Interestingly, there was one English teacher out of all English teachers (4 percent) who did not agree that teaching English in English is necessary.

The following table shows the English teachers' perception toward socio-affective skills.

**Table 3: English teachers' perception towards socio-affective skills**

Statements An effective English teacher is someone who should:	Agree (%)		Disagree (%)	
	SA	A	D	SD
1. Listen to students' opinion and let them express themselves.	76	24	-	-
2. Help students to develop their self-confidence to use English.	72	28	-	-
3. Not discriminate between students and treat them fairly.	76	24	-	-
4. Show interest in students by remembering their names.	56	44	-	-
5. Be polite and respect each students' personality.	72	28	-	-

6. Be able to handle to criticism.	64	36	-	-
7. Control their temper.	72	28	-	-
8. Be flexible	72	28	-	-
n (English teachers) = 25				

Table 3 suggests the frequency for the individual statements in the category of socio-affective skill perceived by English teachers. It is interesting to note that all English teachers shared the same perception that effective English teachers should listen to student's opinion and let them express themselves, help students to develop their self-confidence to use English, not discriminate between students and treat them fairly, show interest in students by remembering their names, be polite and respect each students' personality, be able to handle to criticism, control the temper, and be flexible. In other words, in every statement under socio-affective skill is the characteristics that effective English teachers should have.

Based on the findings, English teachers had agreed with every statement on the quantitative data that effective English teachers should have three main qualities, which are English teachers should have well subject knowledge, pedagogical knowledge as well as socio-affective skills. Moreover, English teachers also added more characteristics of effective English teachers, which are, having proper pronunciation, having good up-to-date of the subject, having passion towards their teaching career, and having good relationships with students. Also, having knowledge in various fields and preparing more activities for students are the characteristics that can distinguish English teachers from teachers in other subjects.

However, one English teacher mentioned that teaching English in English is not necessary, unlike the rest of the English teachers. This was due to the fact that using English the whole time in English class does not guarantee that students will acquire the language effectively. Switching the language to students' mother tongue when students do not understand the lessons that being taught is more effective way for students to acquire the target language.

Interestingly, English teachers had rated the personalities or the way teachers behave towards students as the most important characteristic that will make a good English teacher. In other words, having a socio-affective skill is crucial characteristic to be effective English

teachers simply because students see their teachers as their role models as suggested by English teachers. This finding also confirm the findings of Arnon and Reichel (2007), Beizhuizen (2001) and Shishavan and Sadeghi (2009) who had found that good personality of teachers does play a vital role in how teachers define what a good teacher is.

In terms of the issues that English teachers have experienced during their teaching, it is revealed that there is no effect on the English teachers' perception towards the characteristics of effective English teachers. However, the time limit and the lack of students' motivation were the concerned issues which can affect their teaching performances. According to the English teachers commented on the issue that they have faced, no matter how well teachers prepare their lessons, but the time they have is not enough for them to perform their potentials. This can cease them from reaching to be effective. Another interesting issue is the lack of students' motivation, this can also stop teachers from being effective where students are not motivated in learning. However, if English teachers look at the students' perception where they perceived good English teachers are someone who can change their attitudes toward the subject. In other words, students are keen to have teachers who know well how to motivate them in learning. Therefore, having a proficiency in the target language is not efficient to transmit the knowledge to students (Shulman, 1986). In other words, having only good English proficiency does not lead to the effective teaching.

### **Pedagogical Implications**

In terms of teaching and learning, being an effective teacher means being able to get the best out of your students by being measured in terms of education, psychological and social outcomes. To put this in simple terms, if your teaching and your interactive style contribute to improvement fronts, you are doing your job well (Stevens and Crawley, 1994). There is no doubt that having good relationship with your students is the easiest way to get the best out of your students. For example, teachers can treat students fairly and respect their opinions. Never think that teachers are above students because teachers can also learn something new from students as well. In fact, they can learn from each other. Also, having passion in teaching can also result the effective learning outcome. In other words, it is difficult to expect the effective learning outcome



when teachers are not what they expect from their students. Moreover, being evaluated or acknowledged other teachers' perception is also important in teaching career, where teachers can reflect the way they teach and look at new ways to make improvements as an individual to give them better methods on teaching as well as enhancing their teaching materials. Once English teachers acknowledge other English teachers' perception on how to be effective they would look at these perceptions and internalize it, once they internalize it they will look at the easiest and most effective way to implement what they understand. Once this takes place they will focus on the details and follow the foundation they manifest within themselves. After this process it would not be difficult to look back at themselves and consider what needs to be changed or improved.

In terms of teaching, English teachers can make the lessons more comprehensible for students by using various methods. For instance, switching the language to students' mother tongue during the misunderstanding periods would be effective and it makes the lessons go smoothly. This also increases students' confidence to use English and they will not have the feeling that they are left behind in the classroom.

**Research question 2: What are the characteristics of effective English teachers as perceived by high school students in Thailand?**

***Table 4: The students' perception towards the subject matter knowledge***

Statements An effective English teacher is someone who should:	Agree (%)		Disagree (%)	
	SA	A	D	SD
1. Understand how to speak English very well	32	50	15	3
2. Know English culture well	27	52	15	6
3. Write English well	17	70	12	8
4. Pronounce English correctly	11	68	17	4
5. Speak English well	14	62	20	4
6. Read English well	31	54	9	6
7. Have a high level of proficiency with English vocabulary	28	52	15	5
8. Be fully familiar with English grammar	29	45.5	18	7
n (Students) = 169				

Table 4 shows that the eight characteristics of effective English teachers under subject matter knowledge are all agreed by the students that effective English teachers should understand how to speak English very well, know English culture well, write English well, pronounce English correctly, speak English well, read English well, have a high level of proficiency with English vocabulary, and be fully familiar with English grammar. However, being fully familiar with English grammar is the least emphasized characteristic.

**Table 5: Students' perception towards pedagogical knowledge**

Statements An effective English teacher is someone who should:	Agree (%)		Disagree (%)	
	SA	A	D	SD
1. Prepare the lesson well.	34	50	9	7
2. Manage the class time well.	28.4	52	10	10
3. Assign homework to students.	21	36	20	23
4. Teach language learning strategies to learn outside the classroom.	27	52	18	3
5. Use lesson plans.	35	49	9	7
6. Teach English in English.	40	42	9	9
7. Provide opportunities to use English through tasks and activities.	27	54	10	9
8. Provide activities that attracted students to be interested in learning.	31	51	11	7
n (Students) = 169				

Table 5 suggests that the eight characteristics of effective English teachers under pedagogical knowledge are important characteristics to define effective English teachers. Therefore, students had agreed that effective English teachers should prepare the lesson well, manage the class time well, assign homework to students, teach language strategies to learn outside the classroom, use lesson plans, teach English in English, provide opportunities to use English through tasks and activities, and provide activities that attracted students to be interested in learning. Interestingly, there was one statement which is assigning homework to the students, where almost half of the students weighted less important on this particular statement unlike the English teachers.

**Table 6: Students' perception towards socio-affective skill**

Statements An effective English teacher is someone who should:	Agree (%)		Disagree (%)	
	SA	A	D	SD
1. Listen to students' opinion and let them express themselves.	40	41	10	9
2. Help students to develop their self-confidence to use English.	32	51	8	9
3. Not discriminate between students and treat them fairly.	32	51	10	8
4. Show interest in students by remembering their names.	33	46	17	4
5. Be polite and respect each students' personality.	32	50	8	10
6. Be able to handle criticism.	33	47	12	8
7. Control their temper.	33	45	15	7
8. Be flexible	40	43	9	8
n (students) = 169				

Table 6 shows the frequency for the individual statements in the category of socio-affective skill perceived by students. It is interesting to note that all students agreed that effective English teachers should listen to students' opinion and let them express themselves, help students to develop their self-confidence to use English, not discriminate between students and treat them fairly, show interest in students by remembering their names, be polite and respect each student's personality, be able to handle criticism, control their temper, and be flexible. However, helping students to develop their self-confidence to use English as well as being flexible are the big emphasized characteristics.

According to the finding, students also perceived that effective English teachers should have three main qualities like the English teachers' perception. However, there are some differences between English teachers' and students' perception in the statements of being fully familiar with English grammar, assigning homework, and controlling temper where the three characteristics are the least emphasized characteristics simply because there are various activities for them to learn English outside the classroom besides the English books. For instance, learning English from social media. Therefore, students will not be limited in learning English. Also,

using the best out of technologies can also develop students' motivation in learning and completing their homework as well as it can improve students' English proficiency if using various sources of information to teach English. Students also prefer having the effective communication to being fully familiar with English grammar. Regarding the controlling of their teachers' temper, students believed that they are very positive to this matter simply because they are prepared for every mood changing of their teachers. Also, their teachers' mood also depends on students' participation and performances as well.

Interestingly, students and English teachers had the same agreement in the items of helping students to develop their self-confidence to use English and being flexible, where the two groups of participants gave more weight to these two characteristics under the category of socio-affective skill.

Additionally, students also perceived that being friendly, having sense of humor, being responsible, and being able to speak students' local language are the additional characteristics of effective English teachers that should be acting as well. Moreover, using English as a medium, focusing more on teaching communication, more interesting in terms of the ways they teach, and do not pay attention to students are also the characteristics that can distinguish English teachers from teachers in other subjects.

Regarding to the most important characteristic that can make a good English teacher as perceived by the students is the ability of teaching. This also confirms the study in Australia (White, 2009) that high school students viewed the ability to give a well explanation and engagement in lesson as an important aspects of being an effective teacher. Also, the study of Kutnick and Jules (1993) showed the same finding. Interestingly, in the study of Bullock, where it was conducted with grade 4<sup>th</sup> students in America showed that students prefer a kind and helpful teacher. These findings show that different group of students have different preferences and beliefs of what a good teacher is.

### **Pedagogical Implications**

It is worth it to examine the students' perception simply because students' perception can reflect the English teachers' teaching performance, whether the results are positive or negative,

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A Study of Characteristics of Effective English Teachers as Perceived by High School Teachers and High School Students in a High School in Thailand

they are all worth to listen to. In other words, if there are no students, there are also no teachers. Importantly, students have limited language experiences to voice their opinion in the context of school, it is therefore very important to take their voice to be heard seriously.

According to the finding, where students prefer English teachers who are able to speak their local language simply because it will help the lessons are more comprehensible. This also helps English teachers to take the lessons smoothly. For example, if some misunderstandings occur during the lesson, teachers can switch the language during the time. This way can make the lessons go smoothly and effectively. When students mentioned about English teachers do not pay attention to them because students felt that they were left behind with a lot of doubts, this issue might happen less if English teachers know well how to teach as well as if there is no language barrier in between.

Speaking of assigning homework. As mentioned, where half of the students did not agree that assigning homework to students is necessary. What English teachers could do is to consider about homework that being assigned and try to adjust to students' interest. Moreover, encouraging students to be effective in English communication is also important rather than being fully familiar with English grammar, but do not know how to use it properly.

Regarding to controlling the temper. Even though, students are well prepared to every mood changing of their teachers, however, it is also important to control the temper and have good personalities as students perceived their teachers as role models.

### **Research Question 3: What are the different characteristics of an effective English teacher as perceived by high school English teachers and those perceived by high school students?**

The result shows the outstanding differences in the statements of 'being fully familiar with English grammar', 'assigning homework to students' and 'controlling temper'. Regarding to the most important characteristic that can make a good English teacher where high school English teachers had rated socio-affective skills as the highest rank, while high school students had rated pedagogical knowledge as the highest rank.

## Recommendations

1. The first recommendation is to be aware of personalities or the way teachers behave towards the students, simply because teachers are role models in students' eyes. Having good relationship with students is an essential that English teachers should not ignore simply because students will not be hesitated of stating their needs in learning and their opinions to their teachers. In this case, teachers will know students' needs and wants in learning and it will be comfortable for teachers to enhance their own teaching materials and teaching styles to meet the students' preference. Once teachers can answer the needs of the students, it is assure that teachers will definitely gain the respects from the students.
2. Speaking about assigning homework to students, it is a must thing to do to complete the lessons. In other words, doing homework is another way of revising and self-studying for students. However, teachers also need to consider the work that is being assigned whether it is relevant to the lessons or it has any benefits to students. Also, assigning homework by using social media or various materials beside the textbooks is another way of getting students' attention to complete their works. Importantly, teachers may need to consider of receiving quality works rather than quantity.
3. If English teachers are from different background from students, this also causes the misunderstandings during the lessons. Therefore, having a basic understanding of students' local language is a good thing to consider.
4. Importantly, having good proficiency in the language might not be efficient to transfer the knowledge to students. Students need teachers who know how to teach, having good relationships with students, as well as having good knowledge in the subject. Therefore, English teachers should have all the skills that make effective teaching and at the end teacher will receive the effective learning outcome.
5. English teachers should provide the right understanding of the use of English for students. What English teachers could do is to explain or give a showcase on a model of people who speak English who are similar to local students simply because students can

be influenced and motivated by those who are similar to them rather than those who look totally different from them.

6. Improving and enhancing an individual skill should be practiced at all time.
7. The findings revealed that high school English teachers and high school students had not mentioned about the English syllabus in Thailand. This can also indicates that the English syllabus in Thailand is not the priority issue to concern. What need to be concerned is the qualities of English teachers include Thai English teachers as well as foreign English teachers teaching English in Thailand. Since the effective teaching, the academic result of the students, and students' English proficiency are the most desired accomplishment in terms of teaching and learning, it is therefore to have the effective English teachers to provide such accomplishment.

## 6. Conclusion

The result obtained from the quantitative and qualitative analysis indicated the characteristics of effective English teachers that effective English teachers should have three main qualities; ability of using English (subject matter knowledge), ability of teaching (pedagogical knowledge) and having good relationship with students (socio-affective skills).

Regarding the differences between English teachers' and students' perception, and it was found that students did not agree with assigning homework and being fully familiar with English grammar while English teachers had agreed with these two characteristics. Therefore, using other materials such as social media as homework and assignments is also an interesting technique to attract students' attention. Being able to speak students' mother tongue is another characteristic that should not ignore in order to avoid the misunderstandings during the lessons. Also, the most important characteristic that can make a good English teacher, where English teachers gave more weight on socio-affective skills while students had rated the ability of teaching as the highest rank. This can also indicate that having good English proficiency alone is not enough to be effective English teachers.

Since English teachers are the main resource for the students to gain their knowledge from, it is important to have effective English teachers as well as the encouragement of English

teachers to the students' understanding towards the English teaching and acquisition to enhance the quality of learning and gain the effective learning outcomes.

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## **Developing POS Tagset for Dogri**

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### **Abstract**

Annotated Text Corpora is an important resource for advances in Natural Language Processing (NLP) research and for developing different language technologies. The annotation of corpora is done using a set of tags, which mark the linguistic properties of a word, sentence or discourse. In corpus linguistics the parts of speech tagging is also called as grammatical tagging or word category disambiguation. This is a process of marking up the words in text or corpus as corresponding to a particular part of speech based on both its definition, as well as its context i.e. the relationship with adjacent and related words in phrase, sentence, or paragraph. The corpora annotated with various linguistic information not only form a precious resource for language technologies but also involves large amount of effort and time. Therefore, it is important to create corpora which once created can be used for various purposes. In softwares like Machine Translation, Information Retrieval, speech recognition and other related areas, the significance of large annotated corpora in the present day is widely known. This paper makes an attempt to provide a structure of POS tag set module for Dogri language, one among the languages of Indo-Aryan family.

**Key Words:** Corpora, Dogri, Part-of-Speech (POS), Tagging, Tagset.

### **Dogri Language**

Dogri is one of the modern Indo-Aryan languages along with Punjabi which have developed tonal contrasts. It has three tones: low / ˘ / mid / - / and high / ˈ /. Dogri is a morphologically rich language having the pre-dominant word order of Subject-Object-Verb (SOV) with a flexibility to rearrange the constituents as many Indian languages allow. Nouns are generally inflected for number, gender and case. There are two numbers –singular and plural; two genders-masculine and feminine; and three cases- simple, oblique and vocative. The oblique forms occur when a noun or noun phrase is followed by a

postposition. Nouns are inflected according to their gender and the word final sound. Dogri is a modern Indo-Aryan language spoken primarily in the Jammu and Kashmir state and the adjoining areas of Himachal Pradesh, Punjab and across the border in Sialkot and Shakargarh tehsils presently in Pakistan. As language part of the Census of India 2011 is not available so according to the Census of India 2001 the number of Dogri speakers is 22,82,589.

The History of modern Indo-Aryan languages such as Hindi, Marathi, Gujarati, Assamese, Bengali, Odia, Punjabi and Dogri can be traced to its earlier stages-Old Indo-Aryan language (1500 BC to 600 BC) and Middle Indo-Aryan language (600BC to 1000 AD). The development of Dogri as a language can be divided into the following three stages: Old Dogri (10th to 16th century), Medieval Dogri (16th to 19th Century) and Modern Dogri (19th century to the present). Dogri has its own script namely “dogre akkhar” or “dogre” based on Takri script which is closely related to the Sharada script employed by Kashmiri language (Veena Gupta). This script was the official language of Jammu & Kashmir state during the regime of Maharaja Ranbir Singh (1857-1885 AD) After the independence the state government constituted a committee on 29th October, 1953 headed by Sh. Girdhari Lal Dogra presented a report and accordingly the state government decided to adopt Devnagri as well as Persian script for Dogri and it was incorporated in the State Constitution in 1957. So at present the Devnagri script is mainly used in India and the Nasta'liq form of Perso-Arabic in Pakistan.

Now as one of the recognized languages in the 8th schedule of Indian Constitution, Dogri is trying to compete with any major language of Indian Constitution and to enable them to cope up with the requirements of the future the Government of India, realizing the importance of developing Information Technology tools in regional languages, has involved different universities and IIT's in this field. Department of Information Technology has already taken initiative to provide software tools in Dogri Language

### **POS Tagging and Indian Languages**

Not much work has been carried out in different languages due to unavailability of large annotated corpus. The Indian languages are morphologically rich languages and generating a

standard tagset framework for POS tagging is a challenge. IIT Hyderabad and Baskaran et. al (2008:89) tried to design a common POS tag set framework for Indian languages. Due to varied structure of sentences and grammatical rules, a common tag set for Indian languages is not possible.

### **What is Parts-of-Speech Tagging (POS Tagging)?**

The process of assigning the Part-of-speech label to words in a given context is said to be Part-of-speech (POS) tagging, which is an important aspect of Natural Language Processing. In a sentence it inevitably involves the task of marking each word with its appropriate part of speech. For any Part-of-speech (POS) work, the tag set of the language has to be developed. It should contain the morpho-syntactic features of the language called the sub tags. Different Parts of speech include nouns, pronoun, adjectives, adverbs, verbs, postposition, conjunction and their sub-categories should be covered.

### **Tag Set**

The first step towards developing the computational grammar for any language and basic building block of any NLP works is Part-of-speech (POS) tagging. Hence, POS tagging is not about just providing a tag to token but it encompasses a whole range of grammatical information for that token in the sentence from a particular language. Different languages may have its own Part-of-speech (POS) classification schemes in terms of nouns, pronouns, adjectives, adverbs, verbs, postposition, conjunction etc. So, tag set is a set of defined tags, for example, a set of word categories to be applied to the word tokens of a text.

### **Types of Tag Set**

There are three types of tag sets, namely:

- Flat tag set
- Hierarchical tag set
- Fine grained tag set

Flat tag sets just list down the categories applicable for a particular language without any provision for modularity or feature reusability.

Hierarchical tag sets, on the other hand, are structured relative to one another and offer a well-defined mechanism for creating a common tag set framework for multiple languages

while providing flexibility for customization according to the language or application. Decomposability in a tag set allows different features to be encoded in a tag by separate sub-strings.

Fine grained tag set is the tag set where the minute things are considered and is accurate in syntactic analysis (Vijayalaxmi .F. Patil).

### **Focus of This Paper**

The present paper is based on a hierarchical tag set. The term “hierarchical” means that the categories in that tag sets are structured relative to one another rather than a large number of independent categories. A hierarchical tag set will contain a small number of categories, each category contains a number of types and each type contains attributes, and so on, in a tree-like structure.

### **Note to the Annotators**

The annotation will be carried on the sentence level provided by Annotation Tool in a sentence window for tagging. While tagging, the category is assigned on the basis of the grammatical class that a token assumes in a sentence. On the other hand, the type (of a category) is based on function. The attributes (of a type of a category) are based on the form – morphologically visible realization of the morphosyntactic features.

The ILPOSTS-Dogri provides two additional attributes to facilitate annotators with respect to the attribute in case of the following two situations:

#### **1. Not-applicable (0)**

In those cases where the given morphosyntactic feature is not applicable or not available.

#### **2. Undecided/doubtful (x)**

In case of ambiguity, the annotators can resolve the ambiguity within the given sentential context, and assign the appropriate value. However, if it persists as a case of doubt or in lack of clear, confident judgment, the annotators can mark the value as (x).

### **Remember**

**Token:** A printed item separated by white space.

**(POS) Tag:** A POS label given to a token along with its morphosyntactic attributes.

**Tag set:** A set of defined tags.

**Tagging:** The process of assigning a tag to a token. Also known as annotation.

**Annotation Tool:** A tool is used for tagging.

## Dogri Tagset

### Category

1. Noun (N)
2. Pronoun (P)
3. Demonstrative (D)
4. Nominal Modifier (J)
5. Verb (V)
6. Adverb (A)
7. Postposition (PP)
8. Particle (C)
9. Numeral (NUM)
10. Reduplication (RDP)
11. Residual (RD)

1. **Noun:** The word that refers to people, animal, object, idea, concept, feeling etc. is a Noun. In Dogri a noun is hosts the attributes like gender, number and case. The types and attributes of a Noun are –

Category	Type	Attributes	Examples
Noun(N)	Common (NC)	Gender, Number, Case, Case marker, Distributive.	जागतेँ/NC.mas.pl.obl.0.0
	Proper(NP)	Gender, Number, Case, Case marker.	राम/NP.mas.sg.0.0
	Verbal (NV)	Case, Case marker.	पीने/NV.obl.0
	Spatio-temporal (NST)	Case, Case marker, Distributive, Dimension.	बाह्या/NST.obl.abl.0.pr x

2. **Pronoun:** The words which function like a Noun and substitute a noun or Noun phrase are called pronoun. The types and attributes of Dogri pronouns are:

Category	Type	Attributes	Examples
	Pronominal (PPR)	Gender, Number, Person, Case, Case marker, Emphatic, Distributive, Dimension, Honorificity.	असेँ/PPR.0.pl.1.obl.erg.0.n.n .n
	Reflexive	Gender, Number, Case, Case	आपूँ/PRF.0.0.dir.0.0

Pronoun (P)	(PRF)	marker Distributive	
	Reciprocal (PRC)	Case.	इक-दुए/PRC.obl
	Relative (PRL)	Gender, Number, Case, Case marker, Emphatic, Distributive, Honorificity.	जेहड़ा/PRL.mas.sg.obl. gen.n.n
	Wh-pronoun (PWH)	Gender, Number, Case, Case marker, Emphatic, Distributive, Honorificity.	कोहड़ा/PWH.mas.sg.obl. gen.n.n.n

**3. Demonstrative:** A demonstrative is form or class of words that is used deictically to indicate a referent's spatial, temporal or discourse location. A demonstrative functions as a modifier of a noun, or a pronoun. In Dogri, the forms are same in demonstratives and demonstrative pronouns, but the only difference is that the demonstrative always followed by a noun or the pronoun. Types and attributes of demonstrative are the following. All types of demonstrative contain the same attributes.

Category	Type	Attributes	Examples
Demonstrative (D)	Absolutive (DAB)	Gender, Number, Dimension, Distributive, Emphatic.	एह/DAB.0.0.prx.0.n
	Relative Demonstrative (DRL)	Gender, Number, Distributive	जेहड़ा /DRL.mas.sg.0
	Wh-demonstrative (DWH)	Gender, Number, Distributive	केहड़ा /DWH.mas.sg.0

**4. Nominal Modifier:** Nominal modifier is the category which usually modifies noun and pronoun in the sentence. The types and attributes of nominal modifiers are listed below. An adjective in Dogri inflected for number, gender and case.

Category	Type	Attributes	Examples
Nominal Modifier (J)	Adjective (JJ)	Gender, Number, Case, Distributive	शैल/JJ.0.0.dir.n
	Quantifier (JQ)	Gender, Number Case, Emphatic, Distributive Numeral.	मता/JQ.mas.sg.dir. n.n.0
	Intensifier (JINT)	Gender, Number, Case.	बड़ी/ JINT.fem.sg.dir

**5. Verb:** A verb usually denotes action ("go", "eat"), occurrence ("to modify" (itself), "to glitter"), or a state of being (survive "live", "stand"). A verb may vary in form according to its tense, aspect, mood and voice. It may also agree with the person, gender, and/or number of some of its arguments (what we usually call subject, object, etc.).v The types and attributes of Dogri verbs are:

Category	Type	Attributes	Examples
Verb (V)	Main Verb (VM)	Gender, Number, Person, Tense, Aspect, Mood, Negation, Finiteness, Honorificity.	जंदा/VM.mas.sg.0.0.pft.dcl.n.fnt.n
	Auxiliary Verb (VA)	Gender, Number, Person, Tense, Aspect, Mood, Negation, Finiteness, Honorificity.	ऐ/VA.0.sg.3.prs.prg.dcl.n.fnt.n

**6. Adverb:** An adverb is a part of speech that belongs to a group of words that modifies verbs, adjectives, other adverbs, clauses, and sentences. Types and attributes of Dogri adverbs are:

Category	Type	Attributes	Examples
Adverb(A)	Manner (AMN)	Gender, Number, Case.	बल्लें/AMN.0.0.0

**7. Postposition:** A postposition is a functional word which occurs after the word to point towards that word to show the relationship of that word with the other entity. It occurs after Noun or Pronoun. Gender and Number attributes are present in postposition only for the genitive markers, e.g.dA, de, dI, diyAN and not usually for others. However these attributes will be tagged according to their value, if they are physically marked in the postposition itself. Since case markers are mostly marked by the postposition in Dogri, it is mandatory to tag the case markers in the postpositions. The postpositions are written separate to nouns but it is attached with pronouns.

Category	Type	Attributes	Examples
Post-position(PP)	Case(PP)	Gender, Number, Case marker, Honorificity.	दियां/PP.fem.pl. gen.n



**8. Particle:** A Particle is a word which doesn't belong to any of the main Part of Speeches. It is indeclinable or uninflected and has important function. The types and attributes are as given below.

Category	Type	Attributes	Examples
Particle (C)	Co-ordinating (CCD)		ते/CCD
	Subordinating (CSB)		जेकर/CSB
	Interjection (CIN)	Gender, Number, Case Marker.	अड़िये/CIN.fem.sg.0
	(Dis)Agreement (CAGR)		नेई/CAGR
	Emphatic (CEMP)		नै/CEMP
	Topic (CTOP)		ते/CTOP
	Delimitive (CDLIM)		मात्र/CDLIM
	Honorific (CHON)		होरCHON/
	Dedative (CDED)		बौरै/CDED
	Exclusive (CEXCL)		बगैर/CEXCL
	Interrogative (CINT)		कीह्/CINT
	Dubitative (CDUB)		खबौरै/CDUB
	Similative (CSIM)	Gender, Number, Case.	आंहगर /CSIM
	Others (CX)	Gender, Number, Case.	आह्ला/CX.mas.sg.dir

**9. Numeral:** a word referring to a cardinal number (one, two, three, etc) or an ordinal number (first, second, third, etc.).

Category	Type	Attributes	Examples
Numeral (NUM)	Real (NUMR)		1,2,3/NUMR
	Serial (NUMS)		i.ii,iii,iv/NUMS
	Calendric (NUMC)		02-04-2011/NUMC
	Ordinal (NUMO)		1 <sup>st</sup> 2 <sup>nd</sup> /NUMO

**10. Reduplication:** is a morphological process in which the root or stem of a word or even the whole word is repeated exactly or with a slight change with a meaning change:

Category	Type	Attributes	Examples
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Reduplication (RDP)			घर-घर/RDP
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**11. Residual:** Foreign words are those words which are written in any script other than Dogri e.g. 16, building, news etc. But the borrowed words which are written in the script of Dogri don't come under Residuals. E.g. 16, building, news.

Category	Type	Examples
Residual(RD)	Foreign Word (RDF)	प्रसीडेंट/RDF
	Symbol (RDS)	@,\$/RDS
	Punctuation (PU)	! , -/PU
	Unknown (UNK)	Officers/UNK
	Not-applicable (0)	(0)
	Undecided/doubtful (x)	(X)

**Table1.2 Attributes and their Value**

ATTRIBUTE\SYMBOL	Value\symbol				
GENDER\GEN	Masculine\mas	Feminine\fem			
NUMBER\NUM	Singular\sg	Plural\pl			
PERSON\PER	First\1	Second\2	Third\3		
TENSE\TNS	Present\prs	Past\pst	Future\fut		
CASE\CS	Direct\dir	Oblique\obl			
CASE MARKER\CSM	Ergative\erg	Accusative\acc	Instrumental\ins	Dative\dat	Genitive\gen
	Locative\loc	Ablative\abl	Vocative\voc		
ASPECT\ASP	Simple\simp	Progressive\prg	Perfect\pft		
MOOD\MOOD	Imperative\imp	Optative\opt	Conditional/con	Declarative/de c	
	Obligative\obl	Promisive/pro			
FINITENESS\FIN	Finite\fin	Non-finite\nfn	Infinite\ifn		
DISTRIBUTIVE\DSTB	Yes\y	No\n			
EMPHATIC\EMPH	Yes\y	No\n			
NEGATIVE\NEG	Yes\y	No\n			
HONORIFICITY\HON	Yes\y	No\n			
NUMERAL\NML	Ordinal\ord	Cardinal\crd	Non numeral\nnm		
DIMENSION\DIM	Proximal\prx	Distal\dst			
NEGATIVE\NEG	Yes\y	No\n			

## Conclusion

The aim of this tag set is to provide clear instructions for annotating the Dogri corpus. The tag set developed so far is hierarchical in nature as it is divided into main word categories, types of the categories and their sub features or attributes as discussed above. Since hierarchical tag set are more elaborative and comprehensive in nature, consequently

the same tag set can be used at all levels-Pos tagging, chunking, dictionary and morphological analysis.

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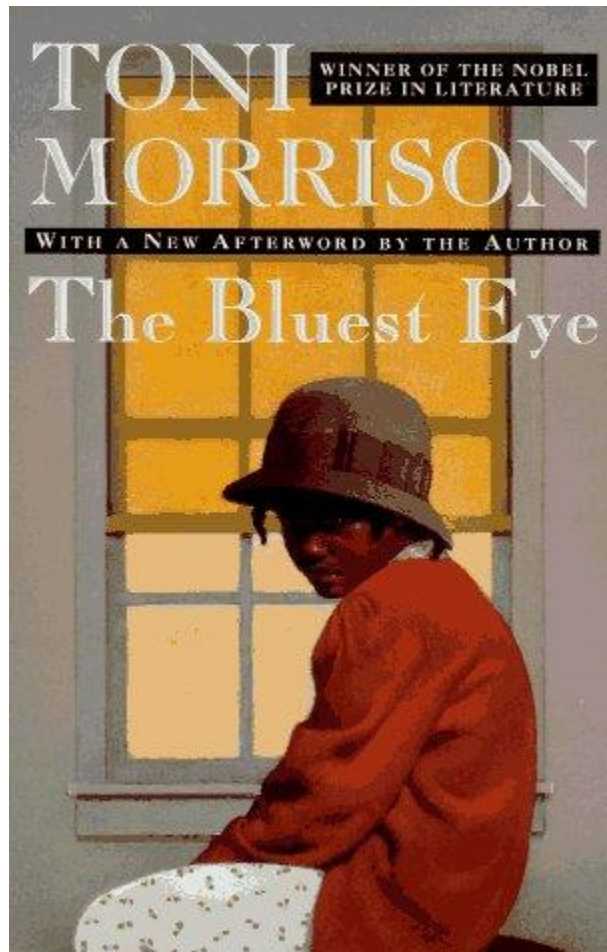
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## **Blacks Estrangement and Journey for Individuality in the Select Novels of Toni Morrison**

**M. Thenmozhi, M.A., M.Phil.**

=====



### **Abstract**

The persistent search for, and sometimes assertion of, an independent, integrated identity within a sphere that can be called one's own has been an insistent theme in writing by Afro-Americans, both past and present. Blacks, who once enjoyed freedom in their own ancestral home, are deprived of freedom in the new world. In course of their long years of servitude, they lost their individuality and as a result felt estranged. One has to remember that these Africans were brought as slaves and experienced the enslavement for centuries. Toni Morrison achieved

the impossible by becoming the first African – American to win the Nobel Prize for Literature in 1993. Here the author brings out the Blacks Estrangement and Journey for Individuality in the select novels of *The Bluest Eye* and *Beloved*.

**Key words:** Black Feminism, Racism, Classism, Black Slavery, Communal Integration, Culturalism, Tony Morrison

## **Introduction**

Toni Morrison achieved the impossible by becoming the first African – American to win the Nobel Prize for Literature in 1993. She has added substantially to the body of African – American literature through both the fiction and critical essays.

Her critical essays add immensely to the canon of African – American aesthetics. They enlarge on the theme of African – American women novelist's role. They give a velar understanding of black life, society and culture.

This persistent search for and sometimes assertion of an independent, integrated identity within a sphere that can be called one's own has been as insistent theme in writings by Afro – Americans both past and present. And Morrison has dealt with this theme in all her novels. Obviously the Afro – Americans of later generations knew very little about their own African culture and traditions. White American world, for certain, dominated them and as a result they didn't feel at home. So they quest for their individuality that would recognize them basically as humans.

## **Black's Journey for Individuality**

Morrison brings forth the notion through the characters that Blacks in their quest for individuality either succeed or succumb or go for a compromise. She warns that characters like Pecola succumb to the White hegemony and so it is highly impossible for them to find an identity. The epigrammatic opening of *The Bluest Eye* reveals the trauma of the young Black, Pecola.

The familiar opening of Dick and Jane reader foreshadows Pecola's devastating estrangement. Jane, in a red dress, wants to play. She approaches all the members of the family. Yet the mother who is described as "very nice", ironically, laughs at Jane's proposal to play with her. She does the smiling father. Even the cat and dog are no playmates in the story.

Here is the house. It is green and white. It has a red door. It is very Pretty. Here is the family, Mother, Father, Dick and Jane live in the Green - and white house. They are very happy. See Jane, she has a redDress. She wants to play. Who will play with Jane (1).

This picture ironically reveals Pecola's destiny. She is left lonely at the family level as well as without friends in society. This accentuates Morrison's point at the center of her novels – isolation of young Black girls and disruption of the Black cultural heritage – as revealed in *Sula*, *Song of Solomon* and *Tar Baby*

### **Pecola's Estrangement**

Pecola's tragedy is due to her estrangement from family, friends and the Black community of Lorain, Ohio. The so-called society of the small Black town either pokes fun at Pecola or derives sadistic pleasure from her ruined state.

Even Claudia and Freida do not remain close to Pecola when she is raped by her father, Cholly Breedlove. The sympathetic friendly pair of her sisters is distanced from Pecola. Frieda and Claudia see Pecola sometimes after Pecola lapses into madness.

Pecola's isolation is complete when she retreats into her own world of madness, in which she deludes herself that the drunken father had not raped her. In this dream land, an imaginary friend is her only comfort and reassurance. She loves this newly won friend who assures her that she has the bluest eye in the world. Pecola's deranged nerves say a lot about the socio-economic and political oppression of little Black girls as they get estranged from Black and White America.

Dolls we could destroy, but we could not destroy the honey voices of parents and aunts, the obedience in the eyes of our peers, the slippery light in the eyes of our

teachers when they encountered the Maureen peals of the world. The thing to fear was the thing that made her beautiful and not us (72).

Claudia and Freida, Pecola's friends, too were Blacks and poor, but could recognize their individuality as they valued their identity. Right from the beginning their attitude was rigid towards White beauty.

Even when Mr. Henry playfully flatters them by calling Ginger Rogers and Greta Garbo, actresses who represented the ideal of White beauty in the 1940s, they were able to assume a critical stance toward this message of White superiority. Again when Maureen Peal came of their school, in private they make fun of her "dog tooth" and called her Meeingue pie.

### **Communal Individuality**

But Pecola, on the other hand, unlike them, went blindly after White logos and in fact worshipped them. The White logos imprinted such an effect in her mind that she even in her insanity, remembered them.

And again when Pecola was pregnant, the whole Black community wanted the baby to die because they claimed it would be as "Black" and "ugly" as its parents. But Claudia asserted 'Blackness' in affirmative term that saved her from being estranged. The attitude and temperament of beloved are more or less similar to that of Claudia's. In *Beloved*, Morrison attempts to move her focus outside the sphere of influence of the White logos by centering her novel on a Black Community.

By continuously removing these White eyes, she brings into a focus a world which revolves around a Black cultural center, a community which is governed by Black mythology. And *Beloved's* journey for individuality takes place in this Black community unlike Pecola's. "You nasty little black bitch, get out of my house" (90).

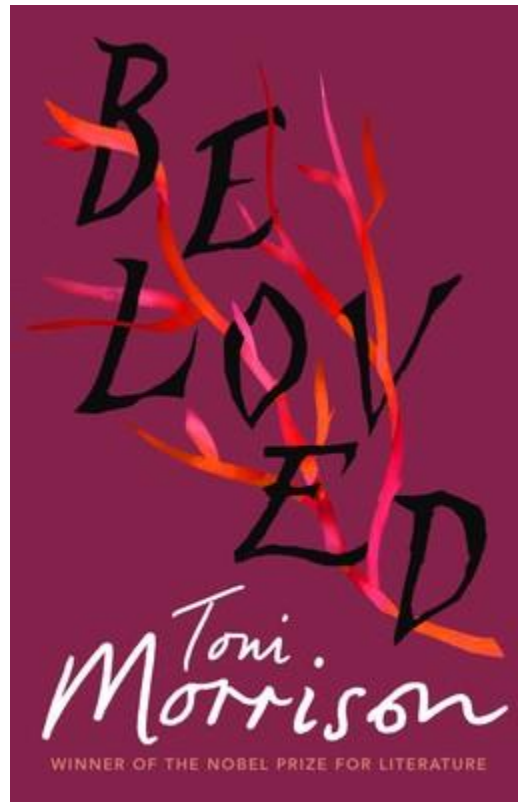
### ***The Bluest Eye***



In *The Bluest Eye*, the White logos dominated Pecola and so she felt alienated but in *Beloved* the Black community itself serves as an obstacle in her quest for identity. But like Claudia and Freida, she is not ready to dedicate by the terms of her community.

In the body of American fiction and Indian English fiction written by women, crucial issues like female alienation and oppression are mirrored and artistically dealt with. One hears and feels the chords of an orchestration too deep to be vocalized. Yet the woman novelist under study has engraved an unique filigree in literary genre in her own light.

*Beloved* explores the physical, emotional and spiritual devastation wrought by slavery. This devastation continues to haunt the former slaves, even when they are free. The most dangerous of slavery's effects is its negative impact on the former slave sense of self. The novel contains multiple examples of former slave's self-estrangement.



### Paul D's Estrangement

Among such slaves, an example is provided by Paul D, who is so estranged from himself that at one point he cannot tell whether the screaming he hears is his own or someone else.

Slaves were told that they were sub-human. They were traded as commodities whose worth could be expressed in dollars as per their slave value. Consequently, Paul D is very insecure about whether or not he is real 'man'. This makes him frequently wonder about his value as a person.

### **Sethe's Experience of Estrangement**

Sethe also has the experience of having been treated as sub-human. She once chances to come upon schoolteacher giving his pupils a lesson on her 'animal characteristics' as a slave. At times, she too seems to be alienated from herself and filled with self-loathing.

Sethe sees the best part of herself in the form of her children. Yet her children too have volatile, unstable identities. Denver conflates her identity with Beloved's, and Beloved feels herself actually beginning to disintegrate physically. Slavery also limits Baby Suggs's self-conception by shattering her family and denying her the opportunity to be a true wife, sister, daughter, or loving mother.

There is a loneliness that can be rocked. Arms crossed, knees drawn up; holding, holding on, this motion, unlike a ship's, smoothes and contains the rocker. It's an inside kind-wrapped tight like skin. Then there is a lonely-ness that roams. No rocking can hold it down. It is alive, on its own. A dry and spreading thing that makes the sound of one's own feet going seem to come from a far-off place (274).

### **Effect of Inability to Believe in the Meaning of Existence**

As a result of their inability to believe in the meaning of their own existence, both Baby Suggs and Paul D feel depressed and tired. Baby Suggs's fatigue appears to be more of a spiritual kind, whereas Paul D's is more of emotional nature. While a slave, Paul D developed self-defeating strategies to protect him from the emotional pain he was forced to endure. Any feelings he had were locked away in the rusted "tobacco tin" of his heart, and he concluded that one should love nothing too intensely.

### **Sense of Loss of Self Leads to Insanity**

There are, however, some other slaves whose sense of loss of self is so complete that they literally go insane. These include Jackson Till, Aunt Phyllis and Halle. Even Sethe fears that she

too will end her days in madness. A kind of madness does overtake her when she kills her own baby. However, this act of madness may be constructed as a kind of sanity, because Sethe's act of infanticide illuminated the perverse forces of the institution of slavery. Under and thus slavery, a mother best expresses her love for her children by murdering them and thus protecting them from more invidious physical and moral degradation and destruction wrought by slavery.

The schoolteacher arrived to put things in order. But what he did broke three more Sweet Home men and punched the glittering iron out of Sethe's eyes, leaving two open wells that did not reflect firelight (15).

Slavery quite often works like a double-edged sword degrading not only the slaves but also the masters. Stamp paid muses that slavery's negative consequences are not limited to the slaves. He notes that slavery causes the whites to become 'changed and altered, made bloody, silly, worse than they ever wanted to be'. The insidious effects to the institution damage not only the individualities of its black victims but those of the whites also who perpetrate it and even the collective identity of the Americans.

### **Slavery Causes Loss of Humanity and Compassion**

Where slavery exists, everyone suffers a loss of humanity and compassion. For this reason, Morrison suggests that the individualities of America, like that of the slaves of the novel, must be made whole. America's future depends on its understanding of the past; just as Sethe must come to terms with her past before she can secure a future with Denver and Paul D, before we can address slavery's legacy in the contemporary problems of racial discrimination and discord, Americans must confront the dark and hidden corner of their history.

### **Conclusion**

In these ways, identification whether from Black to White or White to Black-emerges as a complex, highly charged and multi-faceted phenomenon, linking the violent histories of slavery, colonialism and racial oppression by which they are traversed. They are sights of political struggle and friction; the crossings of identification constitute spaces in others where psychic and historic realities, the subjective and the ideological, dramatically collide.

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## **Reduplication in Gojri: A Semantic Analysis**

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### **Abstract**

This article aims at exploring the semantic functions of reduplication in Gojri. Qualitative descriptive approach is used for this study as the collected data is analyzed qualitatively. Reduplication is the largest semantic class of Gojri compounds. In this semantic class, nouns, adjectives, adverbs, verbs and prepositions are reduplicated. This involves full and partial reduplication. The semantic functions of reduplication are to increase or decrease the intensity or the frequency of the meanings. Other semantic functions are augmentation, diminution, distribution, plurality, generalization and emphasis.

**Key Words:** Gojri, Compounds, Semantic Functions, Reduplication

### **1. Introduction**

Gojri is the language of Gujjars inhabiting in the mountainous regions of Pakistan and India as well as in Kashmir (Pakistan) and Kashmir (India). The origin of Gujjars is a controversial subject. Massica (1993) states that some of them (scholars) are of the opinions that the Gujjars are the descendants of the “Kushan” and “Yuchi” tribes which are considered to be the tribes of Eastern Tartars (USSR). Others are of the view that they are of an indigenous origin. Modern researchers are of the view that Gojri is a branch of Indo-Aryan languages. Losey (2002) claims that Sanskrit is the origin of Gojri.

Like other Indo-Aryan languages, Gojri is rich in compound words. Compounding is a morphological process to form a new word. Seaghoda (2008) states that compounds are used to convey the broader meanings.

The reduplicated compounds are made by the repetition of first word. The repeated constituent is termed as reduplicant. The compound made by this process is termed as reduplicated compound and this phenomenon is called reduplication. Spenser (1991) claims that the reduplicant can be a prefix, a suffix, or an infix. The reduplicant can happen as a word; it can take place as a morpheme or as a syllable. Sankaranarayanan (2002) asserts that the reduplication is a distinctive characteristic of Dravidian and Indo – Aryan languages.

## 2. Full Reduplication

In the process of full reduplication, whole word or morpheme is repeated. Gojri reduplication involves the reduplication of Nouns, Adjectives, Verbs, Adverbs, Pronouns and Prepositions. The reduplicated compounds perform following semantic functions.

### 2.1 Augmentation

Augmentation is the semantic function that is performed by full reduplication in Gojri. Augmentation is the enlargement in the meanings. The enlargement can be in size, frequency or intensity of meanings. See following examples:

Table: 1

1)	Stem- I	Stem- II	Compound	Gloss
a-	<i>kaaLo</i> (black)	<i>kaaLo</i> (black)	<i>kaaLo kaaLo</i>	Very black
b-	<i>piiLo</i> (yellow)	<i>piiLo</i> (yellow)	<i>piiLo piiLo</i>	Very yellow
c-	<i>du~go</i> (deep)	<i>du~go</i> (deep)	<i>du~go du~go</i>	Very deep
d-	<i>lamo</i> (tall)	<i>lamo</i> (tall)	<i>lamo lamo</i>	Very tall
e-	<i>baRo</i> (big)	<i>baRo</i> (big)	<i>baRo baRo</i>	Very big
f-	<i>bahlo</i> (quickly)	<i>bahlo</i> (quickly)	<i>bahlo bahlo</i>	Very quickly
g-	<i>roz</i> (everyday)	<i>roz</i> (everyday)	<i>roz roz</i>	Everyday

h-	<i>koL</i> (near)	<i>koL</i> (near)	<i>koL koL</i>	Very near
i-	<i>ucho</i> (high)	<i>ucho</i> (high)	<i>ucho ucho</i>	Very high

In the above examples 1 (a-i) the first stem is repeated for full reduplication. The function of this is the increment in the meanings. In example (a) the adjective ‘*kaLo*’ is reduplicated to make a compound ‘*kaLo kaLo*’ is the enlargement in the meaning that something is very black and same is the case with example (b) where ‘*piiLo piiLo*’ means something very yellow.

‘*du~go du~go*’ in example (c) is the reduplication of adjective ‘*du~go*’ which means something very deep. In examples (d-e), adjectives are reduplicated. ‘*lamo lamo*’ in example (d) means something very tall. ‘*baRo baRo*’ in example (e) intensifies the meaning as something very big. So in this way the meanings of adjectives are enlarged. Example (f) denotes that the adverb ‘*bahlo*’ is reduplicated that intensifies the meanings that something is done very quickly. In example (g) adverb ‘*roz*’ is reduplicated which increases the meanings in frequency. ‘*koL koL*’ in example (h) shows that preposition ‘*koL*’ is repeated to intensify the meanings. In example (i) adjective ‘*ucho*’ is reduplicated for increment in the meanings so ‘*ucho ucho*’ means something very high.

## 2.2 Diminution

Diminution is the function of some reduplicated compounds and the reduplication reduces the meanings in size or extent. Following examples exhibit this phenomenon:

Table: 2

2)	Stem- I	Stem- II	Compound	Gloss
a-	<i>matho</i> (slow)	<i>matho</i> (slow)	<i>matho matho</i>	Very slowly
b-	<i>niko</i> (little)	<i>niko</i> (little)	<i>niko niko</i>	Very little
c-	<i>masa~</i> (hardly)	<i>masa~</i> (hardly)	<i>masa~ masa~</i>	With great difficulty
d-	<i>kaḍy</i> (sometime)	<i>kaḍy</i> (sometime)	<i>kaḍy kaḍy</i>	Rarely
e-	<i>kiṭe</i> (sometime)	<i>kiṭe</i> (sometime)	<i>kiṭe kiṭe</i>	Rarely

In the above examples 2( a-e) diminutive effect is imparted by the reduplication. There is a reduction in the size intensity and frequency of meanings. ‘*matho matho*’ decreases the intensity ‘*matho*’ means slowly and ‘*matho matho*’ means very slowly. ‘*niko*’ in example (b) indicates small or little and ‘*niko niko*’ indicates something very small. It reveals the diminutive effect in relation with size. ‘*masa~*’ in example (c) means hardly and ‘*masa~ masa~*’ indicates that something is done with great difficulty. This diminutive effect is in the sense of intensity. In example (d) ‘*kaḍy kaḍy*’ indicates the diminutive effect in terms of frequency. Same is the case with example (e) where ‘*kiṭe kiṭe*’ means rarely and indicates diminutive effect in terms of frequency.

### 2.3 Distribution and Plurality

Reduplication of interrogative pronouns performs the semantic function of distribution and plurality. This phenomenon is given below:

Table: 3

3)	Stem- I	Stem- II	Compound	Gloss
a-	<i>kehRo</i> (which)	<i>kehRo</i> (which)	<i>kehRo kehRo</i>	Which persons
b-	<i>kaḍ</i> (when)	<i>kaḍ</i> (when)	<i>kaḍ kaḍ</i>	At what time
c-	<i>koN</i> (who)	<i>koN</i> (who)	<i>koN koN</i>	Which persons
d-	<i>Kiṭ</i> (where)	<i>kiṭ</i> (where)	<i>kiṭ kiṭ</i>	Which places
e-	<i>ke</i> (what)	<i>ke</i> (what)	<i>ke ke</i>	Which things

The above reduplicated compounds perform the functions of distribution and plurality.

Consider the following sentences:

- 4) a- *kehRo kehRo kam kre go?*  
Which which work do will  
‘Which persons will do the work?’
- b- *te~ ke ke dekhyo?*  
You what what saw



‘What did you see?’

c- *koN koN kataab paRe tho?*

Who who book read was

‘Who was reading the book?’

In the above example 4 (a) the reduplicated compound, ‘*kehRo kehRo*’ performs the function of distribution and plurality. Distribution indicates that out of many people few are asked to do the work. Plurality denotes that more than one person is asked to do the work. 4 (b) shows the same phenomenon of distribution and plurality. Distribution in the sense that out of many things some are seen and plurality indicates that more than one thing has been seen. In example (c) same phenomenon of distribution and plurality is represented by the reduplicated compound, ‘*koN koN*’ that means that out of many persons some were reading books that is the distributive function and plurality means that more than one person was reading books.

## 2.4 Continuance or Distribution over Time

Reduplicated compounds also perform the semantic function of continuance or distribution over the stretch of time. Perpetuation indicates that the activity persists till the occurrence of another action and the distribution demonstrates that the action is carried out over the certain stretch of time. See following examples:

Table: 4

5)	Stem- I	Stem- II	Compound	Gloss
a-	<i>baist̪a~</i> (sitting)	<i>baist̪a~</i> (sitting)	<i>baist̪a~ baist̪a~</i>	While sitting
b-	<i>khaL̪ta~</i> (standing)	<i>khaL̪ta~</i> (standing)	<i>khaL̪ta~ khaL̪ta~</i>	While standing
c-	<i>nas̪ta~</i> (running)	<i>nas̪ta~</i> (running)	<i>nas̪ta~ nas̪ta~</i>	While running
d-	<i>ja̪ta~</i> (walking)	<i>ja̪ta~</i> (walking)	<i>ja̪ta~ ja̪ta~</i>	While walking
e-	<i>has̪ta~</i> (laughing)	<i>has̪ta~</i> (laughing)	<i>has̪ta~ has̪ta~</i>	While laughing

The semantic function of continuance and distribution over time is shown in the following sentence:

- 6) a- *us ne baiṣṭa~ baiṣṭa~ kaṭaab chahii.*  
'He picked up the book while sitting'.

The above reduplicated compound '*baiṣṭa~ baiṣṭa~*' indicates that the book was picked up while sitting. Here the book was picked up over a definite stretch of time and perpetuation indicates that the book was picked up till he sat.

## 2.5 Simultaneity

The reduplicated compounds of verbs show the simultaneity in the performance of action. This phenomenon is illustrated in the following sentences:

- 7) a- *gaḍro naṣṭa~ naṣṭa~ buut le geio.*  
'The boy took the shoes while running'.

In the above example 7 (a) '*naṣṭa~ naṣṭa~*' indicates that the boy performed both the actions simultaneously. It means that the boy took the shoes while running. At the same time the boy was running and taking the shoes.

- 7) b- *mashtar ne haṣṭa~ haṣṭa~ ṭhapaR maryo.*  
'The teacher slapped while laughing'.

The reduplicated compound, '*haṣṭa~ haṣṭa~*' indicates that the two actions are performed by the teacher at the same time. The teacher was laughing when he slapped. So there is simultaneity in the actions of the teacher.

## 2.6 Prolongation

Reduplicated compounds have the semantic function of prolongation that means that the action is performed for a long time. This phenomenon is represented as under:

- 8) a- *gaḍro khaa khaa ge rajyo.*  
'The boy was fed up while eating for a long time'.

'*khaa khaa*' in the above example shows the prolongation in the activity of eating. It describes that the boy has been eating for a long time and then got fed up.

- 8) b- *Akbar deikh deikh ge thak geyo.*  
'Akbar got tired while watching for a long time'.

In the above example the prolongation of activity is shown by the reduplicated compound verb '*deikh deikh*'. It shows that Akbar has been watching for a long time and then got tired.

## 2.7 Generalization

Generalization is another semantic function of reduplicated compounds of Gojri. The reduplicated compounds of nouns give the general and common meanings.

See examples below:

Table: 5

9)	Stem- I	Stem- II	Compound	Gloss
a-	<i>dogo</i> (field)	<i>dogo</i> (field)	<i>dogo dogo</i>	Field to field
b-	<i>kono</i> (corner)	<i>kono</i> (corner)	<i>kono kono</i>	Corner to corner
c-	<i>gra~</i> (village)	<i>gra~</i> (village)	<i>gra~ gra~</i>	Village to village
d-	<i>jagaa</i> (place)	<i>jagaa</i> (place)	<i>Jagaa Jagaa</i>	Place to place
e-	<i>kahar</i> (house)	<i>kahar</i> (house)	<i>kahar kahar</i>	House to house
f-	<i>bacho</i> (child)	<i>bacho</i> (child)	<i>bacho bacho</i>	Every body

The example 9(a) indicates that '*dogo dogo*' means general fields not a specific field. So the compound '*dogo dogo*' generalizes the fields. Same is the case with examples (b-f) where the reduplicated compounds convey the general meanings.

## 2.8 Totalization

The reduplicated temporal nouns convey the totalizing meanings. Totalization implies the habitual aspect and it also entails that the activity has been performed over the whole period of time. See examples below:

Table: 6

10)	Stem- I	Stem- II	Compound	Gloss
a-	<i>kahaRii</i> (moment)	<i>kahaRii</i> (moment)	<i>kahaRii kahaRii</i>	The whole time
b-	<i>saal</i> (year)	<i>saal</i> (year)	<i>saal saal</i>	The whole year
c-	<i>maheeno</i> (month)	<i>maheeno</i> (month)	<i>maheeno maheeno</i>	The whole month
d-	<i>tehaaRii</i> (day)	<i>tehaaRii</i> (day)	<i>tehaaRii tehaaRii</i>	The whole day
e-	<i>raaṭ</i> (night)	<i>raaṭ</i> (night)	<i>raaṭ raaṭ</i>	The whole night

The above compounds indicate two aspects. These indicate that the activity has been carried out for the whole period of time. These compounds also denote the habitual performance or activity. This phenomenon is illustrated in the following sentence:

11) a- *bodho kahaRii kahaRii naswar khaye.*

‘The old man takes snuff for the whole time’.

In example 11(a) the compound ‘*kahaRii kahaRii*’ indicates the habitual use of snuff. It also implies that the snuff is taken for the whole time. In this way these duplicated compounds of temporal nouns totalize the meanings.

### 3. Partial Reduplication

Partial Reduplication is the productive semantic class of Gojri compounds. The words are reduplicated for compounding in order to imply an augmentative effect. The second stem of the compound does not exist independently and it implies meanings when it is compounded with the first stem. Following examples exhibit this phenomenon:

Table: 7

12)	Stem- I	Stem- II	Compound	Gloss
a-	<i>loR</i> (search)	<i>laaR</i> (-)	<i>loR laaR</i>	To search thoroughly
b-	<i>tohoo</i> (wash)	<i>tahaa</i> (-)	<i>tohoo tahaa</i>	To wash thoroughly

c-	<i>kuuch</i> (wash)	<i>kaach</i> (-)	<i>kuuch kaach</i>	To wash thoroughly
d-	<i>krohoR</i> (scratch)	<i>krahaaR</i> (-)	<i>krohoR krahaaR</i>	To scratch thoroughly
e-	<i>puuchh</i> (wipe)	<i>Paachh</i> (-)	<i>puuchh paachh</i>	To wipe thoroughly
f-	<i>mun</i> (trim)	<i>man</i> (-)	<i>mun man</i>	To trim thoroughly
g-	<i>kap</i> (cut)	<i>kup</i> (-)	<i>kap kup</i>	To cut thoroughly
h-	<i>maL</i> (split)	<i>muL</i> (-)	<i>maL muL</i>	To split thoroughly
i-	<i>ḡaL</i> (mash)	<i>ḡuL</i> (-)	<i>ḡaL ḡuL</i>	To mash thoroughly

The examples given above indicate the change in vowel in the second stem of a compound. The second stem is not meaningful and cannot exist independently. This becomes meaningful when it is compounded with the first meaningful word. The above examples also denote that the Gojri verbs are partially duplicated that imply the augmentative effect. In examples 12(a-b) the first constituents of compounds are partially reduplicated and there are the changes in internal vowels of the second reduplicated stems. In these examples the consonants are reduplicated and changes occur in the internal vowels where ‘O’ of first stem is replaced by ‘a’ in the second stem. ‘*loR*’ means search and *laaR* is meaningless but when it gets into compounding it becomes ‘*loR laaR*’ that means to search thoroughly.

Same is the case with 12(b). In examples 12(g-i) indicate that the ‘a’ of first stems is replaced by ‘u’ in the second reduplicated stems.

#### 4. Onomatopoeic Compounds

Masica (1991) states that the onomatopoeic formation is a significant feature of the languages of the South and Southeast Asian regions. Onomatopoeia is the formation of a word from a sound associated with what is named. Onomatopoeic compounds contain the reduplicated sounds to form the compounds. See examples below:

Table: 8

13)	Stem-I	Stem-II	Compound	Gloss

a-	<i>dam</i>	<i>dam</i>	<i>dam dam</i>	Sound of drum
b-	<i>prii~</i>	<i>prii~</i>	<i>prii~ prii~</i>	Sound of a whistle
c-	<i>khash</i>	<i>khash</i>	<i>khash khash</i>	Sound produced by walking on sand
d-	<i>shap</i>	<i>shap</i>	<i>shap shap</i>	Sound produced by cutting wood with a saw
e-	<i>khaRap</i>	<i>khaRap</i>	<i>khaRap khaRap</i>	Sound produced by walking on a hard surface
f-	<i>ghur</i>	<i>ghur</i>	<i>ghur ghur</i>	Whispering
g-	<i>shaR</i>	<i>shaR</i>	<i>shaR shaR</i>	Sound produced by flowing water
h-	<i>sar</i>	<i>sar</i>	<i>sar sar</i>	Sound produced by burning
i-	<i>khaR</i>	<i>khaR</i>	<i>khaR khaR</i>	Sound produced by dry leaves
j-	<i>phaR</i>	<i>phaR</i>	<i>phaR phaR</i>	Sound produced by wings of birds
k-	<i>ḍak</i>	<i>ḍak</i>	<i>ḍak ḍak</i>	Sound produced by throbbing of heart
l-	<i>ḍraz</i>	<i>ḍraz</i>	<i>ḍraz ḍraz</i>	Sound produced by opening the door
m-	<i>daz</i>	<i>daz</i>	<i>daz daz</i>	Sound of gun
n-	<i>khur</i>	<i>khur</i>	<i>khur khur</i>	Sound produced by scratching
o-	<i>shuR</i>	<i>shuR</i>	<i>shuR shuR</i>	Sound produced by sipping tea
p-	<i>shuu~</i>	<i>shuu~</i>	<i>shuu~ shuu~</i>	Sound produced by snake
q-	<i>ḍahR</i>	<i>ḍahR</i>	<i>ḍahR ḍahR</i>	Sound produced by running

r-	<i>chuu~</i>	<i>chuu~</i>	<i>chuu~ chuu~</i>	Sound of chickens
s-	<i>kuR</i>	<i>kuR</i>	<i>kuR kuR</i>	Sound of hen

The above onomatopoeic compounds given in 13( a-s) are the symbolic sounds. These sounds do not exist in isolation. When these sounds are reduplicated, they indicate the associated sounds.

#### 4.1 Echo Compounds

Masica (1991) asserts that the echo-formation mostly involves a noun to be echoed by substituting the initial consonant. Trivedi (1990) states that in echo-formation the initial syllable of a word is substituted by another syllable in the second stem. The second stem is meaningless and it becomes meaningful when it is compounded with the first stem. Koul (2008) says that the semantic relationship of similarity or association exists between the two stems.

See the following examples:

Table: 9

14)	Stem-I	Stem-II	Compound	Gloss
a-	<i>mehais</i> (buffalo)	<i>shehais(-)</i>	<i>mehais shehais</i>	Buffalo and the like
b-	<i>gaa~</i> (cow)	<i>shaa~ (-)</i>	<i>gaa~ shaa~</i>	Cow and the like
c-	<i>bakrii</i> (goat)	<i>shakri (-)</i>	<i>bakrii shakrii</i>	Goat and the like
d-	<i>paaNii</i> (water)	<i>shaaNii (-)</i>	<i>paaNii shaNii</i>	Water and the like
e-	<i>palaa</i> (clothes)	<i>shalaa (-)</i>	<i>palaa shalaa</i>	Clothes and the like

In the above echoed compounds the initial consonants are replaced by/ʃ/ in the second stem. These echoed compounds convey broader meanings. Example 14(a) indicates that stem one is meaningful and stem two is meaningless. Second stem conveys meanings when gets into

compounding with the first stem. ‘*meehais shehais*’ means buffalo and other cattle like buffalo. Same meanings are conveyed by other examples (b-e).

Borrowed words are also echoed as:

Table: 10

15)	Stem-I	Stem-II	Compound	Gloss
a-	<i>mobile</i>	<i>shobile</i>	<i>mobile shobile</i>	Mobile and the like
b-	<i>Pen</i>	<i>shin</i>	<i>pen shin</i>	Pen and the like
c-	<i>bed</i>	<i>shed</i>	<i>bed shed</i>	Bed and the like
d-	<i>computer</i>	<i>shamputer</i>	<i>computer shamputer</i>	Computer and the like
e-	<i>Book</i>	<i>shuk</i>	<i>book shuk</i>	Book and the like

All the above words given in (40) are borrowed from English and echoed like Gojri. English does not have such echo compounds. Some Gojri compounds are echoed as:

Table: 11

16)	Stem-I	Stem-II	Compound	Gloss
a-	<i>ḍuḍaR</i> (dust)	<i>puusaR (-)</i>	<i>ḍuḍar puusar</i>	Dirty
b-	<i>puuro</i> (complete)	<i>suuro (-)</i>	<i>puuro suuro</i>	Completed
c-	<i>iinuu~</i> (ring)	<i>miinuu~ (-)</i>	<i>iinuu~ miinuu~</i>	Entangled
d-	<i>koro</i> (untouched)	<i>nkoro (-)</i>	<i>koro nkoro</i>	Untouched
e-	<i>ṭiṭar</i> (scattered)	<i>biṭar (-)</i>	<i>ṭiṭar biṭar</i>	Dispersed
f-	<i>suṭhro</i> (clean)	<i>puṭhro (-)</i>	<i>suṭhro puṭhro</i>	Neat and clean



The above compounds in examples (16) are echoed compound. These compounds are adjectives and imply augmentative effect.

## 5. Semantic Reduplication

Semantic reduplication deals with the combination of synonymous or nearly synonymous words. In this phenomenon two words of the same meaning are combined together. Semantic reduplication is common in Gojri. Semantic reduplication is studied under the following headings:

### 5.1 Distinguishable Constituents

In this semantic reduplication the components of distinguishable meanings are combined. These types of reduplicated compounds imply the augmentative effect. See examples below:

Table: 12

17)	Stem-I	Stem-II	Compound	Gloss
a-	luuLo (without arm)	la~gRo (without leg)	luuLo la~gRo	Crippled
b-	ka~No~(blind)	mundo (crippled)	ka~No~ mundo	Crippled
c-	miN~(measure)	giN~ (count)	miN~ giN~	Measure

In examples 17( a-b) 'luuLo', 'Lag~Ro' and 'Ka~No~', 'mundo' are from the same semantic field. They have the same semantic meanings. Same is the case with (c) where 'miN~' and 'giN~' are from same semantic field and have the same meanings. These constituents are distinguishable as these refer to different entities.

### 5.2 Undistinguishable Constituents

In this type of semantic reduplication the synonymous words are combined which are not distinguishable. Consider the following examples:

Table: 13

18)	Stem-I	Stem-II	Compound	Gloss
a-	<i>yamlo</i> (senseless)	<i>sheRo</i> (senseless)	<i>yamlo sheRo</i>	Abnormal
b-	<i>piir</i> (saint )	<i>fkiir</i> ( saint )	<i>piir fkiir</i>	Saint
c-	<i>shaaḍii</i> (marriage)	<i>beia</i> (marriage)	<i>shaaḍii beia</i>	Marriage
d-	<i>rishṭo</i> (relation)	<i>naaṭo</i> (relation)	<i>rishṭo naaṭo</i>	Relations
e-	<i>doro</i> (deaf)	<i>ṭakahn</i> (deaf)	<i>doro ṭakahn</i>	deaf

In examples 18(a-e) the constituents of compounds have exactly the same meanings and in this way are undistinguishable. These types of reduplicated compounds have augmentative effect.

### 5.3 Synonymic Reduplication

Gojri synonymic reduplication involves two words of same meanings but one from Gojri and second from any other language. In this way one foreign and one local word are combined to form a compound. These compounds convey general meanings.

See this phenomenon as under:

Table: 14

19)	Stem-I	Stem-II	Compound	Gloss
a-	<i>saag</i> (vegetable)	<i>sabzii</i> (vegetable)	<i>saag sabzii</i>	vegetables
b-	<i>baL</i> (fraud)	<i>fraib</i> (fraud)	<i>bal fraib</i>	fraud
c-	<i>pahanda</i> (pots)	<i>bartan</i> (pots)	<i>pahanda bartan</i>	pots
d-	<i>palaa</i> (clothes)	<i>kapRaa</i> (clothes)	<i>palaa kapRaa</i>	clothes
e-	<i>gal</i> (talk)	<i>baaṭ</i> (talk)	<i>gal baaṭ</i>	negotiation
f-	<i>bia</i> (marriage)	<i>shaaḍii</i>	<i>bia shaaḍii</i>	wedding

		(marriage)		
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In the above examples, 19(a-f) stem one contains all the local words of Gojri whereas stem two has all the words of Urdu. So Gojri words are compounded with Urdu words to convey general meanings.

#### 5.4 Emphatic Compounds

Semantic reduplication emphasizes the meanings. That is why these compounds are termed as emphatic compounds. Two synonymous words are combined to convey intensified meanings. See examples below:

Table: 15

20)	Stem-I	Stem-II	Compound	Gloss
a-	<i>sheepo</i> (noise)	<i>hakRii</i> (noise)	<i>sheepo hakRii</i>	Loud noise
b-	<i>dand</i> (noise)	<i>roLo</i> (noise)	<i>dand roLo</i>	A loud noise
c-	<i>piiLo</i> (yellow)	<i>zard</i> (yellow)	<i>piiLo zard</i>	Bright yellow
d-	<i>kaaLo</i> (black)	<i>seyaa</i> (black)	<i>kaaLo seyaa</i>	Dark black
e-	<i>raṭo</i> (red)	<i>laal</i> (red)	<i>raṭo laal</i>	Dark red
f-	<i>paaL</i> (prevention)	<i>parhaiz</i> (prevention)	<i>paaL parhaiz</i>	Prevention
g-	<i>tehal</i> (care)	<i>sevaa</i> (care)	<i>tehal sevaa</i>	Service

In example 20(a) '*sheepo hakRii*' means a loud noise. Both the constituents have the same meanings but are combined for emphasis. Same is the case with 20(b) where '*dand*' and '*roLo*' have the same meanings but are joined for intensification. In example (c) '*piiLo*' is a Gojri word and '*zard*' is an Urdu word but the compounding intensifies the meanings that means bright yellow. Same is the case with examples (d-e) where '*kaaLo seyaa*' and '*ra ṭo laal*' mean dark black and dark red respectively. Stem one of these compounds contains Gojri words and stem two contains Urdu words. In example 20(f) '*paaL*' is a Gojri word and *parhaiz* is an Urdu word. Both have the same meanings. These two words are joined to make '*paaL parhaiz*' which

means ‘prevention’ this compounding emphasize the meanings. Example 20(g) indicates that ‘tehal’ is a Gojri word and ‘sevaa’ is a Hindi word. Both are synonymous words. These two words are combined for emphasis, so ‘tehal sevaa’ means ‘intensive care’.

## Conclusion

The functional analysis of reduplicated compounds indicates that this is the largest semantic class of Gojri compounds. In this semantic class, nouns, adjectives, adverbs, verbs and prepositions are reduplicated. This involves full and partial reduplication. The semantic functions of reduplication are to increase or decrease the frequency, intensity or size in the sense of meanings. Other semantic functions of reduplication are augmentation, diminution, distribution, plurality and generalization. Like other Indo-Aryan languages the reduplication also emphasizes the meanings. In partial reduplication the second stem of the compound does not exist independently and it implies meanings when it is compounded with the first stem. The reduplicated words in Gojri have no alternate words for conveying the meanings and in this way two words are reduplicated to fill the vocabulary gap.

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## Appendix

L	Retroflex
N	Retroflex
R	Retroflex
ḍ	Dental Stop /ḍ/
ṭ	Dental Stop /ṭ/
aa	Long Vowel /a/
ii	Long Vowel /i/
uu	Long Vowel /u/
~	Indicates preceding sound is nasalized

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## **Linguistic Analysis of the Select Novels of Bapsi Sidhwa**

**G. Zeenathaman, M.A., M.Phil.**

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Bapsi Sidhwa

Courtesy: <https://zoroastrians.net/2015/07/27/bapsi-sidhwa-on-growing-up-in-pakistan-writing-and-the-future-of-the-parsi-community/>

### **Abstract**

Stylistics is the application of theoretical ideas and analytical techniques drawn from Linguistics and Socio-Linguistics to the study of literary text. The study of style in literature can be referred as a figurative language, use of dialects, grammatical choices as an indicator of style, meter, and rhythm. It can be further described as the study of literature as a mode of communication. The modern Literary Stylistics draws upon the area and adds to it the

interpretive goals of modern Literary Criticism. In both cases, the use of linguistic methodology has allowed stylistics to move beyond earlier normative and prescriptive descriptions of correct styles to a fuller analysis of language itself and the purposes to which the language is put. The aim of the paper is not only to describe the formal features of the texts for the own sake, but in order to show the functional significance for the interpretation of the text. This paper discusses the fictions of Bapsi Sidhwa. It deals about the use of poetical terms in the novels, Lexical analysis, Structure of the novel, cohesion and coherence in the novels.

**Keywords:** Novels of Bapsi Sidhwa, Theoretical ideas, analytical techniques, normative and prescriptive, Syntactic analysis, cohesion and coherence.

### **Linguistic Peculiarity as the Focus**

The present research is an attempt to make a stylistic study of selected works of Bapsi Sidhwa from linguistic point of view. Therefore, center of our attention is on finding out the stylistic devices that present linguistic peculiarity in the writings of the concerned author. Sidhwa's language is aimed to make verbal communication wealthy. The use of literary resources is marked in the works of Sidhwa. In addition to that, Sidhwa's style is different from other writers because Sidhwa has exceptional skills in writing such as: resourcefulness, power of imagination and her experiments in life. Sidhwa's stylistic devices are formed at different linguistic levels. Sidhwa mixes imagination with reality because her novels are her reactive experiments.

All the stylistic devices which are used by Sidhwa in her works create cohesion and coherence, i.e., they make a text sensible. She uses stylistic devices in such a way that make her style deviant from the language norms and different from the style of other writers as well. This study makes an attempt to analyze Sidhwa's texts at different linguistic levels namely; phonological level, syntactic level, semantic level and discourse analysis.

It is well known that Bapsi Sidhwa is as a famous writer who took many awards in literature. Sidhwa's fictions are affected through the use of literary resources, her skills in writing

and her experiments in life. In her novels the use of events, time and place is displayed because of Sidhwa's experience in her life. Her novels she has used comical terms and community colloquial words.

### **Linguistics and Stylistics**

The relation between linguistics and stylistics is that linguistics is scientific device to the study of language while stylistics studies the elements of language or the art of communication. Therefore, language is a vital instrument for speech, meaning and has special significance for stylistics. On the other hand, literature without language is non-literature. In stylistics, we find that meaning plays the vital role of attracting the reader/listener's attention to the context. For that reason, stylistics without meaning is non-stylistics. Stylistics is an applied branch of linguistics. So, the study of literary language takes stylistics as a scientific approach. It is well accepted that style is created when there is deviation or when there is choice between alternative expressions. In linguistic analysis, the study of style of a literary text is an important instrument by which linguistics, pragmatics and rhetoric can be related. Hence, the correlation between linguistics and stylistics is cannot be denied.

### **Multiple Meanings and Other Semantic Devices**

This research deals with the stylistic devices which Sidhwa's uses play a vital role in her novels. It is seen that the expressions Sidhwa uses in her fiction have multiple meanings; for example, transferred and lexical meaning, emotive and logical meaning, explicit and implicit meaning, extended and face-value meaning and the like. Sidhwa's style show that the words are put together to show the rhetorical expressions through the use of an allegorical meaning which is derived from the literal meaning. We have noted that metaphor, simile, irony, symbolism are used as semantic stylistic devices which dominate the literary work in Sidhwa's novels. For example, the sentence 'I met the most gorgeous guy' (166). It is formed to display the mixture of contrary emotion between the adjective 'gorgeous' and the verb 'met'. Here, it is a stylistic device taken from Sidhwa's work as 'Metaphor'. Another sentence 'Jo inflated like a white Whale right before Feroza's alarmed eyes' (166). Sidhwa has used many similes in her novels. Other sentences she has used many stylistic device, like oxymoron, apostrophe. Like this , we find that



the use of stylistic devices is displayed structurally. The style of Sidhwa is taken into consideration with reference to the structural design of utterances.

### **Object and Subject, and Generation of Sentences**

As a writer, Bapsi Sidhwa's resourcefulness, experiences in life and power of imagination emerges clearly in her works. Hence, there is the difference between the syntactical patterns of English language and the special structural arrangement which Sidhwa uses in her literary works. It is well-known that the concordance between Generative Grammar 'deep structure and surface structure' and syntactical stylistic devices, by which unlimited sentences are generated within the given patterns, has been established in Sidhwa's context. For example, the sentence *Her body I painted*, cited from Sidhwa's fiction, is cited to show the placement of the object before the subject. Here the speaker's emotion is brought forth without changing the meaning of sentence. However, we find that the word order is changed in the expression 'guilty was I'. Accordingly, the placement of link-verb and predicate of the above case is remarked before its subject.

### **Repetition of Word or Phrase, etc.**

The repetition of word or phrase and other syntactical stylistic devices are noticed in Sidhwa's style. Moreover, the parallel constructions are used to give musical effect to the discourse. For instance, the sentences 'Mike, I love you, Mike-pleeeeeease don't leave don't leave me, Mike'(167)' are observed as complete parallel constructions. And the quick change from passive to active or vice versa is taken as a stylistic device 'chiasmus'. As seen in the example, taken from the work of Bapsi Sidhwa, 'Maybe we Americans have to stop being so naive'. is used to show a stylistic structural device 'chiasmus'.

She says to her sister that it is better for her to be away from such virtues which make her weak enough to handle her own affairs. She forbids her to donate blood for the injured while she encourages and motivates others to participate in this holy task. She further says that she can't afford her weak body at her home (204).

## Ellipsis

In her works, Sidhwa uses another syntactical stylistic device 'ellipsis' for displaying the speaker's feeling such as 'Worse than madness. Sanity'. There is a stylistic effect by which the two meanings are put at the same time as shown by the directive expression and transferred expression in the sentence. The sexual acts are not unconnected'. Consequently, in the sentence 'Couldn't a fire out-run a galloping horse?' the rhetorical effect is materialized by the speaker's passion as a doubt or challenge. There are other devices that are used in the works of Bapsi Sidhwa, for example, the peculiar linkages 'polysyndeton' and the like.

## Other Devices

It deals with the stylistic devices at the phonological level. Also, we have remarked that poetic devices are used in the works of Bapsi Sidhwa to make successive words or sentences in the discourse phonologically cohesive. The use of poetic stylistic devices 'onomatopoeia, alliteration, consonance and rhythm' are taken into account as features of poetic language. Therefore, Sidhwa uses these features to draw the attention of the reader/listener to her works through imitating aural expressiveness. However, the choice of words and structures determine a phonological aspect Sidhwa uses in her novels. Consequently, we find that onomatopoeia can be used directly as 'Zap! Zap! The elastic stung her waist and she lowered her nightdress (228).

In the sentence 'There are no Brahmins with caste-markers – or Hindu in dhotis with bodhis – only hardis of mnolim refuses'(66) two stylistic devices 'rhythm and alliteration' are used to display the repetition of the sound [b] at the beginning of the successive expressions 'Brahmins', 'bodhis' and 'dhotis'. 'Jee, can I help you carry something, jee' (53). There is rhythm because of the structural similarity. The succession of stressed and unstressed syllables in the sentence. Therefore, Bapsi's style is appreciated because of her ability to play with rhythm in the context.

## Cohesion

In the aspects of the cohesion of literary text in the form of discourse stylistic features. Bapsi Sidhwa in her fictions refers to objects, places, people and time to create the world of

narrative and also to extend the literary texts to events that help the readers/listeners to live in a real world. Moreover, Bapsi Sidhwa shows Exophoric reference in her work as a linguistic device by which the events of the context are connected together to make the world of narrative real.

Furthermore, it is well-known to us that Endophora is used to make Bapsi's novels cohesive and to make the texture of text understandable. Cataphoric references have been used at the beginning of first paragraphs in Sidhwa's novels under analysis. For example, the common name "boy and man " and the pronoun 'jee' are used to refer forwards to the proper name 'Menek'.

Sidhwa also makes use of Cataphora as a linguistic device to make readers/listeners familiar with the essential character of his novels. There are many other important aspects through which the works of Sidhwa can be appreciated and analyzed. Sidhwa uses connective ties to create cohesion and coherence within her fictions. We notice that the phrases and sentences are presented grammatically and coherently. Yet, the successive ideas are formed in order to make the meaning understandable for the readers/listeners. Hence, the coherent relations, or cohesive devices are used in the text to make it understandable in the context of use. These devices are tools that provide new information or add extra knowledge for the comprehension of the discourse. The Cataphora is described as

“Suddenly he springs up. Thumping his noisy trident on the ground, performing a curious jumping dance, he shouts: Wah Allah! Wah Allah! So loudly that several people who have been watching the goings-on from afar, I hastily get up and scamper over. Sikhs, Hindus, Muslims form a thick circle round us. . . . I can tell from the reverent faces around me that they believe they are in the presence of a holyman crazed by his love of God. And the I madder the mystic, the greater his power” (99).

Allegory is another literary device used by Bapsi Sidhwa to depict the trauma of Partition. The child Lenny is affected by the violence at Lahore. The whole world is burning. The air on my face is so hot I think my flesh and clothes will catch fire. I start screaming:

hysterically sobbing (137). The scenes of violence and arson and above all the venomous hatred of friends who had months earlier insisted on the impossibility of violence, have a frightening impact on the young Lenny. Violence breeds violence and Lenny is also a victim. Her rage is directed at her collection of dolls. In afrenzy she acts. "I pick out a big, bloated celluloid doll. I turn it upside down and pull its legs apart. The elastic that holds them together stretches easily. I let one leg go and it snaps back, attaching itself to the brittle torso"(138). The destructive urge overcomes Lenny and she is not satisfied till assisted by her brother Adi she wrenches out the legs of the doll and examines the spilled insides.

“The whole world is burning. The air on my face is so hot I think my flesh and  
Clothes will catch fire. I start screaming: hysterically sobbing (137)”.

### **Lexical Analysis**

The data for the lexical analysis includes the texts of the following two novels of Bapsi Sidhwa. The use of the adjectives and their interpretation go hand in hand because of the nature of study in which the effect of every adjective demands that it is interpreted immediately. That is the reason that both sections of data collection and date interpretations have been merged. The texts included in the lexical analysis are, *The Ice-Candy Man* and *An American Brat* Because Sidhwa is relatively unknown novelist in English reading population. One of the striking features noticed by any reader of Sidhwian fiction is the excessive use of adjectives in her writings. She is too concerned with describing the individuals, places and things as vividly as possible, and for this intended vividness she resorts to adjectives which are exploited by her rather excessively.

The use qualifying the abstract nouns such as time, journey, meditation and other such words. So it bears little or no relevance to the question of treatment of gender and gender equality. Sidhwa uses more abstract nouns like describing the characters,

“Feroza found Mr.Miller kind and generous”(208).

In the use of old expressions, Sidhwa exhibits her exactitude as she usually talks about in exact figures like five-years old etc. This tendency towards exactitude is not in accordance with the female disposition, who are believed to be talking in approximate terms, especially when it

comes to the issue of age. Twenty-three years old, strong and pioneering, he saw no future for himself in his ancestral village, tucked away in the forests of Central India, and resolved to seek his fortune in the hallowed pastures of the Punjab. Once Zaitoon over heard a woman saying that a ten- year-old was pregnant. Like its preceding word, old has mainly been used for the indication of abstract entities, particularly for the mentioning of age. The relevance of this adjective with our thematic consideration is in an indirect way. It is typical of women to be over-concerned with the age, so Sidhwa's preoccupation with it can be regarded as a feministic penchant.

“The two shrewd old women got on very well when they saw each other, by tacit agreement, was not happen” (45).

The adjective *Small* occurs to qualify mostly the concrete objects. The objects like car, bed and tables etc. are described by using small as a qualifier. As like the preceding qualifier, small, since it has been used for inanimate entities, has little concern with the issue of gender and gender equality. They came upon small stone structures, little make- believe temples, as if masons, halfway between constructing dolls' houses, had become serious, and turned them into Mandirs with spiralling cones and sacred decorations. Jerbanoo filled a small tub with water from the tap in their room and placed it on the balcony. It was a tiny windowless cubicle with an iron bedstead, an iron chair and a small steel table. I lie on a white wooden table in a small room. Jerbanoo swayed, and in a small, defeated voice, said, 'I feel fainting'. Mary relented. She helped her down and sat her on the chair by the fire. As we have seen that the above discussed adjectives contribute very little in the thematic understanding of the Sidhwa's fiction. They, however, highlight a very apt point i.e. the characteristic tendency in the women to exaggerate with the excessive use of adjectives. This tendency can also be seen from another perspective and with a less negative implications viz. the acute observation of the women. Anyhow, apart from being a feminist writer, she is a female writer and that is what we see through the study of adjectives.

## **To Conclude**

The study presented several linguistic and stylistic devices used by Bapsi Sidhwa. The use of adjectives, figurative terms, cohesion and coherence of Bapsi Sidhwa's fiction is noted.

The corpus analysis of Sidhwa's writing shows that there is a substantial amount of adjectives used to qualify the nouns. All these devices make her novel attractive and meaningful to the readers.

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## **Patterns of Code-mixing in the Speech of Yemeni Arabic-English Speaking Children: A Pilot Study**

**Afrah Humran and Prof. K. C. Shyamala**

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### **Abstract**

This study examined the intra-sentential patterns of code mixing in the speech of Yemeni Arabic-English speaking children in the light of Scotton (1993) and Muysken (2000). Data was drawn from the speech of four typically developing Yemeni Arabic-English bilingual children. Their ages were between six and nine years at the time of recording the data. The participants were divided into two groups: Group 1 (whose age was above 8 years) and Group 2 (whose age was below 8 years) so as to compare and contrast the results. The speech of the participants was recorded for 8 hours; 4 hours in English and 4 hours in Arabic. The participants' proficiency in English and Arabic languages was also assessed. In terms of patterns of code-mixing, this paper dived into the minute details of the grammatical categories such as tense and mood of verbs, and produced fine-grained analysis of code mixed grammatical categories of both Arabic and English. We obtained such fine-grained analysis by means of special computer programs which we developed for this purpose. Results showed varied patterns of code mixing in Arabic and English. It was revealed that Group 1 produced more code mixing in Arabic and English languages, viz. 85.71% Arabic code mixing in English and 84.16% English code mixing in Arabic. On the other hand, Group 2 of participants produced less code mixing in Arabic and English languages, viz., 25.85% English code mixing in Arabic and 14.29% Arabic code mixing in English. Top reasons for such variation include dominance, period of exposure to English, lexical gaps and speaker accommodation. Qualitatively speaking, older children mixed more closed content words rather than the open words. The findings of this paper presented a challenge to the findings of Scotton (2002) and Gamal (2007) who maintained that nouns are the most frequent mixed grammatical categories.

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Abbreviations used in this paper are as follows: 1 = 1<sup>st</sup> Person, 2 = 2<sup>nd</sup> Person, 3 = 3<sup>rd</sup> Person, CM = Code-mixing, CS = Code-switching, CA = Classical Arabic, DEF = Definite article, NEUT = neutral gender, PAST = Past tense, PL = Plural, PRES = Present tense, SG = Singular.

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**Key words:** patterns of code-mixing, bilingual children, language proficiency test, Arabic-English mixing, Yemeni Arabic

## 1. Introduction

This study attempts to investigate Code-mixing (CM) in the speech of typically developing children whose mother tongue is Arabic and who use English as a second language. It is well known that English and Arabic are genetically unrelated in any aspect. Due to the fact that English language is well-described by researchers in sources which are easily accessed, we restrict ourselves to describe Arabic language.

Arabic is the language spoken nowadays by around 400 million native speakers in the Middle East, i.e. the Arab Peninsula in Asia and the Northern regions of Africa to the south of the Mediterranean Sea. Arabic is a member of the Semitic language family, which itself is part of the wider Afro-asiatic phylum including Ancient Egyptian, Coptic, Cushitic, Berber and Chadic.

Modern Standard Arabic (MSA) \_ the descendant of Classical Arabic branches into 22 vernacular dialects in the 22 Arab countries, each country having its own regional vernacular variety. The focus of this paper is Yemeni Arabic \_ the vernacular variety of MSA which is spoken in Yemen. Yemeni Arabic branches into several dialects, viz. Sana'ni, Taizi, Adani, Hadrami, Tehami, Yafi'i and Ibbi dialects amongst others. The language varieties spoken by the participants are Sana'ni (one participant), Ibbi (one participant) and Yafi'i (two participants). These dialects vary in terms of phonological inventories and especially in the pronunciation of voiced palatal stop /j/ and the voiced velar stop /g/. Speakers of Ibbi and Sana'ni dialect pronounce /j/ normally, /g/ is pronounced in place of MSA Arabic voiceless uvular stop /q/. Yafi'i dialect speakers pronounce /g/ in place of /j/, and voiced uvular fricative /ʁ/ in place of /q/.

In terms of morphology and syntax, all varieties of Yemeni Arabic maintain the same inflectional and derivational paradigms as well as the same word order. However, there is a great deal of lexical variation from one dialect to another one.



The rest of the paper is organized as follows: Section 2 briefly reviews related literature. Section 3 gives an account of methodology, data collection methods, settings of data collection and language proficiency tests of the participants. Section 4 presents data analysis from several perspectives such as English CM in Arabic, Arabic CM in English, CM as a function of age of the participants, and CM in a language-wise fashion. Section 5 concludes the paper with discussions and conclusions. All utterances exemplified in this paper are typed according to the guidelines of International Phonetics Alphabet in Charis SIL font.

## 2. Review of Literature

In the discussion of code-switching (CS), one controversial issue has been the difference between code-mixing (CM) and CS. On the one hand, Myers-Scotton (1993) provides a new definition of CS. She argues that CS is “a term used to identify alternation of linguistic varieties within the same conversation”. On the other hand, Chengappa (1984) maintains that CS is intersentential while CM is intrasentential. Further, she maintains that CS is a “deliberate and conscious effort while CM needs not necessary be so”. Authors such as Grosjean (1998) consider CS as a complete shift from one language to the other, either for a word, a phrase or a whole sentence. Muysken (2000) uses the term code-mixing to refer to “all cases where lexical items and grammatical features from two languages appear in one sentence”.

Recently, there have been some differences in defining CM and CS. According to Torbio and Bullock (2009), “CS is a linguistic manifestation that may extend from the insertion of single words to the alternation of language for larger segments of discourse”. It is also produced by bilinguals of differing degrees of proficiency who reside in various types of language contact setting, and as a consequence, their CS patterns may not be uniform. Further, it may be deployed for a number of reasons: filling linguistic gaps, expressing discursive aims, among others. Given these factors, it is not surprising that there exists a debate in the literature concerning the precise characterization of CS and how various kinds of language contact varieties can be classified.

This shows a need to be explicit about exactly what is meant by CM. Many linguists assume that CM can be used to refer to CM, CS and alteration between languages. Muysken (2000) uses the term

code-mixing to refer to “all cases where lexical items and grammatical features from two languages appear in one sentence”. He separates cases of CM from lexical borrowing:

- i. Intra-sentential CM such as insertion of material (lexical items or entire constituents from the other language).
- ii. Alternation between structures from languages
- iii. Congruent lexicalization of material from different lexical inventories into shared grammatical structures.

For some authors, CS and CM is a matter of selection from available systems. Meisel (1989) uses the term code-switching to describe “the bilingual’s ability to select the language according to the interlocutor and the situational context”. This selection is constrained by the characteristics of the linguistic system in the same way as with adults. On the other hand, he uses the term code-mixing to describe the situation in which a speaker cannot differentiate between the two languages. Jisa (2000) states that CS is a “widespread phenomenon in bilingual speech communities among bilingual individuals”. Just as monolinguals may switch registers, styles or voice during conversation, bilinguals may switch languages”. For others, however, CS and CM are used more purposefully so as to “mark conversational action boundaries”.

Several studies consider CS and CM as indicative measures of the individual competence or command of their native language (L1) and the second language (L2). On her study of Spanish/English typology of code-switching, Poplack (1980) concludes that “code-switching, rather than representing debasement of linguistic skill is actually a sensitive indicator of bilingual ability”. Further, Jorgenson (1992) argues that children in schools are very competent in CS such that they manipulate it as an instrument to signify “power and casting rights in conversations”. Further, Scotton and Jake (2014) argue that CS is a “verbal skill requiring a large degree of linguistic competence in more than one language, rather than a defect arising from insufficient knowledge of one or the other” and that CS is not a deviant behavior but it is a “suggestive indicator of degree of bilingual competence”.

A very interesting question is related to whether CS and CM are unconscious or deliberate. Lipski (2005) differentiates between borrowing and CS. In his views, borrowing is conscious, deliberate and it

becomes lexicalized as it is used consistently. Further, borrowing is subjected to the phonotactics and morphology of the borrowing language. On the other hand, CS may be conscious and deliberate or (apparently) unconscious. He maintains that CS may be used spontaneously and in such case it is usually unconscious.

Cantone (2007) argues that children's mixing should be treated in some way as adults mixing. Further, he claims that there exists an association between mixing and the development of children's grammar. In Cantone's views, mixing depends to a large extent on the children's individual choice to mix or not.

After studying the language processes and speech patterns of CS of an Egyptian Arabic-English-speaking four-year-old girl named Sara, Gamal (2007) concludes that the environment influenced the English language of Sara. Her results showed that "nouns and adjectives were code-switched more than verbs because of the incongruence in verbs between Arabic and English". Her findings seem to fit with those of Winsler, Diaz and Espinosa (1997) who showed that children who went to bilingual schools performed better than those who remained at home. Children who attended bilingual school gained fluency in Spanish and English languages and their results in the language proficiency test were more significant.

### 3. Methodology

The participants of this work are four typically developing Yemeni Arabic-English bilingual children who live in India with their parents. The participants go to school and they study English medium curriculum. By the time the data was recorded, each participant must have spent at least 250 hours of exposure to English language, either at school or in the playgroups. Table (1) displays the age and period of exposure to English of each participant at the time of recording.

**Table 1: Details of participants at the time of recording**

Groups	Participant	Age (years)	Age of exposure to English
<b>Group 1</b>	Riyadh	8; 0	4; 0
	Haytham	9; 0	4; 0
<b>Group 2</b>	Marwan	6; 5	5; 0
	Aqeel	6; 5	5; 0

Throughout this paper, Haytham and Riyadh will be referred to as **Group 1**. Aqeel and Marwan will be referred to as **Group 2**.

### 3.1 Settings

Data was recorded using a High Definition Video camera with an inbuilt high definition audio. The speech samples of participants were recorded for 8 hours: 4 hours in English and 4 hours in Arabic. The recording was conducted in several sequential sessions with a fixed time interval between them. During recording English sessions, the participants were instructed not to speak Arabic. During recording Arabic data, they were instructed not to speak English.

The recording sessions took place in home settings. Participants' activities included free games such as hide and seek, control games, counting numbers, role-playing (students vs. teachers), storytelling, describing and naming pictures in the language of the respective recording session. In all recording sessions, school textbooks were used as stimuli for the participant to trigger mixing. It has to be noted that the recording took place in a spontaneous atmosphere. The camera was set to auto mode.

### 3.2 Language Proficiency Tests

Scotton (1993) claims that even less proficient speakers use more CS. Abutalebi, Cappa and Perani (2001) argue that in order to draw solid conclusions, several factors have to be taken into consideration viz. age of acquiring L2, degree of language proficiency and professional exposure to language. Hulstijn (2015) emphasizes that "the role of language proficiency should be made explicit if we wish to increase our understanding of a number of major puzzles in the study of L1 and L2 acquisition and bilingualism". This indicates the importance of language proficiency in the study of CM and CS. We paid attention to this aspect and tested the language proficiency of our participants in both English and Arabic. We noticed that the age of the participants and the period of exposure to English correlated positively with the language proficiency. This finding stands in support of the conclusion of Carhill, Suarez-Orozco and Paez (2008) that "the age and amount of time that student spent speaking in informal social situation is predictive of English language proficiency".

### 3.2.1 English Proficiency Test

To assess the participants' language proficiency in English, we used [Cambridge English Test](#) with Starters and Movers scale. It is a series of standardized graded tests, which are suitable for children. It can be administered online through the Cambridge website or it can be administered offline as paper test. Cambridge Starters and Movers test is designed for learners of English as a Second Language (ESL) whose ages span between 7 and 12 years. The *Starters test* is designed for learners with basic English skills. The *Movers test* is designed for learners with considerably more fluent skills. The Cambridge Starters and Movers tests are divided into four parts and each part examines one of the main language skills: listening, speaking, reading and writing.

The results of the language proficiency test of the participants in **English language** are shown in Table (2) below:

**Table 2: English proficiency test results**

Groups	Level	Participants	Listening	Speaking	Reading & Writing	Overall percentage
<b>Group 1</b>	Movers	Riyadh	100%	95%	87.5%	94%
	Movers	Haytham	96%	75%	80%	83.6%
<b>Group 2</b>	Starters	Marwan	64%	80%	28%	57.3%
	Starters	Aqeel	60%	72%	32%	54.6%

### 3.2.2 Arabic Language Proficiency Test

This test measures the proficiency of Arabic language skills: listening, speaking, reading and writing. Unfortunately, there is no standard Arabic fluency test for children. As such, we had to adapt our own test from several Arabic online tests and school textbooks. Some parts were designed by the researcher. The questions were modified and simplified to suite the age and the levels of the participants.

Our adapted Arabic fluency test was composed of several drills: reading passages or sentences, answering questions, arranging the words to make sentences, matching one part of a sentence to another to

make a meaningful sentence, gap filling and finding the opposite of given words. For listening, the participants listened to short clips and selected the correct answer. In speaking, more than 20 questions were presented to the participants regarding daily activities.

Starters group of children was not tested in Arabic reading and writing because they had not been exposed yet to written Arabic neither at home nor at school. The results of **Arabic language** proficiency test of the participants are presented in Table (3):

**Table 3: Arabic proficiency test results**

Groups	Level	Participants	Listening	Speaking	Reading & Writing	Overall percentage
<b>Group 1</b>	Movers	Haytham	96%	93%	89.5%	92,6%
	Starters	Riyadh	100%	100%	51.5%	83,6%
<b>Group 2</b>	Starters	Marwan	95%	91%	---	62.00%
	Starters	Aqeel	92%	90%	---	60.67%

### 3.3 Data Processing

After a recording session ended, the data was converted into semi-International Phonetic Alphabet form. Then, all words were marked according to the grammatical category and the language, e.g. goes/PRESENTVERB\_E (i.e. Present Verb and English language) and huwa/PERSONALPRONOUN\_A (i.e. Personal Pronoun and Arabic language). Counting the grammatical categories, CM examples, percentages and ratios were conducted automatically by special computer programs which we scripted for this purpose. Microsoft Excel spreadsheets were used to plot the graphs.

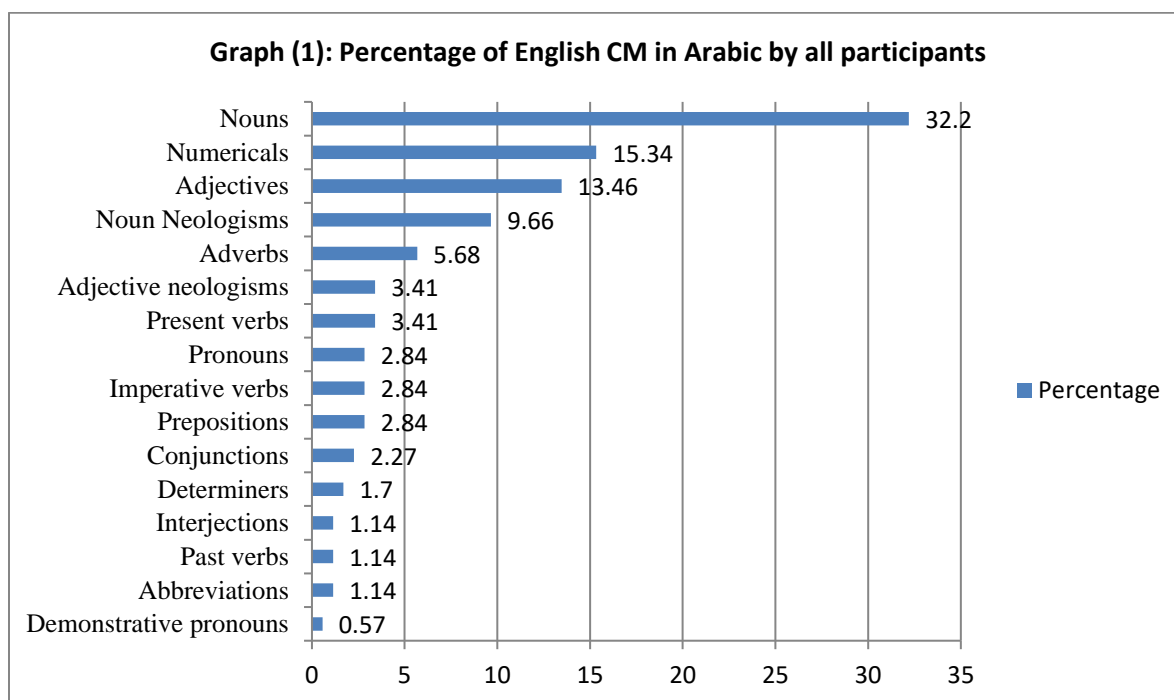
### 4. Data Analysis

This section presents analysis of CM in English and Arabic by the two groups: Group 1 and Group 2. Section 4.1 presents English CM in Arabic utterances. Section 4.2 describes Arabic CM in English utterances. Section 4.3 compares the CM of the two groups as a function of the language: Arabic and English. Section 4.4 compares the CM of the two groups as a function of age.

Data analysis revealed several different patterns: phonological, morphological, lexical, syntactic and semantic patterns. Moreover, patterns were attested intra-sententially and inter-sententially. However, we restrict ourselves to the lexical patterns which are attested in the intra-sentential position.

#### 4.1. English CM in Arabic Utterances

Data analysis revealed 16 English grammatical categories which were code mixed by the two groups of participants. These grammatical categories are shown in Graph (1) (sorted in descending order according to frequency ranking). The attested English grammatical categories are as follows: nouns, numbers or numerical words, adjectives, noun neologisms (*English nouns prefixed with Arabic definite article*), adverbs, present verbs, adjective neologisms (*English adjectives prefixed with Arabic definite article*), prepositions, imperative verbs, pronouns, conjunctions, determiners, abbreviations, past verbs, interjections and demonstrative pronouns. It has to be noted that the most common grammatical category is nouns, which partially supports the findings of Scotton (2002) and Gamal (2007) who maintained that nouns are the most frequently mixed grammatical category.



In Graph (1), English nouns are seen the highest grammatical category which was mixed by the participants in Arabic recording sessions. Interesting patterns are the noun neologisms (*English nouns*

*prefixed with Arabic definite article*) and the adjective neologisms (*English adjectives prefixed with Arabic definite article*). These neologisms show that the participants have gained remarkable mastery on Yemeni Arabic – their mother’s tongue. Dataset (1) lists some examples of the participants’ codemixing of the above grammatical categories. Code-mixed words have been typed in boldface font.

#### Dataset (1): Examples of English CM in Arabic utterances

Utterance	Uttered by
<p><b>a. Nouns</b></p> <p>nigu:l                      <b>exam</b></p> <p>say.1.PL.NEUT.PRES      exam</p> <p>we say exam</p>	Riyadh
<p><b>b. Numbers or numerical words</b></p> <p>ʔana:              tʔallaʃt              li:              <b>forty</b></p> <p>I              score-1.SG.NEUT.PAST      for-me              forty</p> <p>I scored forty.</p>	Aqeel
<p><b>c. Adjectives</b></p> <p>wa    la: <b>brown</b></p> <p>and    not brown</p>	Haytham
<p><b>d. Noun neologisms</b> (<i>English nouns prefixed with Arabic definite article</i>)</p> <p>nidog                      ʔal-<b>bɔ:l</b> wa    l-<b>bæ:t</b></p> <p>hit.1.PLU.NEUT.PRES    DEF-ball    and    DEF-bat</p> <p>We hit the ball and the bat.</p>	Marwan



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**e. Adjective neologisms** (*English adjectives prefixed with Arabic definite article*) Aqeel

ʔanaa	ʔixtart	ʔal- <b>blue</b>
I	chose	DEF-blue
I	chose	the blue

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**f. Conjunction** Riyadh

ʔax-uuk	maʕ-uh	saykal	yes or no
brother-your	with-him	bicycle	
Your brother	has	bicycle	yes or no

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**g. Past verb** Marwan

ʔanaa	<b>finished</b>
I	finished
I finished.	

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**h. Abbreviation** Haytham

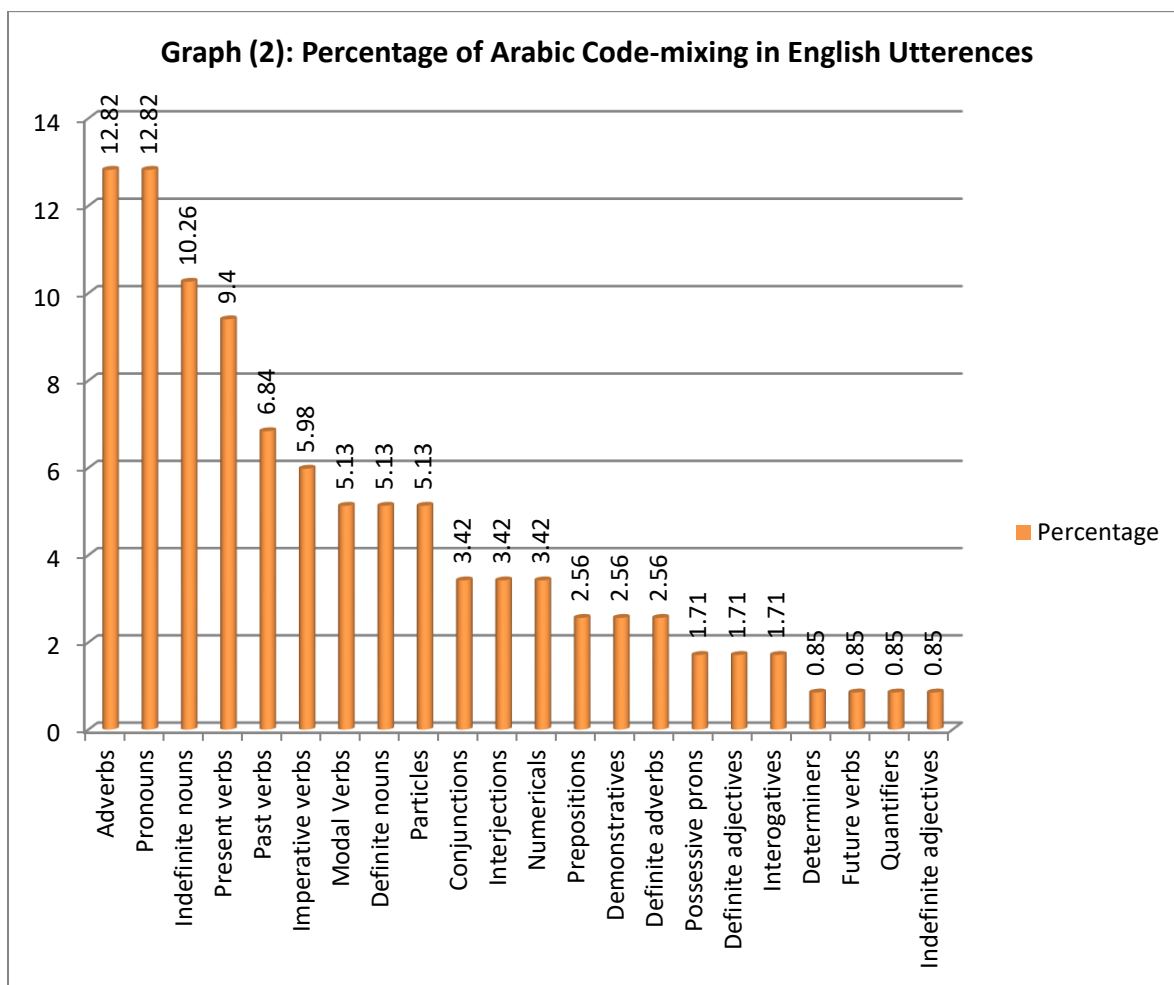
wa ʔilyawm huu ʔaysh umh **ii.vii. es.** wa math  
 and today it is what? Um. E.V.S. and math  
 And what is the exam today? Um. E.V.S and math

---

## 4.2. Arabic CM in English Utterances

Data analysis revealed (22) Arabic grammatical categories which have been code-mixed by the participants in the English sessions. These grammatical categories are as follows (sorted in descending order according to their frequency of occurrence): *indefinite adverbs, personal pronouns, indefinite nouns, present verbs, past verbs, imperative verbs, modal verbs, definite nouns, particles, conjunctions, interjections, numerical words, prepositions, demonstrative pronouns, definite adverbs, possessive*

*pronouns, definite adjectives, interrogative words, determiners, future verbs, quantifiers and indefinite adjectives.* The frequency distribution of these grammatical categories as attested in the speech of the participants is plotted in Graph (2) below. The most frequently mixed grammatical categories of Arabic in English sessions are *adverbs* and *personal pronouns*. This challenges the findings of Scotton (2002) and Gamal (2007) who found that nouns are the most frequent mixed grammatical categories. It is clear that Scotton (2002) and Gamal (2007) conclusions hold only for English data in our study.



Examples of the Arabic CM in English utterances are listed in Dataset (2) below. The code-mixed words are typed in boldface font.

**Dataset (2): Examples of Arabic CM in English**

Utterance	Uttered by
-----------	------------

<b>a. Arabic indefinite nouns</b>	Aqeel
shall I go to <b>s'ala:h</b> Shall I go to prayer?	
<b>b. Arabic adjective</b>	Haytham
Oh! My first time, level four <b>?akbar min</b> level five Oh! My first time, level four <b>is greater than</b> level five.	
<b>c. Arabic demonstrative pronouns</b>	Riyadh
wow, <b>ha:ða:</b> real Wow! <b>This is</b> real.	
<b>d. Arabic particles</b>	Marwan
any time. <b>la:</b> , binnight. Any time. <b>No</b> , at night.	
<b>e. Arabic present verb</b>	Haytham
<b>yaʕnii</b> three multiply three mean.3.PRES      three multiple three It means      three multiple three.	
<b>f. Arabic imperative verb</b>	Riyadh
<b>gul</b> five say    five You should say five.	
<b>g. Negative particle</b>	Riyadh

ʔirrivision **muf** a division  
 DEF-revision not a division  
 it is revision not a division

#### h. Arabic preposition

Riyadh

**ʕalaa** l-competition  
 on DEF-competition  
 about the competition

### 4.3. Language-wise Comparison of Code-mixing Across Age-groups

Data analysis revealed that Group 1 produced more CM in both Arabic and English languages, viz. 85.71% Arabic CM in English and 84.16% English CM in Arabic. On the other hand, Group 2 produced less CM in both Arabic and English languages viz., 25.85% English CM in Arabic and 14.29% Arabic CM in English. More English CM of Group 2 was attested in Arabic utterances. The percentage of language-wise CM across groups is presented in Table (4):

**Table 4: Language-wise comparison of CM of the participants**

Group	% of Arabic CM in English	% of English CM in Arabic
Group 1	85.71	74.16
Group 2	14.29	25.84
Total	100.00%	100.00%

### 4.4. Age-wise Comparison of Code-mixing Across Groups

As far as age is concerned, Group 1 produced more CM in both languages, viz., Arabic CM in English and English CM in Arabic. The total percentage of Group 1 CM is 79.94%. On the other hand, Group 2 produced less CM in both languages, viz., Arabic CM in English and English CM in Arabic. The total percentage of Group 2 CM is 20.06%. These figures are displayed in Table (5) below:

**Table 5: Comparison of CM according to the age of participants**

Age-Group	Total Percentage of CM in both English and Arabic
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<b>Group 1 (above 8 years old)</b>	79.94%
<b>Group 2 (below 8 years old)</b>	20.06%
<b>Total</b>	100.00%

## 5. Discussion and Conclusions

This section describes the grammatical categories which were been mixed by the participants during recording sessions. A brief description of mixing into Arabic is given in Section 5.1. Then a brief account of mixing into English is presented in Section 5.2.

### 5.1 Mixing into Arabic

During English sessions, the participants produced varied amounts of Arabic CM. Table (6) presents detailed quantitative analysis of Arabic CM in English sessions by each participant.

**Table 6: Mixing Arabic in English utterances**

<b>Participant</b>	<b>Total Utterances</b>	<b>Total words</b>	<b>Mixed words</b>
<b>Haytham</b>	128	968	512
<b>Riyadh</b>	120	616	256
<b>Marwan</b>	24	144	72
<b>Aqeel</b>	24	80	56
<b>Total</b>	<b>296</b>	<b>1,808</b>	<b>896</b>

As seen in Table (6) above, Group 1 (Haytham and Riyadh) produced the highest number of utterances, 128 and 120 respectively. In terms of mixed words, participant Haytham is seen in the top of the list as he mixed 512 Arabic words in English sessions. One reason of producing such high Arabic mixing in English sessions by Group 1 (older group) is to accommodate Group 2 (Marwan and Aqeel) in the course of conversation. Group 1 had to explain a lot of things in Arabic to Group 2.

It can be noticed that there is little mixing of Arabic into English produced by participants Aqeel and Marwan (Group 2, younger group). This little mixing by both Aqeel and Marwan can be attributed to the dominance of the older group (i.e. Group 1, Haytham and Riyadh). Whereas both Aqeel and Marwan

produced the same number of utterances, participant Marwan mixed 72 words and participant Aqeel mixed only 56 words.

## 5.2 Mixing into English

During Arabic sessions, the participants produced varied amount of English CM. Table (7) presents detailed quantitative analysis of English CM in Arabic sessions by each participant.

**Table 7: Mixing English in Arabic utterances**

<b>Participant</b>	<b>Total Utterances</b>	<b>Total words</b>	<b>Mixed words</b>
<b>Riyadh</b>	264	1880	664
<b>Haytham</b>	160	1288	392
<b>Aqeel</b>	104	448	200
<b>Marwan</b>	104	344	168
<b>Total</b>	<b>632</b>	<b>3,960</b>	<b>1,424</b>

As seen in Table (7) above, the highest number of utterances, words and mixed English words were produced by participant Riyadh. Meanwhile, participants Riyadh and Haytham produced higher English CM in Arabic than participants Aqeel and Marwan. The high number of mixing English in Arabic session by Riyadh and Haytham can be attributed to two reasons. First, Haytham and Riyadh went to English-medium schools since they were 4 years old. Second, personal preference of Haytham and Riyadh played a crucial role in producing such high mixing of English in Arabic, especially in storytelling and games. It has been noticed that Haytham and Riyadh faced some difficulties in finding the words in Arabic during storytelling. As such, they resorted to using English words to express to bridge the lexical gaps.

Similarly, Aqeel and Marwan (Group 2, the younger group) faced certain difficulties in expressing themselves in Arabic. As such, they resorted to using English words to bridge the lexical gaps.

Finally, it can be seen that the total mixing of English in Arabic utterances produced by the two groups is higher than the number of Arabic mixing in English sentences. This suggests that the participants are somehow more fluent in English than Arabic. This is consolidated by the scores of language proficiency tests in Table 2 and Table 3 above.

## 6. Conclusion

The participants of this study were four typically developing Yemeni Arabic-English bilingual children, aged between six and nine years, who use English as a second language. The participants aged more than 8 years were two and they were assigned into Group 1. The participants aged less than 8 years were two and they were assigned into Group 2. The results showed that the Group 1 produced more CM in both Arabic and English languages, viz. 85.71% Arabic CM in English and 84.16% English CM in Arabic, mainly because of accommodating their interlocutors and overcoming lexical gaps. On the other hand, the Group 2 produced less CM in both Arabic and English languages viz. 25.85% English CM in Arabic and 14.29% Arabic CM in English mainly because of they were dominated by the older participants (Group 1 – Haytham and Riyadh). Group 2 produced English CM in Arabic more than Arabic CM in English, mainly because of overcoming lexical gaps.

Data analysis revealed 16 English grammatical categories which were mixed by the two groups of participants. Group 1 produced more English CM in *nouns*, *numbers*, *noun neologisms* (English nouns prefixed with Arabic definite article /ʔal/), *adverbs*, *adjectival neologisms* (English adjectives prefixed with Arabic definite article /ʔal/), *present verbs*, and *prepositions*. However, Group 2 produced more English CM in *adjectives*. Both Group 1 and Group 2 produced the same amount of English CM in *past verbs*, *imperative verbs*, *conjunctions*, *interjections*, *determiners*, *abbreviations* and *demonstrative pronouns*. Data analysis also revealed (22) Arabic grammatical categories which were code-mixed by the participants in the English utterance. Group 1 produced more Arabic CM in *personal pronouns*, *indefinite nouns*, *adverbs*, *present verbs*, *past verbs*, *modal verbs*, *particles* and *definite adverbs*.

In terms of language proficiency, the evidence from this study consolidates the fact that language proficiency plays a significant role in the CM phenomenon as a whole. The highest utterances, words and mixed words were produced by Group 1 (Haytham and Riyadh – the older group). Group 2 (Aqeel and Marwan – the younger group), with comparatively low language proficiency, produced less CM and participation during the recording sessions. Therefore, CM is seen to be directly proportional to language proficiency in the two groups. Moreover, the level of dominance can be directly related to the number of

utterances produced by each group: Group 1 (Haytham and Riyadh, the dominating group) produced more utterances than Group 2 (Aqeel and Marwan, the dominated group).

English CM in Arabic sessions revealed that *nouns* scored the highest percentage of all other grammatical categories, viz. 32.39%. This supports the findings of Scotton (2002) and Jamal (2007) who maintain that nouns are the most frequently code-mixed category. In Arabic CM in English sessions, however, *adverbs* and *pronouns* are attested to be the most frequently code-mixed categories. This finding challenges those of Scotton (2002) and Jamal (2007) in the sense that their findings cannot hold for Arabic.

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