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# LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

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**AS I AGE**

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## **AS I AGE**

### **An Insightful View from Philosopher, Educationist and Entrepreneur Jimmy Teo**

=====

Some dear friends left this world too soon, before they understood the great freedom & joy that come with aging.

I can choose to read or work on my laptop into the wee hours; and take long naps anytime in the day.

I will dance with myself in tandem to those nostalgic music of the yesteryears! Of the 50s & about.

I can play golf, meet with old friends, speak at functions, joke, talk & laugh with my grandkids. They are always keen to know my stories! They will grow old too.

I will explore my neighbourhood with eagerness enjoying the lively ambience; observing all human activities, quietly praying for everyone's good health & peace.

I am sometimes forgetful. It's a blessing as some of life's events are best forgotten.

Over the years, my heart has been broken many times. How can my heart not break, when I lost loved ones? Broken hearts radiate strength, understanding, and compassion. And I know that one fine day, I will depart from this world. I wish that all who come by to say 'goodbyes' will know that I have lived a full life.

I am blessed to have my hair turning gray, even colouring them to my own satisfaction, just to look younger. I remember that some of my friends died before their hairs turned silvery.

My youthful laughs are permanently etched into fine grooves on my face, although somehow there are not much grooves as of the moment. I have a youthful face by God's grace.

I care less about what others think. Being older has set me free. I just am determined to do good & dare to help the needy.

I will not live forever here on earth. I will not waste time lamenting what I could have been. I will do my best. I know God will take care of the rest.

I will relish my remaining days with gusto & fun, influencing others to be likewise through my sharing & example.

Freedom of goodness & kindness  
Are enhancements of aging  
When one dares to think good & kind  
And live accordingly  
Escaping from criticising others  
Focused on guiding others positively  
By example.

1819hr/Sunday/23.7.17 Foodfare next to the Arc@Tampines.

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## **Linguistic and Cultural Aspects of Reang**

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Dr. K. Kalpi Singha, M.A. in Manipuri, SLET, Ph.D.**

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### **Abstract**

Culture and language are like the two sides of the same coin. The development of a group of people or an ethnic group depends on how developed its language and culture is. Keeping this in view, an attempt is being made here to describe some of the linguistic and cultural aspects of Reang. Ethnically, they are mongoloid. Reang is the name of the people and as well as the language. It is mainly spoken in the three districts of Tripura namely, West, South and North Tripura. They are also found in Northern part of Mizoram and Southern part of Assam and Bangladesh as well. It is the second largest majority among the tribes in the state of Tripura. Not much work has been done on Reang language and culture. Therefore, the main objective of the paper is to bring out the main linguistic and cultural aspect of the same people.

**Keywords:** Reang, Culture, Linguistic, Ethnic, Mongoloid.

### **Introduction**

The present paper will provide the cultural and structural description of Reang spoken in the North Tripura district of Tripura. The Reang language falls under the Bodo-Garo subgroup of the Tibeto-Burman language family. The Reang tribes are different from other different Indian tribes. They can be distinguished from other tribes by their attire and dialect. This paper will be divided into two sections. The first part will discuss the main linguistic features of Reang. The second section will deal with the cultural aspects found in the language.

#### **1.1. Language and People**

The Reang language is one of the tribal languages spoken by the same people in different parts of Northeast India and Chittagong Hill tracts of Bangladesh. They are also found in Northern part of Mizoram and Southern part of Assam. Ethnically, Reangs are Mongoloid and their language may fall under the Bodo-Garo sub-group of the Tibeto-Burman sub family of languages. Reang or Rieng, as it may be spelt, is one of the nineteen recognised Scheduled Tribes of the state of Tripura. As per 2001 census report of India, the total population of Reang was about 76,450. Reang is the second largest majority among the tribes in the state of Tripura. The speakers of Reang are mainly found in three districts of Tripura namely, West, South and North Tripura. They are also found in Northern parts of Mizoram, Southern part of Assam. Reang is the second largest majority among the tribes in the state of Tripura. The traditional name that the Reang people have been using to recognise themselves with is Bru. The Reangs prefer to call their language as Kau Bru which is of Tibeto-Burmese origin. Here Kau stands for language and Bru stands for men. Their dressing style of Reang people is quite simple, the hand-woven cloths for men, and for women they use rinai (wraparound for covering the lower portion of the body) and risa (covering the upper portion of the body). They are open minded, allowing for inter-caste marriage, prohibiting polygamy. They also allow widow remarriage after a mourning period of one year.

## **1.2. Clans of Reang**

The Reang clans are divided into Meska and Molsoi Groups. Meska group is further divided into seven sub groups or dopha, i.e., meska, umsa, chorkhy, raikchaoh, waiem, taumayakcho and tuimuiyaphaoh. On the other hand, the Molsoi group is sub-divided into six groups known as molsoi, apeto, nouhkham, chongpreng, yaohstam and reangkachko. These 13 dophas or groups have two chiefs each. However, there are in total 26 chiefs. These 26 chiefs are known as kotor-dopha in Reang. Here kotor means head and dopha means clan or group. The chiefs in Reang are further sub-divided into two categories known as Rai and Kaskau. Rai means Raja and Kaskau means the Chief Minister. Their main means of livelihood is Agriculture.

Reang has a large number of population. However, they still lack economic and educational independence. The Reangs are believed to be inhabiting the land of Tripura since the early fifteenth century.

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### 1.3. Geographical and Demographic distribution

The speakers of Reang are mainly found in the North Eastern state of Tripura. It is also spoken mainly in two districts of Tripura namely south and north Tripura. The table given below illustrates the tribal population of Tripura from 1951-1971.

Sl no.	Tribe	Population		
		1951	1961	1971
1.	Tripuri	150,91	189,799	250,382
2.	Reang	8,471	56,597	64,722
3.	Jamatia	2,764	24,359	34,192
4..	Chakma	7,277	22,386	28,622
5.	Halam	1,644	16,298	19,076
6.	Noatia	1,916	16,010	10,297
7.	Mogh	3,789	10,524	13,273
8.	Kuki	2,721	5,531	7,775
9.	Garo	7,362	5,484	5,559
10.	Munda	51	4,409	5,347
11.	Lushai	1,947	2,998	3,672
12.	Oroan	-	2,875	3,428
13.	Santhal	736	1,562	2,222
14.	Uchai	-	766	1,061
15.	Khasi	151	349	491
16.	Bhil	41	69	169
17.	Others	24	64	180

### 1.4. Dialectal Variation

Some of the scholars have considered Reang as one of the dialects of Kokborok. Binoy Debbarma (2003), pointed out that there are eight distinct dialects of Kokborok, namely, Bru, Debbarma, Jamatia, Kaloi, Mursing, Rupini, Tripura and Uchoi. It is worth mentioning here that the phonological variation is one of the significant features of distinction between Reang and other dialects of Kokborok. However, it has always been a

controversy regarding Reang being a dialect of Kokborok or not as Reang has enough distinct features to consider itself as a different language.

### 1.5. Linguistic Affiliation

According to Benedict's 'Sino-Tibetan: A Conspectus (1972), Reang can be classified under Bodo-Garo within Tibeto-Burman (See Figure 1).

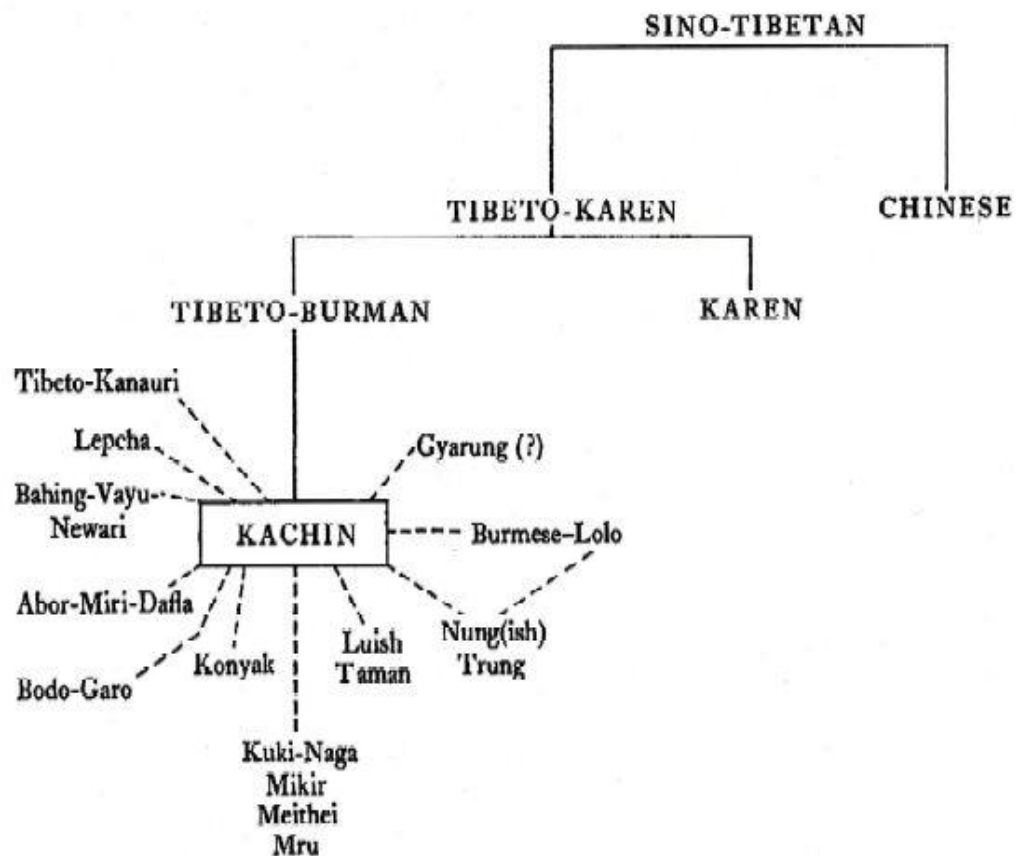


Figure 1 Schematic chart of Sino-Tibetan Groups, from Benedict (1972: 6)

### 1.6. Script and Literature

It is well known fact that most of the Tribal languages of North-East India do not have their own script. Reang being a language of the same group do not have their own script to write their language. They adopted Roman script for writing their language. Their language is not being taught in the schools as a subject. This may be the reason that the Reang students have their schooling in English medium schools.

Reang language is very rich in folk literature which includes folk-tales, folk-dances, folk-songs, riddles and crafts. However, some scholars have already worked on the socio-economic, cultural and historical aspects of the Reang but no linguistics work has been done on Reang so far.

### **1.7. Languages spoken in Tripura**

A few generations ago, Tripura state was predominantly Tibeto-Burman speaking state, but there are so many Bengali invaders have now settled in Tripura that, the indigenous Tibeto-Burman speakers of Tripura have been reduced to a minority in their own homeland.

Reang is the second dominant language of Tripura after the Tripuri. The languages spoken in Tripura belong to three different language families viz., Indo-Aryan, Tibeto-Burman and Austro-Asiatic. Languages spoken in Tripura includes: Bengali, Nepali, Kokborok, Garo, Durlong, Hrangkhoh, Korbong, Ranglong, Bongcher, Bhumij, Mogh, Khasi, Santali, Oroan, etc.

### **1.8. Marriage System**

The marriage system prevalent among the Reang is similar to other Tripuri tribes of Tripura. Reangs have little contact with Bengali or other sub tribes. However, some inter-caste marriages have taken place at the recent time. A Reang groom has to spend two years at father-in-laws house before marriage. Dowry system and child marriage is not prevalent in Reang. Widow re-marriage, however, is permitted but after one year of the death of their spouses. During this one year, widow or a widower is not permitted to have any kind of entertainment. Marriage is arranged through a matchmaker. Monogamy is the present-day practice of the society. However, there is a lot of change in the system of marriage at the present time as fifty per cent of the Reang people are Christians.





## 1.9. Dance and Music

Reangs are very fond of dance and music. Dance is an integral part of their life. One of the well-known dance form of Reang is Hojagiri Dance. The Hojagiri festival of Reang is celebrated every year in Tripura. However, Bihu is also popular among the Reang tribes of Tripura. Hojagiri dance is one of the most beautiful dance forms performed by them. Reang community, the second largest tribe of the state of Tripura are noted for their Hojagiri dance performed by young girls balancing on earthen pitchers.

The Hojagiri Dance of the Reang people is performed on the festival of Lakshmi Puja. It is used to exhibit the entire Jhum cultivation. Males are restricted to singing and playing the music, while the women and girls in dancing. The hojagiri dance is quite an artistic performance, because it involves only slow hip and waist movement. The upper body does not need to move at all, for the dancers balance bottles or earthen lamps on their heads.

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Linguistic and Cultural Aspects of Reang



The Reang community have their own distinct dance forms. Most of these folk dances are performed during festivals or on festive occasions. The dances of Reang are performed by both men and women. They generally wear traditional dresses while performing the dances and are accompanied by musical instruments like khamb (drum), kshumuk (flute made of bamboo), etc. The traditional essence of these dances is maintained even today.



#### 1.10. Birth and Death Ceremonies

After the birth of the baby pujas like abu sumo, bachaokamo, maitumo, etc., are observed for the well-being of the new born baby. Fowl, prawns and several other leaves of trees are also needed for performing such rituals. When the child grows up special forms of worship are performed.

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The Reang people use cremation to dispose of the mortal remains of the dead. First of all, the corpse is bathed with water. After that, the corpse is dressed using a new clean rikatouh, the head is dressed with another rikatouh and wrapped. Rinai and risa are used for the female corpse. Prior to cremation, a fowl is sacrificed at the foot of the dead person, after which a pot filled with rice and fish is placed at the feet of the deceased. The night is spent by performing dancing rituals. Rice beer is distributed among all the mourners except the family members of the deceased. After that the body is placed on a pyre and cremated. The religious culture prevalent among the Reang is similar to that of other Tripuri tribes of Tripura. The Reangs believe in many god and goddesses. Their festivals are same as those prevailing among other tribes of Tripura. However, most of these traditions has changed and those who are Christians among the Reangs follow the Christian tradition of burying the corpse.

### **1.11. Economy and Crafts**

Like other tribal communities of the North-Eastern States, Reangs still practice Jhum cultivation. In course of time, this practice has decreased much than earlier due to deforestation and plantation

The Reang handicrafts are famous in Tripura. Rich varieties of handicraft items are made by these people. The items are mostly made up of bamboo and cane. The arts and crafts of Reang are well known in Tripura, especially the traditional bamboo craft and cane craft items. The rich tradition of the Reang handicraft not only enriches their culture. But it also contributes to the economy of the state. The crafts of Reang includes of women weaving the clothes for men and for themselves. The cloth is of multiple colours.

### **1.12. Cultural and Religious Beliefs of Reang**

The cultural domain of Reang is rich with different multi-dimensional features. Folk dances, festivals and music are the prime elements of the Reang culture. The Reang festivals comprise both of religious and cultural.

Rituals play an important role in the life of Reang people. They perform various rituals to enjoy good health and serene mental and spiritual life. The Reangs were primarily Vaishnavis, but there are many Christians among them as well. They are similar

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to Tripuris in being polytheists. Worshipping style of the Reang is also similar to Tripuris, with a priest or okchai performing the rituals. A green bamboo pole serves the purpose of the idol. The offering to the deities are made to the bamboo pole. There are customs for celebration of different types of pujas among the Reangs.

### **1.13. Social Organization**

The society of Reang community is patriarchal. The man is the head of the family and he has the supreme power of making decisions concerning family matters. However, women are also respected in the society. The elder members of the society and married couples are higher on the social hierarchy than unmarried boys and girls in Reang. Strict village institution or administration is prevalent among the Reang people which their ancestors had once practiced since time immemorial. The Reangs are non-vegetarians. They take meat and fish and rice beer is indispensable in most of the ceremonies in Reang.

### **1.14. Typological Overview**

The various typological features found in Reang are:

- (i) Reang is a tonal language. It has two tones, high and low.
- (ii) Reang exhibits a six-vowel system found in most of the Tibeto-Burman languages and twenty consonantal phonemes.
- (iii) There are more suffixes than prefixes in Reang.
- (iv) Verbs are marked for tense/aspect and mood.
- (v) Like many other Bodo-Garo languages, Reang has a rich set of classifiers.
- (vi) Like many other South Asian languages, affixation, compounding and reduplication are the three main word formation processes in the language.
- (vii) In Reang, there is no grammatical gender. The gender in Reang is natural.
- (viii) Case relation in Reang is expressed by postposing the case markers to the nouns or pronouns.
- (ix) The adjectives in Reang are functioning as nominal modifier in a noun phrase. The adjectives, numerals and numeral classifiers usually follow the head noun.
- (x) Reang is a verb final language, with dominant SOV word order.

### **Conclusion**

On the basis of above findings, we can draw the following conclusions:

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Linguistic and Cultural Aspects of Reang

1. Reang language falls under the Bodo-Garo subgroup of the Tibeto-Burman language family.
2. The Reang clans are divided into Meska and Molsoi groups.
3. Phonological variation is one of the significant features of distinction between Reang and other dialects of Kokborok.
4. Reangsdonot have their own script.
5. It is the second dominant language of Tripura.
6. The marriage system prevalent among the Reang is similar to other Tripuri tribes of Tripura.
7. Dance and music are an integral part of Reang life.
8. Reang people use cremation to dispose of the mortal remains of the dead.
9. The society of Reang is patriarchal.
10. Folk dances, festivals and music are the prime elements of Reang culture.

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Linguistic and Cultural Aspects of Reang

## **Verbs of Communication in Bangla**

**Dr. Priyanka Dey (ne'e Das)**  
**Dr. Atanu Saha**

=====

### **Abstract**

This paper investigates the argument structure and alternations of the communicative verbs of Bangla. The paper is based on the model of English verb alternations as proposed by Levin (1993). Levin's work is guided by the assumption that the behavior of a verb, particularly in respect to the expression and interpretation of its arguments, is majorly determined by its meaning. Verbs as argument-taking elements show especially complex sets of properties. Levin has shown that native speakers can make extremely perceptive judgments concerning the occurrence of various syntactic expressions. She also mentions that any particular description of verb classes must include a discussion on sentential complements and dative alternation. We have also tried to examine these issues following here. The study of the verbs of communication in Bangla provides a concise treatment of some of the classes of verbs pertaining to communication and transfer of ideas.

**Keywords:** Verb class, Bangla, communicative verbs, communication, verb alternation.

### **Abbreviations**

3 -Third	LOC-locative
ACC – accusative	NP – Noun Phrase
AUX- auxiliary	PL- plural
CLA-classifier	P-person
Comp- complement	PRO-arb – Pronoun-arbitrary
CONT –continuative	PRS- present
CP- conjunctive participle	PST – past
DAT – dative	
GEN –genitive	

## 1. Introduction

This paper attempts to categorize Bangla verbs of communication based on the function and the message it conveys to the recipient. The purpose of this paper is to study and analyze the verb alternations that are prevalent in these verbs. The paper also draws a comparison between the English and the Bangla verbs of communication based on several categories. For example, the ‘*Verbs of Instrument of Communication*’ as present in English is expressed in a different way in Bangla verbs.

- 1) John emailed me yesterday.
- 2) jɔn ama-ke kal email kor-l-o (Bangla)  
john me- ACC yesterday email do-PST-3P  
‘John emailed me yesterday.’
- 3) Mira yesterday telecasted the new cinema.
- 4) mira kal notun chobi-ta jɔmprocar kor-l-o  
mira yesterday new cinema-CLA telecast do-PST-3P  
‘Mira yesterday telecasted the new cinema.’

Examples (2) and (4) are considered as complex predicates following Butt (2005) & Ramchand (2008) among others. This phenomenon is common in Bangla and in many other South Asian languages. The tense is inflected on the light verb because Bangla is a V2 language. The following sections carry detailed descriptions of several verb classes of communication.

## 2. Bangla Verb Classes of Communication

In this section, the Bangla verbs of communication is compared to the nine sub-categories introduced by Levin (1993) for English verbs of communication .

The categories are shown in the following Table 1.

Type	Example
Verbs of Transfer of a Message	Ask, cite, demonstrate etc.

Type	Example
<b>Tell Verbs</b>	Tell
<b>Verbs of Manner of Speaking</b>	Whisper, call etc.
<b>Verbs of Instrument of Communication</b>	Cable, email, fax etc.
<b>Talk Verbs</b>	Speak, talk etc.
<b>Chitchat Verbs</b>	Argue , Chat etc.
<b>Say Verbs</b>	Announce, say, articulate, etc,
<b>Complain Verb</b>	Boast, complain, object, etc.
<b>Advise Verbs</b>	Advise, alert, instruct, etc.

**Table 1 Verb Types**

## 2.1 Verbs of Transfer of a Message

In this set of Bangla verbs, the nature of the message is described. Some ‘verbs of transfer of message’ are the followings –

*jiggesh kora* ‘ask’;

*adefkora* ‘dictate, order’;

*bojhano* ‘explain’;

*pora* ‘read’;

*abritti kora* ‘recite’;

*dek^hano* ‘show’;

*porano* ‘teach’;

*bola* ‘tell’;

*lek^ha* ‘write’;

*proman kora* ‘demonstrate ,prove’;

*ud^hrito kora* ‘cite’ ;

*bækk^ha kora* ‘explicate’;

*barnona kora* ‘narrate’;

*d^hormopodef dewa* ‘preach’;

*uddhrito kora* ‘quote’

### 2.1.1 Sentential complement

The Bangla verbs of transfer of message participate in ‘Sentential Complement alternation’. For example –

5) *Jimã chãtro-der bojha-l-o je prithibi gol chi-l-o* (Bangla)



sima student-PL explain-PST-3P that earth round be-PST-3P

‘Sima explained the students that the earth was round.’

### 2.1.2. Dative alternation

The Dative alternation is not quite acceptable in Bangla unlike English as we can see in the following examples. In case of Bangla, only scrambling takes place.

6)  $\int$ ima c<sup>h</sup>a $\ddot{t}$ ro-der pora-l-o (Bangla)  
sima student-PL teach-PST-3P  
‘Sima taught the students’.

7)  $\int$ ima pora-l-o c<sup>h</sup>a $\ddot{t}$ ro-der  
sima teach-PST-3P student-PL  
‘Sima taught the students’.

Examples (6) and (7) are also called Noun-Verb (NV) - complex predicates. The other examples of this type are: *building a house, seeing a girl and watching a movie.*

8) !  $\int$ ima i $\ddot{r}$ eji pora-l-o c<sup>h</sup>a $\ddot{t}$ ro- $\ddot{d}$ er- ke (Bangla)  
sima English teach-PST-3P student-PL-DAT  
‘Sima taught English to students’.

9)  $\int$ ima c<sup>h</sup>a $\ddot{t}$ ro-der i $\ddot{r}$ eji pora-l-o  
sima student-PL English taught  
‘Sima taught students English’.

10)  $\int$ ima  $\text{\textcircled{a}}$ nko  $\int$ ek<sup>h</sup>a-l-o c<sup>h</sup>a $\ddot{t}$ ro- $\ddot{d}$ er- ke  
sima math teach- PST-3P student-PL-DAT  
‘Sima taught math to the students.’

11) !  $\int$ ima c<sup>h</sup>a $\ddot{t}$ roder  $\int$ ek<sup>h</sup>a-l-o  $\text{\textcircled{a}}$ nko.  
sima student- PL teach -PST-3P maths  
‘Sima taught the students maths’.

## 2.2 Tell Verb



16) \*Seema told to Mira that the conference would be tonight.

17) jima mira-ke bol-l-o je kōnpharens -ta aṅ rate hōbe (Bangla)

jima mira-ACC tell-PST-3P that conference-CLA tonight will-FUT-be

‘\*Seema told to Mira that the conference would be tonight.’

However, alternations that are not possible in both English and Bangla are ‘*Conative alternation*’, ‘*Possessor-Attribute alternation*’, and ‘*Cognate alternations*’. Examples are shown in examples (18-19).

#### 2.2.4 Conative Alternation

Examples of conative alternations are cited as below:

18) \*Mira told one essay at Seema.

19) \*mira bol-l-o akta probond<sup>h</sup>o jima- ṭe (Bangla)

mira tell-PST-3P one essay seema-LOC

‘\*Mira told one essay at Seema.’

#### 2.2.5 Possessor and Attribute Alternation

Possessor alternation and attribute alternations are not compatible with this verb class as shown in examples (20-22).

20) a. \*I told him for his honesty.

21) b. \*I told the honesty in him.

22) a. \*ami ta-ke ta-r jahōf-er jonno bol-l-am (Bangla)

I he-ACC he-GEN courage-GEN for tell-PST-1P

\* ‘I told him for his courage.’

b. \*ami jahōf-ta jeta tar modhey ache bol-l-am

I courage-CLA that he-GEN inside be tell-PST-1P

‘I praised the courage that is in him.’

#### 2.2.6 Cognate Alternation

Similarly cognate alternation is not possible in either English or Bangla as in examples (23- 24).

23) \*Mira told one tell.

24) \*mira bol-l-o akta bōla (Bangla)

Mira tell-PST-3P one tell

‘\*Mira told a tell.’

### 2.2.7 Dative Alternation

Dative alternation is possible in English but not in Bangla as in examples (25) - (28).

25) Rita told one story to Gita.

26) Rita told Gita one story.

27) rita ek-ta gōlpo bol-l-o gita-ke (Bangla)

rita one-CLA story tell-PST-3P gita-ACC

‘Rita told one story to Gita’.

28) \*gita rita bol-l-o ek-ta gōlpo

gita rita tell-PST-3P one-CLA story

‘Gita Rita told one story’.

On the contrary ‘*Benefactive alternation*’, ‘*Passive alternation*’, ‘*Impersonal Passive alternation*’ and ‘*Reflexive alternation*’ are possible with the ‘Tell Verb’ in both Bangla and English.

### 2.2.8 Benefactive Alternation

29) a. Mira told a story for the baby.

b. Mira told the baby a story.

30) a. mira ækta gōlpo bol-l-o bacca-ta –r jonno (Bangla)

mira one-CLA story tell-PST-3P baby –CLA- GEN for

‘Mira told one story for the baby.’

- b. mira bacca-ta - ke ækta golpo bol-l-o  
 mira baby –CLA-ACC one story tell-PST-3P  
 ‘Mira told the baby a story.’

Bangla shows a Direct Object to Indirect Object (i.e., DO-IO) conversion as shown in examples (30) a. and (30) b. In (30) a. the indirect object gets genitive case marker and in (30) b) the indirect object is marked with accusative case. This is a classic example of benefactive alternation.

In Bangla there is a dative genitive syncretism (Nakamura 2009). Therefore, one can say that dative alternation is equally possible in these cases.

- 31) tar ghum bhang-lo. (Klaiman 1980)  
 he-DAT sleep break-PST  
 ‘He awakened’. (Literal: His sleep broke)

### 2.2.9 Passive Alternation

This alternation is possible for both English and Bangla verbs, examples:

- 32) I was told that the prize would be given tonight.

- 33) amay bola hoy-e chilo je purojkar-ta aj raat-e dewa hobe (Bangla)  
 I-LOC tell be-CP was that prize-CLA today night-LOC would be given  
 ‘I was told that the prize would be given tonight’.

### 2.2.10 Impersonal Passive Alternation

This alternation is possible for both English and Bangla verbs, examples:

- 34) It was told that today night s/he would come.

- 35) eta bola hoy-e chilo je aj raat-e o as-b-e  
 this tell be-CP was today night-LOC s/he come-FUT-3P  
 ‘It was told that today night s/he would come’

### 2.2.11 Reflexive Alternation

This alternation is possible for both English and Bangla verbs, examples:

- 36) a. Yesterday I told the story.

b. Yesterday I told the story to myself

37) a. ami gəʒʒokal gəʒʒo-ta bol-l-am

I yesterday story-CLA tell-PST-1P

‘Yesterday I told the story’.

b. gəʒʒokal niʒeke gəʒʒo-ta bol-l-am

yesterday myself-ACC story- CLA tell-PST-1P

‘Yesterday I told the story to myself’.

### 2.3. Verbs of Manner of Speaking

This set of verbs has been referred to as ‘Verbs of manner of speaking’ and as this label suggests, they are distinguished from each other by the manner in which the sound is expressed.

Examples of ‘Verbs of manner of speaking’ in Bangla are cited as under Verbs and their meaning in the following Table 2.

Verb	Meaning
caecano	‘scream’
cellano	‘shout’
g <sup>ha</sup> en g <sup>ha</sup> en kōra	‘groan, nag’
kāḍa	‘cry’
k <sup>he</sup> pe jawa	‘rage’
g oʒʒon k oʒa	‘roar’
gawa	‘sing’
phiʃphiʃ	‘whisper’
birbir kōra	‘mumble’
pāek pāek kōra	‘crackle’

bilap kora	‘groan,lament’
g oʻgʻoʻ kora	‘grumble’
citkar kora	‘howl, shout’

**Table 2 Verbs of manner of speaking**

The alternations with verbs of manner of speaking are discussed as the following:

### 2.3.1 To Phrase Alternation

Bangla does not allow ‘*To phrase alternation*’. Whenever the verb *kore* ‘to do’ is added to the verb of manner of speaking such as, *phifphif kore* ‘whispered’, *g<sup>haen</sup> g<sup>haen</sup> kore* ‘nagging’ and *bilap kore* ‘repenting, lamenting’, instead of behaving as a verb, they behave like adverbials of manner. Thus, this leads to the change in the grammatical category of the word. But in this paper since we are studying these under the class of ‘Verb of Manner of Speaking’ for Bangla language we will consider these as verbs.

38) mira phifphif kore kotha-ta bol-l-o (Bangla)

mira whisperingly word-CLA say-PST-3P

‘Mira whisperingly said the word’.

The other possibility is to articulate the construction with a conjunctive participle formation.

39) mira phifphifeye bol-l-o

mira whisper -CP say-PST-3P

‘Mira said whisperingly.’

### 2.3.2 Dative Alternation

Dative alternation is not possible with the ‘Verb of manner of speaking’. In ‘Dative alternation’ only scrambling takes place. This has been argued for in Russian by Slioussar (2007) and Emonds & Whitney (2005) that there are languages where what is seen as dative construction is actually an A’ scrambling. This happens with those languages where the object NPs are overtly case marked (Den Dikken 1995). In Bangla animate objects are accusative case marked.

40) a. mira phifphif kore khobor-ta ritu-ke bol-l-o (Bangla)

mira whisperingly news-CLA Ritu- ACC say-PST-3P

‘Mira whisperingly said the news to Ritu’.

b. mira phiʃphiʃ kore ritu-ke khəbor-ta bol-l-o

mira whisperingly ritu-ACC news-CLA say-PST-3P

‘Mira whisperingly said Ritu the news’

‘Passive alternation’, ‘Conative alternation’, and ‘Benefactive alternation’ are also not possible unlike as it can be possible in English language.

Conative and Benefactive alternations are shown in the following examples, respectively. Here in the Bangla, in Benefactive alternation since the semantic of the sentence changes because of the alternation, this alternation is not possible in Bangla.

41) \*mira ritu-ṭe phiʃphiʃ kor-l-o (Bangla)

mira ritu-LOC whisper do-PST-3P

‘Mira whispered at Ritu’.

42) \*mira katha-ta phiʃphiʃ kor-l-o ritu- r jonno

mira word-CLA whisper do-PST ritu-GEN for

‘Mira whispered the word for Ritu’.

43) Mira whispered at Ritu.

44) Mira whispered the word for Ritu.

Whereas, the ‘Sentential Complement with Optional Goal To Phrase’ and ‘Parenthetical use of verbs’ are possible for this set of Bangla verbs and in English.

45) ritu phiʃphiʃ kor-e bol-l-o (mira-ke) je aj raat-e biyeta hobe

ritu whisper do-CP say-PST-3P (mira-ACC) that today night-LOC marriage- AUX-FUT

‘Ritu whispered (to Mira) that tonight the marriage will happen’.

46) ritu phiʃphiʃ kor-e bol-l-o (mira-ke) kamon kore lok-ta-ke aerate



ritu whisper do-CP say-PST-3P (mira-ACC) how to man-CLA-DAT avoid-CP  
'Ritu whispered (to Mira) how to avoid the man'.

47) ritu phiʃphiʃ kor-e (mira-ke) aʃte bol-l-o  
ritu whisper do-CP mira-ACC come-CP say-PST-3P  
'Ritu whispered (to Mira) to come'

## 2. Verbs of Instrument of Communication

In Bangla, alternations with the 'Verbs of Instrument of communication' are not possible unlike English due to many factors. This class of verbs includes words such as, '*cable, email and telegraph*'. Primarily these words are used in their borrowed form in Bangla language. Bangla do not have separate set of lexical items for this class of verb. The other factor which leads to the impossibility of this class of verbs in Bangla is that, only few of the words which are possible are found only in the form of nouns but cannot be found as verbs. For example, the words such as, '*email*' and '*google*' are borrowed in the language as Nouns but not as Verbs. Consider the following example once again.

48) ʃɔn ama-ke kal email kor-e-che (Bangla)  
john me- ACC yesterday email do-PRS-3P  
'John emailed me yesterday.'

Thus, all these factors make this alternation not possible in Bangla for 'Verbs of Instrument of Communication'.

### 2.5 Talk Verb

The 'Talk Verbs' have been grouped together here, even though a more extensive examination of their properties reveals differences between them, because the meanings of both relate to speaking but do not involve a means or manner specification. Some of the Bangla 'talk verbs' are *kɔʃha bol* 'speak/talk' and *bol* 'say'.

#### 2.5.1 Understood Reciprocal Object Alternation

This alternation is not possible in Bangla unlike English.

49) a. sita ar mita kɔʃha bol-l-o (Bangla)  
sita and mita talk tell-PST-3P  
'Sita and Mita talked'.

- b. \*sita kɔ̃ṭha bol-l-o mita  
 Sita talk tell-PST-3P Mita  
 Lit. ‘Sita talked Mita’

‘*With Preposition Drop alternation*’ and ‘*Conative alternation*’ are not possible in both English and Bangla.

### 2.5.2 Preposition Drop Alternation

- 50) a. sita mita-r ʃɔ̃ŋge kɔ̃ṭha bol-l-o  
 sita mita-GEN with talk tell-PST-3P  
 ‘Sita talked with Mita’.

- b. \*sita kɔ̃ṭha bol-l-o mita  
 sita talk tell-PST-3P mita’  
 \*‘Sita talked Mita’

### 2.5.3 Conative Alternation

- 51) \*sita mita-ṭe kɔ̃ṭha bol-l-o (Bangla)  
 sita mita-LOC talk tell-PST-3P  
 \*‘Sita talked at Mita’

‘*Simple Reciprocal alternation*’ and ‘*Together Reciprocal alternation*’ are possible with ‘Talk Verbs’ of Bangla just like English, such as in the following examples, respectively.

- 52) a. sita mita-r ʃɔ̃ŋge kɔ̃ṭha bol-l-o  
 sita mita-GEN with talk-PST-3P  
 ‘Sita talked with Mita’.

- b. sita ar mita kɔ̃ṭha bol-l-o  
 sita and mita talk-PST-3P  
 ‘Sita and Mita talked’.

- 53) a. sita mita-r sathey kɔ̃ṭha bol-l-o  
 sita mita-GEN with talk-PST-3P

‘Sita talked with Mita’.

b. sita ar mita ek sathey kotha bol-l-o

sita and mita together talk-PST-3P

‘Sita and Mita talked together’.

Talk verbs cannot have Sentential Complement alternation for both English and Bangla language. Consider the following examples:

54) \*Ellen talked (to Helen) that the party was tomorrow. (Levin 2008)

55) \*elen helen-ke kotha bol-l-o je parti-ta ghotokal chilo (Bangla)

ellen helen -ACC say -PST party -CLA yesterday AUX-PST

‘Ellen talked (to Helen) that the party was tomorrow’.

Like English, this alternation is ungrammatical in Bangla too. The noticeable thing is however, that in Bangla the verb talk is constituted of a noun + verb complex. The Bangla verbs that can allow this are verbs like say ‘bōla’ and tell which is also ‘bōla’.

## 2.6 Chitchat Verbs

Most of the ‘Chitchat Verbs’ can be used to describe spoken interactions between two or more participants. Some of the ‘chitchat verbs’ can be listed as:

- *tārko kōra* ‘argue’
- *gōlpo kōra* ‘chat’
- *alocona kōra* ‘converse, discuss’
- *cōrca kōra* ‘discuss’

These verbs are found with ‘with phrases’ but not usually with ‘to phrases’. ‘Sentential complement’, ‘Simple Reciprocal alternation (intransitive)’ and ‘Together Reciprocal alternation (intransitive)’, are possible.

‘Understood Reciprocal Object alternation’, ‘with Preposition Drop alternation’, ‘Conative alternation’ and ‘Middle alternation’ are not possible with this set of verbs in Bangla as well as in English, examples:

56) \*mira sita-ṭe gɔlpo kor-l-o (Bangla)

Mira Sita-LOC chat do-PST-3P

‘Mira chatted at Sita’.

57) \*Mira chatted at Sita.

58) a. \*mira gɔlpo kɔr-e (Bangla)

mira chat do-HAB.PRS-3P

\*‘Mira chats’.

b. \*gɔlpo ʃɔhoʃe kɔra ho-lo

chat easily do AUX-PST

‘Chat easily was done’.

59) a. \*Mira chats talks.

b. \*Talks easily chats.

## 2.7 Say Verbs

Verbs such as ‘Say Verbs’ are described as ‘Verbs of communication of propositional attitudes’ by Gropen, et al. (1989). Sentential Complement Phrase Alternation is possible with this set of verbs in Bangla as well as in English language.

Some of the ‘say verbs’ are -

*bɔla* ‘say’;

*ʃikar kɔra* ‘confess’;

*procar kɔra* ‘announce’;

*shamorpon kɔra* ‘confide’;

*uccaron kɔra* ‘articulate’;

*bohon kɔra* ‘convey’;

*bɔkbɔk kɔra* ‘blab’;

*ullekh kɔra* ‘mention’

*dabi kɔra* ‘claim’;

*proʃʃab kɔra* ‘suggest’.

60) a. mira bol-l-o je am-gulo bhalo bikri hocch-e (Bangla)

mira say-PST COMP mango-PL good sell AUX-CONT  
'Mira said that mangoes are selling good'.

b. mira sita-ke bol-l-o je am-gulo bhalo bikri hocch-e  
mira sita-ACC say-PST-3P COMP mango-PL good sell AUX-CONT  
'Mira said to Sita that mangoes are selling well'.

c. mira kichu katha sita-ke bol-l-o  
mira few words sita-ACC say-PST-3P  
'Mira said few words to Sita'.

61) a. 'Mira said that mangoes are selling good'.

b. 'Mira said to Sita that mangoes are selling well'.

c. 'Mira said few words to Sita'.

Dative Alternation is not possible in this set of verbs in Bangla as well as English as seen in the following examples, respectively.

62) a. mira ritu-ke kichu bol-l-o (Bangla)  
mira ritu-ACC something say-PST-3P  
\*'Mira said Ritu something'.

b. \*mira kichu bol-l-o ritu  
mira something say-PST-3P ritu  
'Mira said something to Ritu'.

63) a. \*Mira said Ritu something.

b. Mira said something to Ritu.

## 2.8 Complain Verbs

These verbs specify the speaker's attitude or feelings toward what is said. Some of the complain verbs' are such as – *ɔhonkar kora* 'boast'; *bɔrai kora* 'brag' ; *obhijog kora* 'complain' ; *birbir kora* 'grumble' and *badha diye bɔla* 'object'.

These verbs do not show 'Cognate Object alternation', 'Transitivity alternation', 'Benefactive alternation' and 'Conative alternation'.

### 2.8.1 Cognate Object in Bangla verbs

- 64) a. \*mira duto obhijog obhijog kor-l-o (ritu-ke)  
 mira two complaints complain do-PST-3P (ritu-ACC)  
 'Mira complained two complaints (to Ritu)'.
- b. \*ritu obhijog kor-l-o mira-ɽe  
 ritu complain do-PST-3P mira-LOC  
 'Ritu complained at Mira'.

Some of these verbs can take 'to phrase', 'Direct speech', 'sentential complement with optional goal to phrase' and 'Parenthetical use of verb'.

### 2.8.2 Parenthetical Use of the Verb in Bangla

- 65) cithi-ta, ʃima obhijog kor-l-o (ritu-ke) ʃe aʃe ni  
 letter-CLA seema complained (ritu-ACC) COMP did not come  
 'The letter Seema complained ( to Ritu) that did not come'.

### 2.9 Advise Verbs

These verbs relate to giving advice or warning. Some of the 'advise verbs' are such as – *ʃotorko kora* 'admonish/warned' ; *pɔramorʃo dewa* 'advise' ; *ʃabɽʰan kora* 'caution' and *adeʃkora* 'dictate, order'.

The verb in this verb class in Bangla is impossible with the 'Benefactive alternation'. Such as –

- 66) \*mita ʃotorko kor-l-o ritu-r jonno aʃɽe  
 mita warned do-PST-3P ritu-GEN for come-INF  
 'Mita warned for Ritu to come'.

The verbs of this class allow a PRO-*arb* object interpretation when used intransitively in both English and Bangla.

67) a. The sign warned us against skating on the pond.

b. The sign warned against skating on the pond.

68) a. sigareter bidhibōddho jōṭorkikōron amaḍer sigarete k<sup>h</sup>awa t<sup>h</sup>eke birōṭo korṭe pare  
cigarette statutory warning us cigarette eat-NOM from prevent do-CP can-PRS-3P.

‘The statutory warning can prevent us from smoking cigarettes.’

b. j̄igareter bidhi bōddho jōṭorkikōron j̄igarete k<sup>h</sup>awa t<sup>h</sup>eke birōṭo korṭe pare  
cigarette statutory warning cigarette eat from prevent do-PRS

‘The statutory warning can prevent from smoking cigarettes.’

This set of verbs can also take ‘*to phrase alternation*’, ‘*Sentential complement with optional goal object alternation*’, ‘*Direct speech alternation*’, ‘*Parenthetical alternation*’, and ‘*about phrase alternation*’ in both the concerned languages. Examples are as follows:

### 2.9.1 Direct Speech

69) ritu jōṭorko kor-l-o rima-ke “okhane jaḥ na”

ritu warn do-PST-3P rima-ACC “there go NEG”.

‘Ritu warned Rima, “do not go there”.’

### 2.9.2 Parenthetical Use of the verbs

70) kaj-ta, mita jōṭorko kor-l-o (sita-ke) aḥ jef korte hōbe bole

work-CLA mita warn do-PST-3P sita-ACC today finish do-CP AUX-FUT COMP

‘The work, Mita warned Sita, must be finished by today’.

71) mita (ritu-ke) bonna-r jombondhe jōṭorko kor-l-o

mita (ritu-ACC) flood-GEN about warned do PST 3P

‘Mita warned (to Ritu) about flood’.

### 3. Conclusion

The above comparative study between Bangla and English ‘Verbs of Communication’ clearly reflects the lexical properties of the verbs of communication in both the concerned languages. The observations are shown in the form of tables (3), (4) and (5).

There are few Verbs of communication, where the given alternations are not possible for both the languages. This is shown in the following Table 3.

<b>Verb Classes</b>	<b>Alternations not possible for both English and Bangla</b>
<b>Talk Verbs</b>	Benefactive alternation, with Preposition Drop alternation and Conative alternation.
<b>Tell Verbs</b>	Possessor and Attribute alternation, Cognate alternation and Conative alternation.
<b>Chitchat Verbs</b>	Middle alternation, Conative alternation and Understood Reciprocal alternation.
<b>Say Verbs</b>	Dative alternation
<b>Complain Verbs</b>	Cognate alternation
<b>Advise Verbs</b>	Benefactive alternation

**Table 3: Impossible alterations**

There are few Verbs of communication where the given alternations are possible for both the languages. This is shown in the following Table 4.

<b>Verb Classes</b>	<b>Alternations possible for both English and Bangla</b>
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<b>Verb Classes</b>	<b>Alternations possible for both English and Bangla</b>
<b>Transfer of Message verbs</b>	Sentential Complement
<b>Tell Verbs</b>	Benefactive alternation, Passive alternation, Impersonal Passive alternation and Reflexive alternation
<b>Verbs of Manner of Speaking</b>	Sentential Complement with Optional Goal To Phrase and Parenthetical use of verbs alternation.
<b>Talk Verbs</b>	Simple Reciprocal alternation and Together Reciprocal alternation.
<b>Chitchat Verbs</b>	Simple Reciprocal alternation (intransitive)
<b>Say Verbs</b>	Sentential Complement Phrase Alternation
<b>Complain Verbs</b>	Direct speech alternation, sentential complement with optional goal to phrase and Parenthetical use of verb.
<b>Advise Verbs</b>	PRO-obj object , to phrase alternation , Sentential complement with optional goal object alternation, Direct speech alternation, Parenthetical alternation and about phrase alternation.

**Table 4: Possible Alterations**

Thus, in this paper the Bangla ‘Verbs of Communication’ is divided into various classes similar to Levin’s English ‘Verbs of Communication’. Based on the class divisions the different properties of these different classes of verbs are analyzed according to the verb

alternations as discussed by Levin and a brief comparison is created between Bangla and English language.

The summarization is shown in the following Table 5:

<b>Verb Class</b>	<b>Possible alternations</b>	<b>English</b>	<b>Bangla</b>
Transfer of Message	Dative alternation	√	X
	Sentential complement	√	√
Tell verbs	Middle alternation	x	√
	Sentential Complement without Goal To Phrase alternation	x	√
	Parenthetical use of the verbs	x	√
	Conative alternation	x	X
	Benefactive alternation	√	√
	Possessor- attribute alternation	x	X
	Cognate alternation	x	X
	Dative alternation	√	X
	Passive alternation	√	√
	Impersonal Passive alternation	√	√
	Reflexive alternation	√	√
Verbs of Manner of Speaking	To phrase alternation	√	X
	Dative	X	X
	Passive alternation	√	X
	Conative alternation	√	X
	Benefactive alternation	√	X

Verb Class	Possible alternations	English	Bangla
	Sentential Complement with Optional Goal To Phrase	√	√
	Parenthetic use of verbs	√	√
Verbs of Instrument of Communication	Different syntax	√	X
Talk Verb	Understood Reciprocal Object alternation	√	X
	With Preposition Drop alternation	x	X
	Conative alternation	x	X
	Benefactive alternation	x	X
	Simple Reciprocal alternation	√	√
	Together Reciprocal alternation	√	√
	Sentential Complement alternation	x	X
Chitchat Verbs	Sentential complement	x	√
	Simple Reciprocal alternation (intransitive)	√	√
	Together Reciprocal alternation (intransitive)	x	√
	Understood Reciprocal Object alternation	x	X
	With Preposition Drop alternation	x	X

Verb Class	Possible alternations	English	Bangla
	Conative alternation	x	X
	Middle alternation	x	X
Say Verbs	Sentential Complement Phrase Alternation	√	√
	Dative Alternation	x	X
Complain Verbs	Cognate object	x	X
	To phrase	√	√
	Direct speech	√	√
	Sentential complement with optional goal to phrase	√	√
	Parenthetic use of verb	√	√
Advise Verbs	Benefactive alternation	x	X
	PRO-arb object	√	√
	To phrase alternation	√	√
	Sentential complement with optional goal object alternation	√	√
	Direct speech alternation	√	√
	Parenthetical alternation	√	√
	About phrase alternation	√	√

**Table 5: Sum up**

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## **Numerals in Chiru**

**Mechek Sampar Awan, Ph.D. Scholar**

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### **Abstract**

This paper attempts to discuss the numerals in Chiru. Chiru belongs to the Kuki-Chin group of the Tibeto-Burman language family (Grierson 1904). Chiru is one of the thirty-three recognised tribal languages of Manipur. The total population of Chiru speakers is only 8599 (census of India: 2011). Numeral system in Chiru is of decimal type like most of the Tibeto-Burman languages. The numerals in Chiru can be classified into seven types viz. cardinal, ordinal, fractional, multiplicative, distributive, restrictive and approximate numerals.

**Keywords:** Chiru, Kuki-Chin, Numerals, decimal

### **1. Introduction**

Chiru is name of the language spoken by the Chiru people. It belongs to the Kuki-Chin group of Tibeto-Burman language family (Grierson 1904). Chiru is one of the thirty-three recognised tribal languages of Manipur. The total population of Chiru speakers is only 8599 (census of India: 2011). The language has close affinities with other Kuki-Chin languages like Ranglong, Aimol, Kom, Chorei, Darlong, Hrangkhoh, Sakachep, etc. These languages share the similar terms with Chiru for most of the basic lexical items. They differ only in the level of syntactic constructions due to which Chiru is not mutually intelligible with the speakers of these languages. Chiru language in Manipur is influenced by Meiteilon and by Hmar in Assam. Thus, the language is considered highly endangered.

### **2. Numerals**

Numeral is a symbol or name that stands for a number (e.g. one, five, twelve, hundred) while number is a grammatical category distinguishing between singular and plural.

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Linguistically, a numeral is a member of a word class designating numbers. Numerals in Chiru function most typically as adjectives. The numeral system in Chiru is of decimal type. Vigesimal system is not found in the language. The numerals in Chiru may be classified into 7 types as follows:

1. Cardinal Numerals,
2. Ordinal numerals,
3. Fractional numerals,
4. Multiplicative numerals,
5. Distributive numerals,
6. Restrictive numerals and
7. Approximate numerals.

## 2.1 Cardinal Numerals

Cardinal numerals in Chiru can be further classified into two types: 1. Basic cardinal numerals and 2. Compound cardinal numerals.

### 2.1.1 Basic Cardinal Numerals

The numerals denoting the numbers from one to ten are considered as the basic forms. The basic cardinal numbers in Chiru are provided in table 1.

**Table 1. Basic cardinal numerals in Chiru**

Chiru	Gloss	Chiru	Gloss
<i>ək<sup>h</sup>at</i>	'one'	<i>urup</i>	'six'
<i>idi</i>	'two'	<i>siri</i>	'seven'
<i>ut<sup>h</sup>úm</i>	'three'	<i>eret</i>	'eight'
<i>milí</i>	'four'	<i>okó</i>	'nine'
<i>rəŋə</i>	'five'	<i>ɔsɔm</i>	'ten'

### 2.1.2 Compound Cardinal Numerals

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Two or more basic or other cardinal numerals combine to form compound cardinal numeral. Compound numerals in Chiru can be sub-classified into the following categories: (i) Additive compound numerals (ii) Multiplicative compound numerals and (iii) Multiplicative cum additive compound numerals.

### 2.1.2.1 Additive Compound Numerals

The numerals from 11 to 19 are in additive compound numerals. They are formed by combinations of ten and one, two, three etc. which are conjoined by the conjunctive suffix *lei*. Additive compound numerals in Chiru are provided in the table 2.

**Table 2. Additive compound numeral in Chiru**

Additive rule	Chiru	Gloss	Additive rule	Chiru	Gloss
[10+1=11]	<i>sɔmléik<sup>h</sup>àt</i>	‘eleven’	[10+6=16]	<i>sɔmléirùp</i>	‘sixteen’
[10+2=12]	<i>sɔmléidi</i>	‘twelve’	[10+7=17]	<i>sɔmléisiri</i>	‘seventeen’
[10+3=13]	<i>sɔmléit<sup>h</sup>ùm</i>	‘thirteen’	[10+8=18]	<i>sɔmléirèt</i>	‘eighteen’
[10+4=14]	<i>sɔmléimili</i>	‘fourteen’	[10+9=19]	<i>sɔmléikò</i>	‘nineteen’
[10+5=15]	<i>sɔmléirəḡə</i>	‘fifteen’			

### 2.1.2.2 Multiplicative Compound Numerals

Multiplicative compound numerals are very productive in Chiru. Infinitely large numbers are formed by this rule. All the numerals ending in zero starting from 20 and beyond are in multiplicative compound numerals in Chiru. Table3 illustrates the multiplicative compound numerals in Chiru.

**Table 3. Multiplicative compound numerals in Chiru**

Multiplicative rule	Chiru	Gloss	Multiplicative rule	Chiru	Gloss
[10x2=20]	<i>sɔmdi</i>	‘twenty’	[100x1=100]	<i>rəzək<sup>h</sup>at</i>	‘one hundred’

[10x3=30]	<i>səmt<sup>h</sup>úm</i>	‘thirty’	[100x2=200]	<i>rəzàdi</i>	‘two hundred’
[10x4=40]	<i>səmmilí</i>	‘forty’	[1000x1=1000]	<i>bəpk<sup>h</sup>at</i>	‘one thousand’
[10x5=50]	<i>səmrəḡá</i>	‘fifty’	[1000x2=2000]	<i>bəpdi</i>	‘two thousand’
[10x6=60]	<i>səmrup</i>	‘sixty’	[1000x3=3000]	<i>bəpt<sup>h</sup>úm</i>	‘three thousand’

### 2.1.2.3 Multiplicative cum Additive Compound Numerals

All the numerals ending in 1 to 9 from 21 and beyond such as 21 to 29, 31 to 39, 91 to 99, 101 to 109, 1001 to 1009 etc. in Chiru are formed through multiplication of first two numerals and addition of the third one. Table4 shows the multiplicative cum additive numerals in Chiru as follows:

**Table 4. Multiplicative cum additive numerals in Chiru**

Rule for multiplicative cum additive	Chiru	Gloss	Rule for multiplicative cum additive	Chiru	Gloss
[10x2+1=21]	<i>səmdiléik<sup>h</sup>àt</i>	‘twenty-one’	[10x2+8=28]	<i>səmdiléirèt</i>	‘twenty-eight’
[10x9+1=91]	<i>səmkóleik<sup>h</sup>àt</i>	‘ninety-one’	[100x1+1=101]	<i>rəzak<sup>h</sup>at-ək<sup>h</sup>àt</i>	‘one hundred one’
[10x9+9=99]	<i>səmkóleikò</i>	‘ninety-nine’	[100x2+9=209]	<i>rəzadi-okó</i>	‘two hundred nine’

## 2.2 Ordinal Numerals

The ordinal numerals in Chiru are formed by prefixing *a-* and suffixing *-caḡna* to the cardinal numerals. Table5 provides the ordinal numerals in Chiru.

**Table 5. Ordinal Numerals in Chiru**

Chiru	Gloss	Chiru	Gloss
<i>ák<sup>h</sup>atcaṇṇà</i>	‘first’	<i>səmdicaṇṇa</i>	‘twentieth’
<i>ádicaṇṇà</i>	‘second’	<i>səmretléidicaṇṇà</i>	‘eighty-second’
<i>át<sup>h</sup>umcaṇṇà</i>	‘third’	<i>səmkóleik<sup>h</sup>àtcaṇṇà</i>	‘ninety-first’
<i>ámilicaṇṇà</i>	‘fourth’	<i>rəzək<sup>h</sup>atcaṇṇa</i>	‘one hundredth’
<i>səmléirəṇəcaṇṇà</i>	‘fifteenth’	<i>bəpdicaṇṇa</i>	‘two thousandth’
<i>səmléirupcaṇṇà</i>	‘sixteenth’	<i>bəpdi-razadi- səmdiléidicaṇṇà</i>	‘two thousand two hundred twenty second’

### 2.3 Fractional Numerals

Fractional numerals are not common in Chiru. The only fractional numeral commonly used in Chiru is *ok<sup>h</sup>oi* ‘half’. A few basic fractional numerals can be formed by compounding. The formations of the basic fractional numerals in Chiru are given in the table 6.

**Table 6. Fractional numerals in Chiru**

Chiru	Gloss
<i>ok<sup>h</sup>ói</i>	‘half’
<i>k<sup>h</sup>atlek<sup>h</sup>oi</i>	‘one and half’
<i>milîà-ak<sup>h</sup>at</i>	‘quarter’
<i>raṇá-à ak<sup>h</sup>at</i>	‘one fifth’
<i>ɔsəm-a ak<sup>h</sup>at</i>	‘one tenth’
<i>rəzək<sup>h</sup>at-a ak<sup>h</sup>at</i>	‘one in hundred’

### 2.4 Multiplicative Numerals

Multiplicative numerals in Chiru are formed by prefixing *voi-* to the cardinal numerals. Table 7 provides a few examples of multiplicative numerals in Chiru.

**Table 7. Multiplicative numerals in Chiru**

Chiru	Gloss
<i>voik<sup>h</sup>at</i>	‘once’
<i>voidi</i>	‘twice’
<i>voit<sup>h</sup>úm</i>	‘thrice’
<i>voisəm</i>	‘ten times’
<i>voisəmléidì</i>	‘twelve times’
<i>voirəzək<sup>h</sup>at</i>	‘one hundred times’

## 2.5 Distributive Numerals

Distributive numerals are very common in Chiru. These numerals are formed by both complete and partial reduplication of the cardinal numerals. The two types of distributive numerals are discussed in the following sub-section.

### 2.5.1 Distributive Numerals Formed by Partial Reduplication

A few numerals from 1 to 10 employ partial reduplication to form distributive numerals in Chiru. Table 8 provides the distributive numerals formed by partial reduplication.

**Table 8. Distributive numerals formed by partial reduplication**

Chiru	Gloss
<i>ək<sup>h</sup>át-k<sup>h</sup>àt</i>	‘one each’
<i>idí-dì</i>	‘two each’
<i>ut<sup>h</sup>úm-t<sup>h</sup>ùm</i>	‘three each’
<i>urúp-rùp</i>	‘six each’
<i>osəm-səm</i>	‘ten each’
<i>erét-rèt</i>	‘eight each’
<i>okó-kò</i>	‘nine each’

## 2.5.2 Distributive Numerals Formed by Complete Reduplication

Distributive numerals formed by complete reduplication are very common in Chiru. Any two numerals, excepting those formed by partial reduplication, can form distributive numerals by complete reduplication. Table 9 gives the distributive numerals in Chiru formed by complete reduplication.

**Table 9. Distributive numerals formed by complete reduplication**

Chiru	Gloss
<i>mílí-milì</i>	'four each'
<i>rəŋá-rəŋà</i>	'five each'
<i>sirí-sirì</i>	'seven each'
<i>səmleídí-səmleidi</i>	'twelve each'
<i>səmdí-səmdí</i>	'twenty each'
<i>rəzəmilí-rəzəmilì</i>	'four hundred each'
<i>bəpk<sup>h</sup>át-bəpk<sup>h</sup>àt</i>	'one thousand each'

## 2.6 Restrictive Numerals

Restrictive numerals in Chiru are formed by suffixation of *-bakte* 'only' or *-te* 'only' to the cardinal numerals. Table 10 provides the restrictive numerals in Chiru.

**Table 10. Restrictive numerals in Chiru**

Chiru	Gloss
<i>k<sup>h</sup>áttè</i>	'only one'
<i>rəzək<sup>h</sup>áttè</i>	'only one hundred'
<i>idibáktè</i>	'only two'
<i>ul<sup>h</sup>umbáktè</i>	'only three'
<i>milibáktè</i>	'only four'

<i>rəŋəbáktè</i>	‘only five’
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## 2.7 Approximate Numerals

Approximate numerals in Chiru are formed by suffixation of *-dər* ‘approximate’ to the cardinal numerals. Table 11 provides the approximate numerals in Chiru.

**Table 11. Approximate numerals in Chiru**

Chiru	Gloss	Chiru	Gloss
<i>osəmdər</i>	‘about ten’	<i>səmléirupdər</i>	‘about sixteen’
<i>səmdidər</i>	‘about twenty’	<i>rəzək<sup>h</sup>atdər</i>	‘about one hundred’
<i>səmrəŋádər</i>	‘about fifty’	<i>bəpdidər</i>	‘about two thousand’

## 3 Conclusion

The numeral system of Chiru is of decimal type. The numerals in Chiru are broadly classified into 7 types viz. cardinal, ordinal, fractional, multiplicative, distributive, restrictive and approximate numerals. Cardinal numerals have two types- basic and compound cardinal numerals. Compound cardinal numeral is further discussed as additive compound, multiplicative compound and multiplicative cum additive compound numeral. Ordinal numerals are marked by suffixing *-caŋna* to the cardinal numerals. Fractional numerals are not common in Chiru. The only commonly used fraction is *-okhói* ‘half’. Multiplicative numerals in Chiru are formed by prefixing the numerals with *voi-* ‘times’. Distributive numerals are formed either by partial or complete reduplications of the numerals. The restrictive numerals are formed suffixing *-báktè* ‘only’ or *-tè* ‘only’ and the approximate numerals by suffixing *-dər* ‘approximately’ to the numerals.

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## Vowel Harmony in Chiru

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### Abstract

This paper is an attempt to describe vowel harmony in Chiru. Chiru is an endangered Kuki-Chin language of Tibeto-Burman language family (Grierson 1904) spoken by 8599 speakers (Census of India: 2011). *Harmony* is a term used in phonology to refer to the way the articulation of one phonological unit is influenced by another unit in the same word or phrase (Crystal 1997). An analogous notion is that of assimilation. The two main processes are consonant harmony and vowel harmony. Interestingly vowel harmony is found only in a few languages among Kuki-Chin groups, viz., Biate, Chiru etc. Most of the Kuki-Chin languages like Thadou, do not have vowel harmony. The vowel harmony in Chiru mainly occurs in pronominal prefixes and genitives of the first and third persons, causative prefixes, numeral prefixes and a few disyllabic words. This phonological process in Chiru is due to the regressive assimilation of vowels in which the vowel phoneme in the first syllable is influenced by the vowel phoneme in the following syllable to become identical to each other in a word.

**Keywords:** Chiru, Kuki-Chin, Vowel harmony

### Introduction

Chiru, the language spoken by the Chiru people, belongs to the Kuki-Chin group of the Tibeto-Burman language family (Grierson 1904). Chiru is one of the thirty-three recognised tribal languages of Manipur. The total population of Chiru speakers is only 8599 (census of India: 2011). The language has close affinities with other Kuki-Chin languages, viz., Ranglong, Aimol, Kom, Chorei, Darlong, Hrangkhoh, Sakachep, etc. The native speakers of Chiru settle in 12 villages situated in Kangpokpi, Tamenglong and Churachandpur districts of Manipur and 1 village in Cachar district of Assam. Since the Chiru people settle in different locations of Manipur and Assam and their villages are a distant apart from one another, the Chiru speakers of one village are not in frequent contact with the Chiru speakers of the other villages. Rather, they



are more frequently in contact with the speakers of other languages settling in their respective neighbouring villages. This may eventually lead to a great variation in the language spoken by the native speakers from one village to another. Moreover, it is evident that there are some borrowed words from words from other languages which have replaced the original terms in Chiru. Therefore, the documentation and description of the language are highly required to preserve the language.

### Personal Pronouns

Before discussing vowel harmony, it will be worthwhile to introduce the personal pronouns and clitics in Chiru. The personal pronouns and clitics in Chiru are provided in Table 1 and table 2 respectively as follows:

	<b>1<sup>st</sup> Person exclusive</b>	<b>1<sup>st</sup> Person inclusive</b>	<b>2<sup>nd</sup> Person</b>	<b>3<sup>rd</sup> Person</b>
<b>Singular</b>	<i>kei</i>		<i>naŋ</i>	<i>ama</i>
<b>Plural</b>	<i>keini</i>	<i>keini</i>	<i>naŋni</i>	<i>amani</i>
<b>Dual</b>	<i>kadin</i>	<i>nadin</i>	<i>naŋdin</i>	<i>adin</i>

**Table 1. Personal pronouns in Chiru**

	<b>1<sup>st</sup> person exclusive</b>	<b>1<sup>st</sup> person inclusive</b>	<b>2<sup>nd</sup> person</b>	<b>3<sup>rd</sup> person</b>
<b>Singular</b>	<i>ka-</i>		<i>naŋ-</i>	<i>a-</i>
<b>plural</b>	<i>ka-</i>	<i>na-</i>	<i>naŋ-</i>	<i>a-</i>
<b>Dual</b>	<i>ka-</i>	<i>na-</i>	<i>naŋ</i>	<i>a-</i>

**Table 2. Clitics in Chiru**

### Vowel Harmony

*Harmony* is a term used in phonology to refer to the way the articulation of one phonological unit is influenced by another unit in the same word or phrase (David Crystal 1997). An analogous notion is that of assimilation. The term vowel harmony is synonymous with the term ‘metaphony’. The term ‘umlaut’ is used for regressive vowel harmony. Metaphony is the

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general term while umlaut and vowel harmony are subtypes of metaphony. In this article, the term ‘vowel harmony’ is used for regressive vowel harmony. Most of the agglutinative languages have vowel harmony. Interestingly vowel harmony is found only in a few languages among Kuki-Chin groups, viz., Biate, Chiru etc. Most of the Kuki-Chin languages like Thadou, Paite, Kom, Purum, Koireng etc. do not have vowel harmony. In languages with vowel harmony, there are constraints on which vowels may be found near each other. Prefixes and suffixes usually follow vowel harmony rules. The vowel harmony in Chiru mainly occurs in pronominal prefixes and genitives of the first and third persons, causative prefixes, numeral prefixes and a few words within the stem. This phonological process is due to the regressive assimilation of vowels in which the vowel phoneme in the first syllable is influenced by the vowel phoneme in the following syllable to become identical to each other in a word. The vowel harmony in Chiru is represented schematically in the following diagram (Figure1).



**Figure1. Schematic diagram of vowel harmony in Chiru.**

In Figure1, the vowel V<sub>2</sub> causes the preceding vowel V<sub>1</sub> to assimilate and become identical to each other. Thus, the two vowels are said to be in harmony. The vowel that causes the vowel assimilation is termed as ‘trigger’ while the vowel that is assimilated is termed as ‘target’.

### **Genitives and Pronominal Prefixes**

The vowels in the genitives and pronominal prefixes consistently change to assimilate with the trigger vowel in the root of the word. The genitives in Chiru *ka-* ‘my’ and *a-* ‘his/her’ can change as *ki-*, *ku-*, *ko-*, *ke-* and *i-*, *o-*, *e-*, *u-* respectively according to the types of vowels in the root or stem. But the vowel in the second person pronominal prefix and genitive case *naŋ-* ‘your’ does not assimilate with the vowels of the root or stem of the word. The vowel harmony of genitives is given in the table 3.

Genitives	Gloss		Root /stem	Gloss		Vowel Harmony	Gloss
<i>ka-</i>	‘my’	+	<i>pu</i>	‘grandfather’	→	<i>kupu</i>	‘my grandfather’
<i>ka-</i>	‘my’	+	<i>ni</i>	‘aunt’	→	<i>kini</i>	‘my aunt’
<i>ka-</i>	‘my’	+	<i>vɔn</i>	‘stomach’	→	<i>kɔvɔn</i>	‘my stomach’
<i>ka-</i>	‘my’	+	<i>der</i>	‘trousers’	→	<i>keder</i>	‘my trousers’
<i>a-</i>	‘his/her’	+	<i>mó</i>	‘hair’	→	<i>omó</i>	‘his/her hair’
<i>a-</i>	‘his/her’	+	<i>nú</i>	‘mother’	→	<i>unú</i>	‘his/her mother’
<i>a-</i>	‘his/her’	+	<i>mík</i>	‘eye’	→	<i>imík</i>	‘his/her eye’
<i>a-</i>	‘his/her’	+	<i>ké</i>	‘leg’	→	<i>eké</i>	‘his/her leg’

**Table 3. Chiru vowel harmony in genitives**

Similarly, the vowels in the pronominal prefixes of Chiru are also harmonized according to the types of vowels in root or stem. Table 4 provides the vowel harmony of pronominal prefixes of Chiru.

Pronominal prefixes	Gloss		Root /stem	Gloss		Vowel Harmony	Gloss
<i>ka-</i>	‘I’	+	<i>múk</i>	‘see’	→	<i>kumúk</i>	‘I see’
<i>ka-</i>	‘I’	+	<i>sít</i>	‘touch’	→	<i>kisít</i>	‘I touch’
<i>ka-</i>	‘I’	+	<i>tór</i>	‘push’	→	<i>kotór</i>	‘I push’
<i>ka-</i>	‘I’	+	<i>rei</i>	‘say’	→	<i>kerei</i>	‘I say’
<i>a-</i>	‘s/he’	+	<i>múk</i>	‘see’	→	<i>umúk</i>	‘s/he sees’
<i>a-</i>	‘s/he’	+	<i>sít</i>	‘touch’	→	<i>isít</i>	‘s/he touches’
<i>a-</i>	‘s/he’	+	<i>tór</i>	‘push’	→	<i>otór</i>	‘s/he pushes’
<i>a-</i>	‘s/he’	+	<i>rei</i>	‘say’	→	<i>erei</i>	‘s/he says’

**Table 4. Chiru vowel harmony in pronominal prefixes**

### Vowel Harmony in Numerals

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Vowel Harmony in Chiru

The numerals in Chiru from one to ten are preceded by prefixes. In Chiru, there is a tendency that monosyllabic words particularly adjectives take affixes to become dissyllabic. Usually the third person clitic form *a-* is prefixed to any monosyllabic word to become dissyllabic. The vowels in the prefixes are harmonized by the vowel in the root excepting four, five and seven which are already disyllabic. Table 5 gives the Chiru vowel harmony in numerals as follows:

prefix	Root	Before Vowel harmony	After Vowel harmony	Gloss
<i>a-</i>	<i>k<sup>h</sup>at</i>	<i>ak<sup>h</sup>at</i>	<i>ak<sup>h</sup>at</i>	‘one’
<i>a-</i>	<i>di</i>	<i>adi</i>	<i>idi</i>	‘two’
<i>a-</i>	<i>t<sup>h</sup>um</i>	<i>at<sup>h</sup>úm</i>	<i>ut<sup>h</sup>úm</i>	‘three’
	<i>milí</i>	<i>milí</i>	<i>milí</i>	‘four’
	<i>rəŋə</i>	<i>rəŋə</i>	<i>rəŋə</i>	‘five’
<i>a-</i>	<i>rup</i>	<i>arup</i>	<i>urup</i>	‘six’
	<i>siri</i>	<i>siri</i>	<i>siri</i>	‘seven’
<i>a-</i>	<i>ret</i>	<i>aret</i>	<i>eret</i>	‘eight’
<i>a-</i>	<i>kó</i>	<i>akó</i>	<i>okó</i>	‘nine’
<i>a-</i>	<i>səm</i>	<i>asəm</i>	<i>əsəm</i>	‘ten’

**Table 5. Chiru vowel harmony in numerals**

### Causative Prefix

The causative prefix in Chiru is *ma-* in which the vowel is changeable according to the vowel of the root. When another prefix precedes the causative prefix, both the vowels in the prefixes are harmonized by the trigger vowel. Table 6 provides the Chiru vowel harmony in causative prefix as follows:

Prefix	Gloss	Causative	Root	Gloss	Vowel harmony	Gloss
		<i>ma-</i>	<i>cəm</i>	‘jump’	<i>məcəm</i>	‘cause to jump’

		<i>ma-</i>	<i>cɛ</i>	‘wake’	<i>mɛcɛ</i>	‘cause to wake’
		<i>ma-</i>	<i>sit</i>	‘touch’	<i>misit</i>	‘cause to touch’
<i>ka-</i>	‘I’	<i>ma-</i>	<i>cɔm</i>	‘jump’	<i>kɔmɔcɔm</i>	‘I cause to jump’
<i>a-</i>	‘s/he’	<i>ma-</i>	<i>cɛ</i>	‘wake’	<i>ɛmɛcɛ</i>	‘s/he causes to wake’

**Table 6. Vowel harmony in causative prefix**

### Vowel Harmony within Stem

There are a few words in Chiru in which the vowels across the syllable within the stem are harmonized. This occurs exceptionally in a few words and not common in the language. This phonological process is also caused by regressive assimilation of the preceding vowels triggered by the syllable final vowel. Table 7 shows the Chiru vowel harmony within stem.

Before vowel harmony			After vowel harmony	
Chiru	Gloss		Chiru	Gloss
<i>pat<sup>h</sup>en</i>	‘God’	→	<i>pet<sup>h</sup>en</i>	‘God’
<i>rosem</i>	‘a cultural musical instrument’	→	<i>resem</i>	‘a cultural musical instrument’
<i>selaŋdar</i>	‘a violin-like cultural musical instrument’	→	<i>salaŋdar</i>	‘a violin-like cultural musical instrument’

**Table 7. Vowel harmony within stem**

### Conclusion

Chiru, unlike other Kuki-Chin languages, viz., Thadou, Paite, Kom etc, has vowel harmony. This phonological process in the language is due to the regressive assimilation of the target vowel by the trigger vowel within a word. Vowel harmony in Chiru mainly occurs in genitives, pronominal prefixes, causative prefixes, numerals from 1 to 10 and a few words within the stem. In all the categories mentioned above, the vowel harmonies are only of regressive type. There are only a few words in Chiru in which vowel harmony occur within the stem. But this is sporadic and is not commonly found occurring in Chiru.

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## Some Aspects of Transitive and Intransitive Verb Compounding in Bodo Language

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### Abstract

The aim of the present paper is to describe different processes of transitive and intransitive verb compounding in Bodo language. Bodo belongs to Bodo-Garo sub-group of the Tibeto-Burman sub family of languages (Benedict, 1972). Compound is a word formation process where the words are formed by two or more roots. 'Verb + Verb' compounding is a very common in Bodo-Garo group of languages. The paper tries to focus on the compounding processes of transitive and intransitive verb in Bodo. Here will describe the verb compounding processes like '*transitive + intransitive verb*', '*transitive + transitive verb*', '*transitive + transitive + transitive verb*', '*transitive + intransitive + intransitive verb*', '*intransitive + intransitive verb*'. It will look into the description how the verbs are compounded in the 'V1 + V2' and 'V1 + V2 + V3' constructions. This analysis of verbal compounding in Bodo will help us understanding verb formation in Bodo in particular and other Bodo group in general.

**Key words:** Bodo, Verb compound in Bodo-Garo group, compounding processes of transitive and intransitive verbs.

### 1. The Bodo

Bodo is the major tribes of Assam; their language belongs to the Bodo-Garo subgroup of the Tibeto-Burman branch of the Sino-Tibetan language family. At present, Bodo is recognized as a scheduled language under the 8<sup>th</sup> schedule of the Indian constitution. The Bodo speakers are mainly found in Assam as well as some adjacent areas of West Bengal, Meghalaya, Arunachal Pradesh, Nagaland and neighboring country in Nepal. According to 2001 census of India the total population of Bodo speakers in Assam are 13, 52,771 having 61.3% literary rate. Bodo

language has some dialects, P. C. Bhattacharya (1977) mentioned four dialect areas, viz. (i) North-west Dialect area having sub-dialects of North-Kamrup and North-Goalpara, (ii) South-west dialect area comprising South-Goalpara and Garo Hills Districts, (iii) North-central Assam areas comprising Darrang, Lakimpur district and a few places of Arunachal Pradesh, (vi) the southern Assam dialect area comprising Nowgaon, North Cachar, Mikir Hills and Adjacent districts. Phukan Basumatary (2005) mentioned three dialects i.e. (i) Western Bodo dialect, (ii) Eastern Bodo dialect (*Sanzari*) and (iii) Southern Bodo dialect. Bodo has another dialect i.e. *Bur-dun* which are not mentioned by scholars. The *Bur-dun* is a famous dialect of Bodo which has very unique differences from the other dialects; its spoken areas include Bengtol, Tukhrajhar and Amthekha areas in Chirang district, north-western part of Kokrajhar district of Assam and the indigenous people who are residing in the state of West Bengal.

The present paper discusses transitive and intransitive verb compounding of the standard Bodo language which is spoken in the Dhubri, Kokrajhar, Chirang and Bongaigaon districts of Assam.

## **2. Definition of Compounding**

Many linguists have discussed and given definitions regarding compound or compounding. Libben (2006: 2) “considers compounding a language universal, and in some languages compounding is repeated to be extremely productive”. According to Crystal (1980) compound is “a term used widely in descriptive linguistic studies to refer to a linguistic unit which is composed of elements that function independently in other circumstances”. Bauer (2003: 40) defines a compound as the formation of a new lexeme by adjoining two or more lexemes. Regarding Katamba (1994: 264), compounding is usually defined, perhaps rather loosely, as the creation of words made up of two independent words. But Lieber and Stekauer (2009: 4) mention that some languages have not free-standing words. Roots are bound form in some languages. Hence, we can say (followed by Crystal, Bauer, Plag, Lieber and Stekauer) compounding is a process of word formation where the words are formed by combining two or more roots (or words).

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### 3. Verb Compounding

Compound verb is a multi word compound that functions as a single verb. It is formed by V + V compounding and sometimes N + V compounding processes. V + V compounding is very common in Bodo-Garo group of languages; for example, in Tiwa *nuy* ‘eat’, *poi* ‘come’, *nuy-poi* ‘drink and come’ (Muchahary 2014: 122), in Dimasa *zi* ‘eat’, *p<sup>h</sup>ai* ‘come’ *zi-p<sup>h</sup>ai* ‘come and eat’ (Barman 2012: 62), in Kokborok *ka* ‘step’, *hu* ‘rub’, *ka-hu* ‘rub foot’ (lit. to step and rub) (Debbarma 2014: 133), in Rabha *sa* ‘eat’, *m<sup>u</sup>n* ‘get’ *sa-m<sup>u</sup>n* ‘get to eat’ (Basumatary 2004: 180). N + V compounding is also found in Kokborok language for example *ok* ‘stomach’, *kui* ‘be sour’, *ok-kui* ‘to feel hungry’ (Debbarma 2014: 134).

### 4. Verb Compounding Processes in Bodo

There are some verbal compounding processes found in Bodo i.e. ‘noun + verb’, ‘adjective + verb’, ‘verb + verb’ and ‘verb + verb + verb’ compounding (Brahma 2016). Bodo has transitive and intransitive verbs which are compounded each other in order to form compound verb in the language. The compounding processes of the transitive and intransitive verbs are-

- (a) Transitive + Intransitive
- (b) Transitive + Transitive
- (c) Transitive + Transitive + Transitive
- (d) Transitive + Intransitive + Intransitive
- (e) Intransitive + Transitive
- (f) Intransitive + Intransitive

#### 4.1. Transitive + Intransitive Verb Compounding

The verb *p<sup>h</sup>ui* ‘come’ and *sem* ‘to lessen’ are an intransitive in Bodo. Both the verbs can take V2 position in the ‘V1 + V2’ compounding. The following examples (1a) to (1f) have shown the ‘transitive + intransitive root verbs’ compounding.

		Transitive + Intransitive verb >	Compound Verb
(1a)	zá + p <sup>h</sup> ui >	zá-p <sup>h</sup> ui	
	eat + come >	‘come and eat’	
(b)	luŋ + p <sup>h</sup> ui >	luŋ-p <sup>h</sup> ui	
	drink + come >	‘come and drink’	
(c)	laŋ + p <sup>h</sup> ui >	laŋ-p <sup>h</sup> ui	
	take away + come >	‘come and takeaway’	
(d)	zá + sé m >	zá-sé m	
	eat + to lessen >	‘eat and make less’	
(e)	luŋ + sé m >	luŋ-sé m	
	drink + to lessen >	‘drink and make less’	
(f)	laŋ + sé m >	laŋ-sé m	
	takeaway + to lessen >	‘make less by taking away’	

The following sentence examples show transitive, intransitive and compound verbs.

Transitive Verb				Intransitive Verb	
(2a)	aŋ	uŋk <sup>h</sup> am	zá-bai	(3a)	aŋ p <sup>h</sup> ui-bai
	1SG	rice	eat-PERF		1SG come-PERF
	‘I have eaten rice.’				‘I have come.’
(b)	aŋ	dui	luŋ-bai	(b)	bini udui-ja sé m-bai
	1SG	water	drink-PERF		his/her belly-NOM lessen-PERF
	‘I have drunk water.’				‘His/her belly has become less, or
(c)	minu-ja	k <sup>h</sup> ada-k <sup>h</sup> uu	laŋ-bai		His/her belly has decreased.’
	Minu-NOM	basket-ACC	take away-PERF		
	‘Minu has taken away the basket.’				
Compounding Verb					
(4a)	aŋ	haba-jao	uŋk <sup>h</sup> am	za-p <sup>h</sup> ui-bai	
	1SG	marriage-LOC	rice	eat-come-PERF	
	‘I have come and eaten the rice at marriage (ceremony).’				

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(b)	an	haba-jao	zɯu-k <sup>h</sup> ɯu-bɯ	lɯŋ-p <sup>h</sup> ɯi-dɯŋ-mɯn	
	1SG	marriage-LOC	rice beer-ACC-INCL	drink-come-REAL-PAST	
	'I came to marriage (ceremony) and also drank the rice beer.'				
(c)	minu-ja	k <sup>h</sup> ada-k <sup>h</sup> ɯu	dohai	laŋ-p <sup>h</sup> ɯi-bai	
	Minu-NOM	basket-ACC	just ago	take away-come-PERF	
	'Minu has come and taken away the basket a few times ago.'				
(d)	dabla-ja	ɯŋk <sup>h</sup> am-k <sup>h</sup> ɯu		zǎ-sém-dɯŋ	
	Dabla-NOM	rice-ACC		eat-lesser-REAL	
	'Dabla is making less rice by eating.'				
(e)	gobla-ja	zɯu-k <sup>h</sup> ɯu		lɯŋ-sém-bai	
	Gobla-NOM	rice beer-ACC		drink-lesser-PERF	
	'Gobla has made the less rice beer by drinking.'				
(f)	bi-jɯ	goi-k <sup>h</sup> ɯu		laŋ-sém-gasinɯ	doŋ
	3SG-NOM	betel nut-ACC		take away-lesser-PROG	be
	'He is making less betel nut by taking away'				

#### 4.2. Transitive + Transitive Verb Compounding

There is a presence of double transitive verb compounding process in Bodo which has been shown in the examples (5a) to (5d).

(5a)	Transitive + Transitive verb	>	Compound Verb	
	buŋ + hɯi	>	buŋ-hɯi	
	say + give (outside)	>	'go and say'	
(b)	bu + so	>	bu-so	
	beat + make section	>	'beat and make section'	
(c)	bu + k <sup>h</sup> ú	>	bu-k <sup>h</sup> ú	(bu > bu)
	pull + make loose	>	'pull and make loose'	
(d)	dan + k <sup>h</sup> a	>	dan-k <sup>h</sup> a	
	cut + make separate	>	'make separate by cut'	

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### 4.3. Transitive + Transitive + Transitive Verb Compounding

Some of the transitive verbs can occur as triple transitive verb compounding in Bodo. The following examples (6a) to (6f) have shown the triple transitive verb compounding.

	Transitive + Transitive + Transitive verb	>	Compound Verb
(6a)	dan + k <sup>h</sup> a + hor	>	dan-k <sup>h</sup> a-hor
	chop + make separate + give (distance)	>	‘chop and make separate from distance’
(b)	bu + k <sup>h</sup> a + hor	>	bu-k <sup>h</sup> a-hor
	to pull + make separate + give (distance)	>	‘make separate by pulling from distance’
(c)	ha + so + hui	>	ha-so-hui
	cut + make section + give (outside)	>	‘go and cut into pieces’
(d)	bu + so + hui	>	bu-so-hui
	beat + make section + give (outside)	>	‘go and beat and make pieces’
(e)	bu + k <sup>h</sup> a + laŋ	>	bu-k <sup>h</sup> a-laŋ
	pull + make separate + take away	>	‘make separate by pulling and go away’
(f)	zú + k <sup>h</sup> a + laŋ	>	zú-k <sup>h</sup> a-laŋ
	kick + make separate + take away	>	‘make separate by kicking and go away’

### 4.4. Transitive + Intransitive + Intransitive Verb Compounding

Besides the transitive verbs, the intransitive verbs *p<sup>h</sup>ui* ‘come’, *sém* ‘to lessen’ and *dér* ‘to be big/ to increase’ can occur in ‘V1 + V2 + V3’ construction. It is also noticed here that the verbs *p<sup>h</sup>ui*, *sém* and *dér* can take the V2 and V3 positions of the ‘V1 + V2 + V3’ compounding. For example:

	Transitive + Intransitive + Intransitive verb	>	Compound verb
(7a)	zá + p <sup>h</sup> ui + sém	>	zá-p <sup>h</sup> ui-sém
	eat + come + to lessen	>	‘come and eat and make less’
(b)	luŋ + p <sup>h</sup> ui + sém	>	luŋ-p <sup>h</sup> ui-sém
	drink + come + to lessen	>	‘come and drink and make less’

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- |     |       |   |                        |   |                        |   |                                |
|-----|-------|---|------------------------|---|------------------------|---|--------------------------------|
| (c) | zá    | + | p <sup>h</sup> wi      | + | dér                    | > | zá-p <sup>h</sup> wi-dér       |
|     | eat   | + | come                   | + | to be big/ to increase | > | ‘come and eat jointly’         |
| (d) | zá    | + | sém                    | + | p <sup>h</sup> wi      | > | zá-sém-p <sup>h</sup> wi       |
|     | eat   | + | to lessen              | + | come                   | > | ‘come and eat and make less’   |
| (e) | lʷŋ   | + | sém                    | + | p <sup>h</sup> wi      | > | lʷŋ-sém-p <sup>h</sup> wi      |
|     | drink | + | to lessen              | + | come                   | > | ‘come and drink and make less’ |
| (f) | lʷŋ   | + | dér                    | + | p <sup>h</sup> wi      | > | lʷŋ-dér-p <sup>h</sup> wi      |
|     | drink | + | to be big/ to increase | + | come                   | > | ‘come and drink jointly’       |

#### 4.5. Intransitive + Transitive Verb Compounding

Some of the transitive verbs follow the intransitive verbs in order to form compound verbs in Bodo. In the following examples, the intransitive verbs are V1 and the transitive verbs are V2 in ‘V1 + V2’ compounding.

- |      | Intransitive + Transitive verb | > | Compound Verb   |   |   |
|------|--------------------------------|---|-----------------|---|---|
| (8a) | hab                            | + | su              | > | hab-su  |
|      | enter                          | + | cause to put in | > | ‘to enter deeply’                               |
| (b)  | undu                           | + | su              | > | undu-su   |
|      | sleep                          | + | cause to put in | > | ‘to sleep more time’                            |
| (c)  | sansri                         | + | laŋ             | > | sansri-laŋ                                      |
|      | swim                           | + | take away       | > | ‘swim and go away’                              |
| (d)  | undu                           | + | laŋ             | > | undu-laŋ  |
|      | sleep                          | + | take away       | > | ‘sleep and go in dreams or sleep without sense’ |
| (e)  | k <sup>h</sup> ar              | + | so              | > | k <sup>h</sup> ar-so                            |
|      | run                            | + | make section    | > | ‘run and cross (the field)’                     |
| (f)  | bir                            | + | so              | > | bir-so  |
|      | fly                            | + | make section    | > | ‘fly and cross’                                 |

#### 4.6. Intransitive + Intransitive Verb Compounding

It is also found that the double intransitive verbs compounding processes are permitted in the language. The following examples (9a) to (9f) show the double intransitive verb compounding.

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	Intransitive + Intransitive Verb>	Compound Verb
(9a)	k <sup>h</sup> ar + go >	k <sup>h</sup> ar-go
	run + to out/to release >	‘run and be free’
(b)	bir + go >	bir-go
	fly + to out/to release >	‘fly and become free’
(c)	mini + gu >	mini-gu
	to smile+ to out/ loose >	‘to smile unexpectedly’
(d)	hasu + gu >	hasu-gu
	urinate + to out/ loose >	‘to urinate unexpectedly’
(e)	só + p <sup>h</sup> wi >	só-p <sup>h</sup> wi
	reach + come >	‘to reach (by coming)’
(f)	sansri + p <sup>h</sup> wi >	sansri-p <sup>h</sup> wi
	swim + come >	‘come and swim’

#### 4.7. Affix and Verb Compounding

Generally, V2 does not allow any affixes in the ‘V1+V2+V3’ compounding in Bodo language. However, there are a few causative verbs found in Bodo which can take prefix as a second member V2 compounding. For example-

Causative Verb:

(10a)	p <sup>h</sup> w-	+ lao	>	p <sup>h</sup> w-lao
	Caus.Pref.	+ to be long	>	‘make long’
(b)	p <sup>h</sup> w-	+ lum	>	p <sup>h</sup> w-lum
	Caus.Pref.	+ to be full (cover)	>	‘make full (cover)’

The causative verbs *p<sup>h</sup>w-lao* ‘make long’ and *p<sup>h</sup>w-lum* ‘make full (cover)’ are formed by adding prefix /p<sup>h</sup>w-/. These two causative verbs can take prefix as V2 compounding as shown below. It is to be shown here that the *p<sup>h</sup>w-lao* and *p<sup>h</sup>w-lum* are shortened the syllable by deleting vowel /w/ while they are compounded. For example-

	V1	+	V2	>	Compound Verb
(11a)	nar	+	p <sup>h</sup> ulao	>	nar-p <sup>h</sup> lao
	push	+	make long	>	‘push and make long’
(b)	bu	+	p <sup>h</sup> ulao	>	bu-p <sup>h</sup> lao
	pull	+	make long	>	‘pull and make long’
(c)	bu	+	p <sup>h</sup> ulum	>	bu-p <sup>h</sup> lum
	pull	+	make full (cover)	>	‘pull and make full (cover)’

However the other causative verbs are not allowed to take prefix as a V2 compounding.

(11d)	nar	+	p <sup>h</sup> o-dob	>	*nar-p <sup>h</sup> o-dob
(e)	nar	+	so-k <sup>h</sup> o	>	*nar-so-k <sup>h</sup> o
(f)	zá	+	p <sup>h</sup> e-sém	>	*zá-p <sup>h</sup> e-sém
(g)	dan	+	p <sup>h</sup> u-súnj	>	*dan-p <sup>h</sup> u-súnj
(h)	dan	+	si-p <sup>h</sup> ái	>	*dan-si-p <sup>h</sup> ái

A question can arise in these examples why other causative verbs cannot take prefix in V2 compounding. The reason is that those verbs begin with the lateral consonant phoneme /l/, only that causative verbs can take prefix as a V2 compounding in Bodo language. The other verb compoundings occur without prefixes in examples such as:

(12a)	nar	+	dob	>	nar-dob
	push	+	to bend	>	‘push and make bend’
(b)	nar	+	so-k <sup>h</sup> o	>	nar-k <sup>h</sup> o
	push	+	cause to out	>	‘push and make out
(c)	zá	+	sém	>	zá-sém
	eat	+	to lessen	>	‘eat and make less’
(d)	dan	+	súnj	>	dan-súnj
	chop	+	to shorten	>	‘chop and make short’

- (e) dan + si-p<sup>h</sup>ái > dan-p<sup>h</sup>ái  
 chop + cause to break > ‘chop and break’

## 5. Difference between Verbs and Adverbial Suffixes

There are some kinds of root verbs which have same sound (homophonous) as well as closely related meanings that can occur with the adverbial suffixes. Functionally, it indicates a little difference between the root verb and adverbial suffix. The root verb *zwb* ‘complete’, *bu* ‘pull’ and *p<sup>h</sup>in* ‘answer’ are used as a single verb; on the other hand, the morpheme *zwb* ‘all/whole/finish up’, *bu* ‘come close’ and *p<sup>h</sup>in* ‘again/back’ are used as adverbial suffixes. The difference between root verbs and adverbial suffixes are given below in the sentence examples (13a) to (13j).

- (13a) *uŋk<sup>h</sup>am-a zwb-bai*  
 rice-NOM complete-PERF  
 ‘Rice has finished/ Rice has become empty.’
- (b) *uŋk<sup>h</sup>am-a zwb-zwb-bai*  
 rice-NOM complete-whole-PERF  
 ‘Rice has finished up/ Whole the rice has become empty.’
- (c) *aŋ uŋk<sup>h</sup>am-k<sup>h</sup>u zwb-bai*  
 1SG rice-ACC eat-whole-PERF  
 ‘I have eaten whole rice.’
- (d) *bi-ju rina-ni suŋnai-k<sup>h</sup>u p<sup>h</sup>in-bai*  
 3SG-NOM Rina-GEN question-ACC answer-PERF  
 ‘He/she has answered Rina’s question.’
- (e) *bina-ja rina-ni suŋnai-k<sup>h</sup>u k<sup>h</sup>eb-se-bao p<sup>h</sup>in-p<sup>h</sup>in-bai*  
 Bina-NOM Rina-GEN question-ACC CL-one-more answer-again-PERF  
 ‘Bina has answered once more again Rina’s question.’



- (f) Ram-a rina-ni bat<sup>h</sup>ra-k<sup>h</sup>uu **buŋ-p<sup>h</sup>in-bai**  
 Ram-NOM Rina-GEN matter-ACC say-again-PERF  
 ‘Ram has said again Rina’s matter.’
- (g) aŋ t<sup>h</sup>ela **bu-duuŋ**  
 1SG cart pull-REAL  
 ‘I am pulling (a) cart’
- (h) aŋ t<sup>h</sup>ela-k<sup>h</sup>uu no-wao **bu-bu-bai**  
 1SG cart-ACC house-LOC pull-come close-PERF  
 ‘I have come at home by pulling a cart’  
 (Literally: I have pulled a cart and come close in the house)
- (i) nuuŋ aŋ-ni-sim **k<sup>h</sup>ar-bu-du**  
 2SG 1SG-GEN-up to run-come close-IMP  
 ‘Please, you run and come close up to me.’
- (j) bi-ju no-sim **t<sup>h</sup>abai-bu-bai**  
 3SG-NOM house-up to walk-come close-PERF  
 ‘He has come to house by walking.’  
 (Literally: He has walked and come close up to house.)

In the above example (13a), we have shown the root verb *zubb* that can occur as a single verb. The example (13b) has shown a difference between the root verb and adverbial suffix, i.e. *zubb-zubb*, the first morpheme *zubb* is a verb root, which means ‘complete’ and the second morpheme *zubb* is an adverbial suffix, which means ‘all’ or ‘whole’. The example (13c) has shown *zubb* attaching to the transitive verb *zá* to show the adverbial function. The example (13d) shows *p<sup>h</sup>in* as a root verb and (13e) shows a difference between the root verb *p<sup>h</sup>in* and adverbial suffix *p<sup>h</sup>in*. Similarly, the example (13g) has shown *bu* as a root verb while (13h) shows a

difference between the root verb *bʷ* and adverbial suffix *bʷ*. In addition, the examples (13i) and (13j) have shown the function *bʷ* as an adverbial suffix.

## 6. Conclusion

On the basis of analysis undertaken, the following conclusions on Bodo transitive and intransitive verb compounding can be drawn:

- a. Compounding is an important word formation process in Bodo language including the process of verbal compounding.
- b. The verbal compounding processes in Bodo are ‘verb + verb’, ‘verb + verb + verb’, ‘noun + verb’ and ‘adjective + verb’ compounding (Brahma 2016).
- c. The compounding processes of the transitive and intransitive verbs in Bodo are-
  - (i) Transitive + Intransitive (see the 4.1. sub chapter)
  - (ii) Transitive + Transitive (see the 4.2. sub chapter)
  - (iii) Transitive + Transitive + Transitive (see the 4.3. sub chapter)
  - (iv) Transitive + Intransitive + Intransitive (see the 4.4. sub chapter)
  - (v) Intransitive + Transitive (see the 4.5. sub chapter)
  - (vi) Intransitive + Intransitive (see the 4.6. sub chapter)
- d. Most of the verbs are semantically related those of which are compounded each other in ‘V1 + V2’ and ‘V1 + V2 + V3’ constructions.
- e. There is compounding of double transitive verbs found in Bodo which has been shown in the examples (5a) to (5d) and also found triple transitive verbs compounding which has been shown in (6a) to (6f). The transitive verbs *hor* ‘give (distance)’, *hʷi* ‘give (outside)’ and *lan* ‘take away’ can be V3 in ‘V1 + V2 + V3’ compounding process.
- f. The intransitive verbs *p<sup>h</sup>ʷi* ‘come’, *sem* ‘to lessen’ and *dér* ‘to be big/ to increase’ can occur as a V2 and V3 in the ‘V1 + V2 + V3’ compounding (see the examples (7a) to (7f)).

- g. Some of the transitive verbs follow the intransitive verbs in order to form compound verbs in Bodo. That is shown in the example (8a) to (8f)
- h. Double intransitive verb compounding is also permitted which has been shown in (9a) to (9f).
- i. Generally, V2 and V3 is restricted to take prefix in the ‘V1+V2+V3’ compounding in Bodo. But, those verbs that begin with a lateral consonant phoneme /l/ can take causative prefix as a V2 compounding (see the examples (11a) to (11c)). The other causative verbs are not allowed to take prefix as a V2 compounding in the language.
- j. The root verb *zubb* ‘complete’ and the adverbial suffix *zubb* ‘all/whole’ are different morphemes in Bodo, although homophonous, which have been shown in the examples (13a) to (13c).
- k. Similarly, the root verb *p<sup>h</sup>in* ‘answer’ and the adverbial suffix *p<sup>h</sup>in* ‘again/back’ are different morphemes although homophonous, which have been shown in the examples (13d) to (13f).
- l. Furthermore, the root verb *bʷ* ‘pull’ and the adverbial suffix *bʷ* ‘come close’ are homonyms which are shown in the examples (13g) to (13j).

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## ABBREVIATIONS

1 <sup>st</sup> Person Singular	=	1SG	2 <sup>nd</sup> Person Singular	=	2SG
3 <sup>rd</sup> Person Singular	=	3SG	High Tone	=	´
Level Tone	=	unmark	Low Tone	=	`
Accusative Case	=	ACC.	Causative	=	CAUS
Causative Prefix	=	Caus.Pref.	Classifier	=	CL
Dative Case	=	DAT.	Genitive Case	=	GEN
Habitual	=	HAB.	Imperative Mood	=	IMP
Inclusive Particle	=	INCL	Locative Case	=	LOC

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Nominative Case	=	NOM	Noun	=	N
Past Tense	=	PAST	Perfective	=	PERF
Progressive	=	PROG	Realis Aspect	=	REAL
Verb	=	V			
1 <sup>st</sup> member of the Verb Compounding	=	V1			
2 <sup>nd</sup> member of the Verb Compounding	=	V2			
3 <sup>rd</sup> member of the Verb Compounding	=	V3			

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## **Language Learning Strategy Use by Multilingual Adult Foreign Language Learners**

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### **Abstract**

The present study, after discussing the Language Learning Strategy (LLS) use made by the Foreign Language (FL) learners in the domain of Reading, Writing, Listening and Speaking, analyzes the strategies from cognitive and metacognitive perspectives. The scope of the paper is not essentially quantitative, i.e., it is not restricted to the frequency of LLS use but it dwells on the qualitative domain by making an elaborate discussion on the impact of proficiency and learner variables like gender, level of study, motivation, level of confidence, medium of instruction in school and age of the learners on their respective LLS use. The paper ends by providing the pedagogical implications of the findings.

**Key Words:** Language Learning Strategy, Language Learning, Language Teaching, Learner Variables, Multilingual Adult Foreign Language Learners

### **1.1 Introduction**

In the last 40 years there has been a major shift from teaching to learning in the domain of Language education. The focus has shifted from the teacher to the learner as a result of which the concepts of self-directed learning, open learning, learner autonomy etc. have become integral parts of language pedagogy. It has been found in literature that Language Learning Strategies make learning more self-directed, effective and enjoyable (Oxford, 1990), paving the way for a confident and autonomous language learner. A language learner who is empowered with Language Learning Strategies will, in the long run, be capable of managing her/his own learning.

However there has been comparatively very less number of research in the domain of Language Learning Strategies (LLS). Among the handful of studies that have been conducted,

most of them deals with Second Language learners (O'Malley et al., 1985; De Silva, 2015 etc.) and the LLS have generally been studied only from cognitive and metacognitive perspectives (Rubin, 1981; Oxford, 1990 etc.). The purpose of the present study is to find out the strategies that directly contribute to the development of LSRW skills in adult Foreign Language Learners. Given the methodology this study will be adopting, it can, by and large, be called a quantitative, cross-sectional and subjective study based on empirical data.

## 1.2 Literature Review

O'Malley, et al. (1985:43) states that language learning strategies are “extremely powerful language learning tools”. Oxford (1990) points out that language learning strategies not only develop communicative competence but also improve the self-confidence of the learners. She points out that though language learning strategies have been formally named only recently, it has been used by good students since ancient times. However there has been comparatively less number of research in the domain of Language Learning Strategies (LLS). The initial studies in the field of language teaching and learning were, however, more about “developing theories, methods and approaches for teaching language (such as the Grammar Translation Method, audiolingualism and the communicative approach)” (Griffiths, 2013:1); evidently the focus was more on the process of teaching than on learning.

The few studies that have been conducted are generally on Second Language (SL) Learners and SL and FL learning contexts have been used synonymously (Oxford, 1990). However, there is a certain degree of difference between Second Language learning and Foreign language learning, to quote Oxford (1990:6) "the difference between learning a second language and learning a foreign language is usually viewed in terms of where the language is learned and what social and communicative functions the language serves there." Whereas learning a second language provides immediate socio-economic benefits within the country where it is learnt, a foreign language doesn't have any in the country where it is learnt but is useful to communicate elsewhere. The differences between Second and Foreign Language contexts are prevalent and have their impacts on the learning strategies for instance a person learning a Second Language has much greater access to the language inputs and also have a wider domain of its use; whereas same is not the case with a Foreign Language learner. Hence, a Second Language learner might

implement various social strategies but a Foreign Language learner will not be able to do the same.

## **2. Methodology**

The study at hand was a cross-sectional i.e. “data was collected at a single point in time” (Ellis, 2008:61), primary study i.e. study “based on primary, or original, data sources, such as classroom observation of real students, .., or their response to a questionnaire” (Brown, 2001:1) based on empirical data. The questionnaire for the study has been designed such that it can be analyzed quantitatively so as to arrive at a definite conclusion from an otherwise qualitative data. The quantitative approach has been adopted in order to fulfill the aims with which the study has been undertaken i.e. to find out the quantity and frequency of Language Learning Strategy use among learners.

### **2.1 Participants**

30 Foreign Language (FL) learning (Russian, Korean, Chinese and Japanese) undergraduate students at Jawaharlal Nehru University, New Delhi, India participated in the study. Among these 30 students, the Mother Tongue (MT) of 19 students were Hindi, 5 students had Bangla as their MT, 2 students had Maithili as their MT, 1 each had Magahi, Odiya, Maitei and Paite as their MT. 19 students had done their schooling from English medium schools while the rest of the 11 students had done it from regional medium schools. The students knew on an average 4 languages.

### **2.2 Tools**

A Language Skill Development Strategy (LSDS) questionnaire and semi-structured interviews were used to collect the data. The questionnaire consisted of 47 questions the answers to which had to be given on a 5-point Likert Type scale ranging from “Never-Always”. The questionnaire was broadly divided into four sections i.e. Reading Strategies (9 questions), Writing Strategies (17 questions), Listening Strategies (10 questions) and Speaking Strategies (11 questions). The questionnaire was subjected to Cronbach’s Alpha test to test its reliability and it recorded an average alpha reading of 0.75 making it a reliable questionnaire. While designing the questionnaire, Top-down, Bottom-up and Metacognitive Listening Strategies (Yeldham,



2016), Pre-post Strategy Instruction questionnaire for Writing (Silva, 2015), LSD (Griffiths, 2013) and SILL (Oxford, 1990) have been consulted. In the semi-structured interview, the learners were asked to express their beliefs about learning the FL, how they think their personality, learning background etc. is affecting their FL learning.

### **2.3 Analytical Procedure**

After analyzing the results of the questionnaire in the above mentioned four categories, the questions are further divided into Cognitive (24 questions) and Metacognitive strategies (23 questions) and are analyzed; followed by this, the effects of the other variables on language learning strategy use like age, sex etc. are also seen.

## **3. Discussion of Results**

### **3.1 Reading Strategies**

The average of the reported use of Reading Strategies made by the FL learners was 3.65. The students reported the highest use of the strategy of using a dictionary to get the exact meaning (4.52), followed by underlining sentences and revising them often and guessing the approximate meaning by using the clues from the context (4.21). Whereas they reported making the lowest use of two strategies; they are using the library to obtain reading materials (2.78) and reading in the FL for pleasure (2.83). Overall they have reported using 5 reading strategies highly frequently. (See Appendix I for the table)

### **3.2 Writing Strategies**

The average of the reported use of Writing Strategies made by the FL learners was 3.36 making them writing strategy under-users. The students reported the highest use of the strategy of learning from corrections (4.29), using other ways to express the meaning in case they failed to find the correct expression (4.25), planning before writing (4.08) and using reference materials while writing (4.04). The FL learners reported the lowest use of strategies of writing a diary (1.45), writing letters or emails to friends in FL (2.5) and attempting only those questions in the exam whose answer they exactly remember (2.75). They have reported using only 8 out of 18 writing strategies highly frequently. (See Appendix II for table)

### **3.3 Listening Strategies**

The average of the reported use of Listening Strategies made by the FL learners was 3.82. They have reported the highest use of the strategy of listening carefully how native speakers pronounce the FL and learn from them (4.45), followed by listening to key words which carry most of the meaning (4). In the domain of Listening Strategies, the learners reported using 9 out of the 10 strategies highly frequently. The only strategy which they reported using comparatively less frequently was attending out of class events like seminars, lectures etc. where they could listen to the FL being spoken (3.41). Compared to the domains of reading and writing, the learners have evidently more strategies in the domain of listening. (See Appendix III for table)

### **3.4 Speaking Strategies**

The average of the reported use of Speaking Strategies made by the FL learners was 3.78. The learners reported the highest use of the strategy of remembering the corrections and avoiding making the same mistake again (4.29), followed by speaking the new FL to oneself in order to practice it (4.12) and trying to pronounce FL like the native speakers (4). The learners reported the lowest use of strategies of not worrying about correctness as long as the meaning can be conveyed (3.12), translating from the MT in case of not getting the correct expression and using gestures to convey the meaning (3.25). Overall, they have reported 8 out of 11 strategies highly frequently in the domain of speaking. (See Appendix IV for table)

### **3.5 Cognitive Strategies**

The FL learners have reported using the Cognitive Strategies quite frequently (3.54). Among the four different kinds of Cognitive Strategies i.e. Processing Strategies (9 strategies), Creative Strategies (4 strategies), Monitoring Strategies (7 strategies) and Memory Strategies (4 strategies), the learners have reported using the Memory Strategies most frequently (3.78) which is quite expected since they are low level learners who have just started learning the given FL. The next popular Cognitive Strategy is Monitoring Strategies (3.67), followed by Processing Strategies (3.63). The only type of Cognitive Strategy of which the learners have reported a low use is Creative Strategies (3.08) which is again quite expected since they haven't reached that

stage in FL learning where they are capable of producing creative texts. Overall, out of the 24 Cognitive Strategies, the learners have reported using 14 of them highly frequently.

### **3.6 Metacognitive Strategies**

The FL learners have reported using the Metacognitive Strategies (3.59) almost as frequently as the Cognitive Strategies thus establishing the fact that they are balanced strategy users. Among the six different kinds of Metacognitive Strategies i.e. Resourcing Strategies (4 strategies), Compensation Strategies (7 strategies), Planning Strategies (2 strategies), Formulating Strategies (3 strategies), Affective Strategies (3 strategies), Social Strategies (4 strategies) the learners have reported using the Formulating Strategies (3.95), the Resourcing Strategies and Social Strategies (3.9) most frequently. The next popular set of Metacognitive Strategies is the Compensation Strategies (3.84). The least popular set of Metacognitive Strategies is the Affective Strategies (2.6), followed by the Formulating Strategies (3.41). Overall, out of the 23 Metacognitive Strategies, the learners have reported using 16 of them highly frequently.

### **3.7 FL Score and LLS Use**

The learners were divided into three categories according to the grades they obtained in the class i.e. high scorers (grades A+ and A), medium scorers (grades A- and B+) and low scorers (grades B and lower). Out of the 30 students who participated in the study, 8 of them belonged to the high scorer category, 13 to the medium scorer category and 9 to the low scorer category. It was found that the score obtained by the students was directly proportional to their LLS use. It was found that the high scoring learners made the maximum use of the LLS (3.83) followed by the medium scoring learners (3.76) and the low scoring learners (3.2). An ANOVA test revealed that the differences were statistically significant ( $p < 0.05$ ).

### **3.8 Learner Variables and LLS Use**

#### **i) Gender and LLS Use**

Among the 30 learners, who participated in this study, 17 were female and 13 were male. It was found that the female learners (3.64) used slightly more LLS than the male learners

(3.55).A T-test revealed that the differences were not statistically significant. Hence, it can be concluded that the gender of the learners had almost no impact on their strategy use.

### **ii) Level of Study and LLS Use**

Among the 30 undergraduate FL learning students, who participated in the study, 8 belonged to 1<sup>st</sup> year, 12 belonged to 2<sup>nd</sup> year and 10 belonged to 3<sup>rd</sup> year. It was found that the students in the first year of study made the maximum use of LLS (3.75) followed by the second year students (3.59) and the third year students (3.37) making the comparatively highest level students LLS under-users. However, the differences are not statistically significant ( $p > 0.05$ ) hence it can be said that the level of learning doesnot have much impact on the strategy use of the learners.

### **iii) Motivation and LLS Use**

It was found that the motivation of the students was directly proportional to the LLS. The students who were highly motivated were generally regular in the class despite JNU having a free attendance system. 18 out of 30 learners considered themselves to be highly motivated and the average use of their LLS was 3.87. Whereas, on the other hand, 8 had an average level of motivation, and, the average of their LLS use was 3.42. 4 learners had low levels of motivation and the average of their LLS use was 3. An ANOVA test revealed that the differences in the strategy use among these three groups of learners were statistically significant ( $p < 0.05$ ) establishing the direct connection between positive motivation and high strategy use.

### **iv) Confidence and LLS Use**

It was found that the confidence of the students was also directly proportional to the LLS use. 12 of the 30 learners the interview claimed to be highly confident and, the average of the LLS use was 3.94. 12 learners considered themselves to have a medium level of motivation and the average of their LLS use was 3.57. 6 learners said that they lack in confidence and the average of their LLS use was 2.96. The difference in the strategy use among the three groups was statistically significant ( $p < 0.05$ ).

#### **v) Medium of Instruction and LLS Use**

It was found that the learners who came from English medium background made more use of Language Learning Strategies than their regional medium counterparts. 11 out of the 30 learners had a regional medium background of schooling while 19 of them were from English medium backgrounds. The average of LLS use made by the regional medium background learners was 3.35, whereas, the average of LLS use made by the English medium background learners was 3.74. However, a T-test revealed that the differences were not statistically significant.

#### **vi) Age and LLS Use**

Since all the learners belonged to the age group of 19-22, a comparative study of their LLS use was not done. Instead, they were asked how they thought learning a FL at a later age was different from learning their Second Language at school. They learners informed that since with age they have become more self-conscious and worried of what other people think of them, language learning have become a relatively difficult task than it used to be.

### **4. Conclusion and Pedagogical Implications**

The study shows that there is a direct relationship between LLS use and academic performance of the learners. Literature shows that LLS are teachable (O'Malley and Chamot, 1990; Oxford and Nyikos, 1989) and it has been seen that Strategy Instructions accelerate the process of language learning (Sarafianou & Gavriilidou, 2015; Silva, 2015; Yeldham, 2016). Hence, amalgamating Strategy Instructions in the FL course will enable the learners to learn the language faster and better. The study also shows that the learners are under-users of LLS in the domain of writing. They should be encouraged to use more LLS in the domain of writing.

It is also noticed that as the student makes progress in learning, their LLS use decreases. External motivation plays a major role in FL learning (Root, 1999). The semi-structured interview with the learners revealed that as they progress to higher levels their motivation for language learning decreases as the scope of using the language they are learning is very limited. The teachers must create innovative environment in the classroom and give assignments such as will enable the learners to enhance their interest which will in turn lead them to use more LLS as

a result of which their learning capacity will increase and they will become successful language learners.

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## APPENDIX I

SL. No.	READING STRATEGIES	Cognitive(C)/ Metacog. (M)	N=30
1	I read extensively for information in FL	Processing. C	3.16
2	I read for pleasure in FL	Processing. C	2.83
3	I use a library to obtain reading material	Resourcing M	2.78
4	I first skim read a text then go back and read it more carefully	Processing. C	3.47
5	I underline the sentences I find important in the text and revise them often	Memory. C	4.21
6	I write notes in the margin to help remind me of the things I need to come back to after reading	Memory. C	4.04
7	I make summaries of what I read	Processing. C	3.60
8	I guess the approximate meaning by using clues from the context	Compensation. M	4.21
9	I use a dictionary to get the exact meaning	Resourcing M	4.52
	<b>Average</b>		<b>3.65</b>
	<b>Number of Strategies reportedly used highly frequently</b>		<b>5</b>

## APPENDIX II

Sl. No.	WRITING STRATEGIES	Cognitive(C)/ Metacog. (M)	N = 30
10	I write letters or emails to friends in FL	Creative. C	2.5
11	When my mistakes are corrected, I learn from the corrections	Resourcing. M	4.29
12	I write a variety of text types in FL (e.g. notes, messages, emails etc.)	Creative. C	3.16
13	Most of the writings I do in FL is for making notes for exams	Creative. C	3.5
14	I plan my writing before I start	Planning. M	4.08
15	If I cannot think of correct expressions I think of another way to express my meaning (e.g. synonyms)	Compensation. M	4.25
16	If I cannot think of a correct expression I translate it from my Mother Tongue into FL	Monitoring. C	3.83
17	I translate the FL sentences I write into my Mother Tongue to see if the message is clear	Monitoring. C	3
18	I avoid writing complex sentences to reduce errors	Monitoring. C	3.62
19	In exams I only attempt those questions whose answers I can remember as it is in my notebook	Memory. C	2.75

20	In exams I attempt only those questions which I can write in my own words	Creative. C	3.16
21	I revise several times before submitting	Formulating. M	3.29
22	I support my ideas with examples from my readings	Formulating. M	3.58
23	I try out complex sentences that I have identified from reading	Formulating. M	3.37
24	I use reference material (e.g. dictionary, thesaurus or grammar book) to check what I am writing is correct	Resourcing. M	4.04
25	If I am unsure about something I want to write I try to express my meaning and do not worry too much about correctness	Affective. M	3.25
26	I write a diary in FL	Affective. M	1.45
	<b>Average</b>		<b>3.36</b>
	<b>Number of Strategies used highly frequently</b>		<b>8</b>

### APPENDIX III

Sl. No.	LISTENING STRATEGIES	Cognitive(C)/ Metacog. (M)	N = 30
27	I attend out of class events (seminars, conferences, talks etc.) where I can listen to the new language (FL) being spoken	Processing. C	3.41
28	I use media (e.g. YouTube, TV, radio, movies) to practice my listening skills	Processing. C	3.87
29	I listen to native speakers in public places (e.g. shops, restaurants, buses) and try to understand what they are saying	Processing. C	3.83
30	I listen to key words which seem to carry most of the meaning	Processing. C	4
31	I predict what the other person will say based on context, background knowledge or what has been said	Compensation. M	3.62
32	I ask the speaker to slow down, repeat or clarify if I do not understand	Social. M	3.87
33	I avoid translating what I hear word for word	Monitoring. C	3.62
34	I use speaker's tone of voice, gestures, pauses or body language as a clue to meaning	Compensation. M	3.7
35	If I am unsure about meaning I try to guess it	Compensation. M	3.87
36	I listen carefully to how native speakers pronounce the language (FL) I am trying to learn	Processing. C	4.45
	<b>Average</b>		<b>3.82</b>
	<b>Number of Strategies used highly frequently</b>		<b>9</b>

### APPENDIX IV

Sl. No.	SPEAKING STRATEGIES	Cognitive(C)/ Metacog. (M)	N = 30
37	I repeat new language (FL) to myself in order to practice it	Memory. C	4.12
38	I seek out people with whom I can speak FL	Social. M	3.95
39	I plan in advance what I want to say	Planning. M	3.83
40	If I am corrected while I am speaking, I try to remember the correction and avoid making the same mistake again	Monitoring. C	4.29
41	I ask questions	Social. M	3.83
42	I do not worry about correctness as long as I can communicate the meaning	Affective. M	3.12



43	When I do not get the correct expression in FL, I translate it from my Mother Tongue	Monitoring. C	3.25
44	If necessary, I use gestures to convey my meaning and keep a conversation going	Compensation. M	3.25
45	I practice FL with other students	Social. M	3.95
46	If I do not know the vocabulary I want to use, I use similar words or phrases	Compensation. M	3.95
47	I try to pronounce FL like the native speakers	Monitoring. C	4
	<b>Average</b>		<b>3.78</b>
	<b>Number of Strategies used highly frequently</b>		<b>8</b>

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**O'Neill's Dramatic Skill in Depicting the Most Pressing  
Psychological Complexity of Modern Men with a Focus on  
Treatment of Adultery and Love in His Plays:  
An Appraisal**

**Dr. S. Chelliah, M.A., Ph.D.**

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Eugene O'Neill (1888-1953)

Courtesy: <http://www.notablebiographies.com/Ni-Pe/O-Neill-Eugene.html>

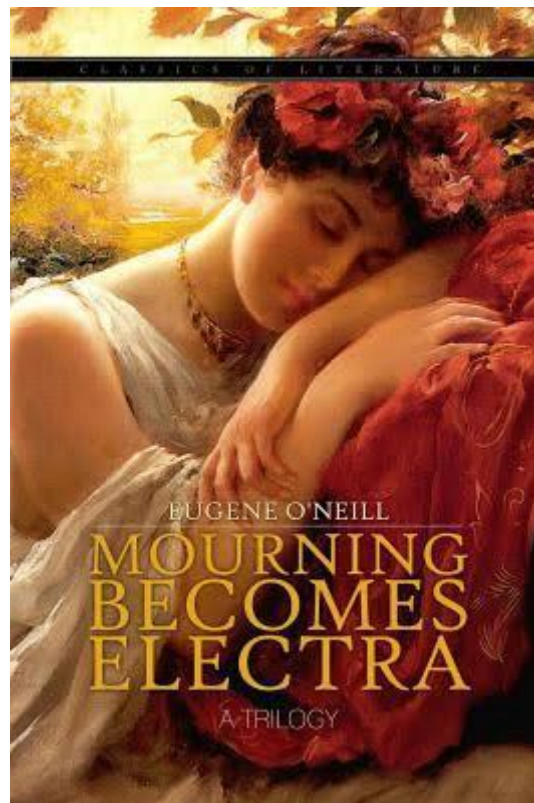
**Abstract**

This paper throws light upon the achievement of the great realist in the field of drama. Eugene O'Neill, who had contributed a lot to modern drama by focusing attention on the psychological complexities of the contemporary generation, It also focuses on his dramatic skill in depicting the most desperate need for reform and dynamism by which Eugene O'Neill proved himself to be the chief insurgent against dramatic conventions and the romantic banal and established himself as the symbol of the renaissance that paralleled on the stage. It neatly projects the depth of human nature manifested in an idealized and exalted position.

**Keywords:** Eugene O'Neill, psychological complexity, modern man, adultery, love.

## Eugene O'Neill

There is no denying the fact that Eugene O'Neill is a great realist in the field of drama and all along his life, has been committed to the dramatization of the living, pulsating human drama. He is one of the greatest dramatists of America, the creator of serious American drama, almost as one, to whom goes to the credit of securing international honor and recognition for American drama. As a prominent dramatist of modern age, he is said to have contributed a lot to modern drama and his dramatic world is nothing but an objective kind of drama showing the working of men's mind and conscience. The bulk of his output is fairly large, sufficiently large to place him securely in the forefront of twentieth century dramatists. As he belongs to the expressionistic school of drama, he is usually called the prevailing surface realism or naturalism.



Eugene Goldstone O'Neill was born on 6<sup>th</sup> October 1888, in a Broadway hotel room, New York as the son of James O'Neill and Ella Quinton. As his family was an ardent Catholic family, he had to spend his early years for education in Catholic schools and studied for four years at the Betts Academy at Stratford. From there, he went to Princeton University to study law. But law course did not suit him at all He was soon attracted by drama. The death of his parents and his elder brother and also his suspension from Princeton University

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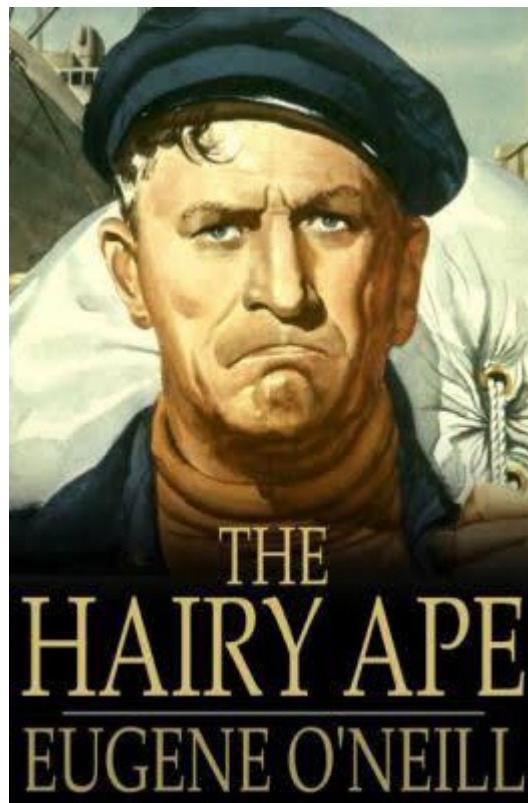
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made him suffer from depression and alcoholism and the result was that he turned to writing a form of escape from such depressing and tragic aspects of life. Joseph wood Krutch writes.

“The playwright of today must dig at the roots of sickness of today as he feels it-the death of the old god and the failure of science and materialism to give any satisfactory new one for the surviving primitive religious instinct to find a meaning for life in and to comport its fears of death with. It seems to me that anyone trying to do big work nowadays must have this big subject being all the little subjects of his plays or novels or he is scribbling around the surface of things” (pp. 92-93)

### **Dramatic Realism**



These revealing words of Eugene O' Neill provide a key to our understanding of the playwright. No other dramatist as O'Neill introduced American drama to the dramatic realism and naturalism as pioneered by Russian playwright like Anton Cheker, Norwegians playwright like Henrik Ibsen and Swedish playwright like August Strindberg. In his own life time, O'Neill had established himself as the leading American dramatist. He had his triumphs: he was awarded Pulitzer prizes for beyond the Horizon, Anna Christie, strange Interlude and long day's journey into night. He won the highest international recognition by

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winning the Nobel Prize for Literature. A considerable number of books and articles have been devoted to his works since 1920's and in recent years, sign of interest growing remarkably pronounced for his plays have become quite popular in the English speaking world.

It is said that O'Neill was the genius behind the change that came over American theater and made the 1920's and 1930's the greatest period in its history. He wrote things of contemporary interest by giving American drama its requisite genius and authority, dynamism and force. American theatre was found to be in a desperate need for reform and dynamism. There was notable playwright before O'Neill but the drama had enmeshed in a stereotyped pattern and worn out condition. Eugene O'Neill proved himself to be the chief insurgent against worn out dramatic conventions and the romantic banal and established himself as the symbol of a renaissance that paralleled on the stage that so called renaissance in poetry.

### **Five Unquestioned Master Pieces**

Eugene O'Neill has left behind him five unquestioned master pieces such as 1. *Desire under the Elms*, 2. *Strange Interlude*, 3. *Mourning Becomes Electra*, 4. *The Iceman Cometh*, and 5. *Strong Day's Journey into Night*. In addition to these, there are many more which would stand high in any long list of plays of our time: *The Emperor Jones*, *The Hairy Ape*, *All Good Chillum Got Wings* and *A Touch of the Poet*. As H. E. Woodbridge puts it,

“His plays have been popular and influential at home, both on the stage and in book form; they stand the test of reading as good plays must. He is easily the foremost of American dramatists and he is the first and still the only one of them to become widely known outside of America. His plays are translated, acted, and read in the most European countries, some of them have been produced in Japan,” (p. 58)

### **A Tireless Experimenter**

O'Neill was a tireless experimenter who experimented with a variety of dramatic forms and modes. Even when he succeeded in one form at style, he would move on to another one and this experimentation continued from the beginning up to the very end. His plays involve characters who inhabit the fringes of society, engaged in depraved behavior

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when they struggle to maintain their hopes and desires but ultimately slide into disillusionment and hopelessness. “Characters face the life and death or give up fighting. Defiant courage is the key note of them all. A never failing spirit of defiance is the chief quality of O’Neill’s tragic heroes. They are unable to dominate forces which they do not understand or master” (Sharma 8).

O’Neill was also part of the modern movement to receive the classical heroic mask from ancient Greek theater and Japanese non theater in some of his plays. He was very much interested in the Faust theme especially in 1920’s. he is also known for the very poetic names of many of his plays. In the words of Gaff B. Wilson, “O Neill was not concerned with political or economic history but with the spiritual and psychological development of the family, which he hoped to make symbolic of the possessiveness and materialism which have characterized and corrupted American history” (p. 454). There is no shadow of doubt that O’Neill combined great theatrical talent with enormous knowledge of the human soul and with his works have an intensity of passion. His courage and endless experiment with various methods in his plays-naturalistic, realistic, expressionistic and symbolic-proves him to be a great American dramatist. “O’Neil remains for us the restless seeker, the man of many creeds and many forms. His great dramatic power appears in the skill with which he develops out of themes that are hardly promising in themselves ... some of his plays remain interesting case studies”.

### **Psychology of the Subconscious**

Revealing the confused mass of complexes and psychoses of the characters, O’Neill had better resources of psychology of the subconscious at his disposal. O’Neill himself said, “I wanted to borrow the theme pattern of Aeschylus (and the old legends) and to interpret it in modern psychological terms” (Wilson 428).

### ***Strange Interlude***

*Strange Interlude*, a nine-act play explored through its female character, the way in which hidden psychological process affects outward action also. It is a story which represents the intimate reactions of Nina Leeds, daughter of a college professor, several men who affected her life. She is a woman of frustration not satisfied at all in her profoundest needs and instincts. She is neurotic. In the play, O’Neill uses Freudian perspective the *Oedipus*

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*complex* and the father-daughter fixations, i.e., the *Electra complex*. “But Doris Alexander, an O’Neill scholar, has written that *Interlude* is based squarely on the philosophy of Schopenhauer, who believed that all love, however ethereally it may bear itself, is rooted in the sexual impulse alone” (Brown 168).

### **An Accurate Study of Neurosis**

*Strange Interlude* is nothing but an accurate study of Neurosis. The central theme may be stated as Nina’s search for the self, her pursuit of happiness and her attempt at the avoidance of pain. Being one of the most ambitious plays, the play carries four characters through searing emotional crisis in their lives over a period of twenty eight years. Nina Leeda is the heroine of the play. She has been engaged to an aviator. Her stern and puritanical father did not permit her to marry her fiancé and prevented her from making love. The lover Gordon is killed in the World War-I. Nina is left with severe mental pain. Being a scholar, she is withdrawn, isolated and severe in self-discipline. After the death of her lover, she leaves the home and becomes a nurse. She attempts to calm her guilt by sacrificing her body to wounded ex-serviceman. She dedicates her life to the struggle against her fate. Gordon is a symbol of love of the escape from the proud mask of the father.

In *Strange Interlude*, O’Neill explores the concept of psychology. From the beginning, Nina Leeds is dominated by her romantic dream of Gordon Shaw. Her father, Marsden and Darrel all fight against the reality of life whereas Gordon and Sam Evans are the only men in Nina’s life who approach reality. Almost all the characters in the play have their existence fixed but the action is conceived as psychic duration. Here in the play, the psychological complexes are represented by four main characters. Both the male and female characters express their inner feelings psychically. The characters like Nina, Edmund Darrell, Marsden and Sam Evan are possessed with deep psychology. By making Nina the protagonist, O’Neill treats the male characters as ‘inferior’. Nina is considered the strongest character in the sense that she initiates the action of the play. She acts and the men react out of their need for her. She is the source of life and identity in the woman herself. She is the centre of focus for the four men, three of them are sexual partners. For these men, she is the source of life and well-being.

### **Nina as a Symbol of Sexuality**

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The concentration of Nina's sexual life projects her as a supreme adulthood. Just as Christine in *Mourning Becomes Electra* appears as a Nymphomaniac, who possesses excessive sexual desire, Nina is projected here as a symbol of sexuality in *Strange Interlude*. She is said to have inherited not the souls of her men but their false selves. Her marriage to Sam, her pregnancy, her abortion and her love-affair with Darrel hold the action particularly for sexual concerns. She becomes weary of the struggle for happiness and wants only peace. With a sudden scornful violent change of feelings she says:

“These men make me sick! ... I hate all three of them! ... they disgust me! ... the wife and mistress in me has been killed by them! ... thank God! I am only a mother now! ... Gordon is my little man, my only man”  
(*Strange Interlude* 149)

Nina reveals a cruel and unpredictable willfulness, a power to hurt not only the men but also herself. As Chaman Ahuja says,

“Becoming at once a creator and a destroyer, a tempter and a redeemer, a liberator and a possessor she devours her lover, kills the soul of her husband and ruins her children” (P 98)

O'Neill has created in Nina Leads a female counterpart who needs a spiritual union and so she makes a quest for happiness in sex and a moral existence lying across all values and gives herself to men without love. She is neurotic, tense, frustrated and vindictive. Through this sort of behavior, she is said to have possessed abnormal psychology. Thus, Nina is created in this play as a powerful heroine whose character has manifested with a deep psychological study of womanhood. Through portrayal of the character Nina, O'Neill has consciously sought to create a heroine who would personify a cross section of all womanhood. What he actually created is nothing but an embodiment of his ambivalent feeling towards the sex, a female who is both victim and victimised.

### **Freudian Outlook - *Gold and Welded***

No doubt, O'Neill's psychological explorations have something in common with Freud. Like Freud, O'Neill's chief concern has been in the dramatization of the subconscious

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mind. O'Neill's conception of character has been shaped by Freud. His deep probing into the motivation of dynamic character, his power in evoking psychic conflicts has a direct bearing on Freud's exploration of human character. O'Neill has made an extensive use of the Freudian revelation of the irrational self. In *Gold and Welded*, an attempt has been made to probe into the secret places of the mind. In *Gold and Welded*, O'Neill has shown how two naked souls are at war with each other. The *Strange Interlude* dramatizes the subconscious and makes it accessible to us. It reveals the inward, unconfessed and unspoken thoughts.

### **Autobiographical Dramas**

O'Neill's dramas are not only realistic and psychological but also autobiographical. O'Neill does consider art and autobiography as one. He is known as the most autobiographical among modern playwrights. His own life has furnished the raw material for his final plays. It is only towards the end of his life that he resorted to direct autobiographical statement. His later plays are based on his own personal experiences or reminiscences. Intensely autobiographical, O'Neill has poured out all his longings and despairs his agonies and ecstasies into his plays O'Neill once informed Barret H. Clark:

“All the most dramatic episodes of my life I have so far kept out of my plays and most of the things I have seen happen to other people. I have hardly begun to work up all this material and I am saving up a lot of it for one thing in particular, a cycle of plays I hope to be acted or nine successive nights; together they form a sort of dramatic autobiography in the sort of **Peace or Jean Christophe** (52).”

Many of his characters are near projections of his own self. In the words of John Gassner, “It is impossible to forget that O'Neill is speaking through them”. From the beginning to the end of his career, O'Neill has attempted to transmute his autobiographical experiences into art. Most of his characters do reveal his own thoughts and experiences and give expression to his views and ideas. The poet in *Fog*, Robert Mayo in *Beyond the Horizon*, Stephen Murray in *The Straw*, Michel Cape in *Welded*, Dion Anthony in *The Great God Brown*, Richard Miller in *Ah! Wilderness*, John in *Days without End*, Edmund in *Long Day's Journey into Night* all represent the winter as a hero. O'Neill has made an extensive use of his life and delves directly into his mental and spiritual past in his autobiographical plays. He plays the role of the tormented in the tragic drama of his own life. He wrote of his family all his life. His dramas are full of strange echoes of his own past familial experiences.

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In *Desire under the Elms*, Ephraim Cabot is Eugene's image of his father. They have many things in common. Like, Ephraim Cabot, Eugene's father, James O'Neill is also a god like patriarch. Both the fathers are very harsh, intolerant and critical of their sons. In *Long Day's Journey into Night*, James Tyrone's nature is like that of O'Neill's father. Both the fathers are highly self-centered and have very little time for their families and there is emptiness in their lives. Both are irrationally anxious father, James Tyrone is also a popular actor of melodrama.

### **Full Representation of His Mother**

O'Neill has also given full representation of his mother in his plays. She was a dreamy, self-dispossessed, convent-bred angel. She was a victim of her proud, romantic temperament and fixations. Love and peace are associated with mother's love. She is commonly presented as Earth-Mother. *The Great God Brown*, *Strange Interlude*, and *Mourning Becomes Electra* show how her death-hungry 'sons' seek a lost innocence and sheltering womb. *The Straw, Welded* and *Different* emphasize the images of mutual salvation, and recreation of mother-child relationships. O'Neill is said to have achieved objectivity towards his autobiographical self. The autobiographical elements in O'Neill's dramas did contribute a deeper knowledge and understanding of both private and social reality conveyed through particulars aspiring after the universal meaning.

### **Leading on to Salvation**

The depths of human nature are beautifully depicted with psychological insights rather effectively. This progress leads to salvation. In the play *Strange Interlude*, Nina is depicted as a powerful heroine. Her character has been manifested with a deep psychological study of womanhood. She is obsessed with a purest and blackest woman's soul. She is the precursor of a long line of neurotic heroines. Nina is the victim of her neurosis or of the Schopenhauer will to live. While there is ethical justice in her final defeat in the sense that her egotism has destroyed her, Nina never achieves the self-understanding and consequent acknowledgement of guilt which would give the play or her character tragic proportion. And yet at the end, she wants peace, but she meets anything but tragic for essentially carnal passions and psychological troubles. Nina Leeds is one of the author's most fascinating and least credible women. It appears that O'Neill consciously sought to create a heroine who would personify a cross section of all womanhood. What the novelist actually created was an

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embodiment of his ambivalent feeling towards the sex, a female fate which is both victim and victimizer. Doris Folk comments:

“The characters of *Strange Interlude* and *Mourning Becomes Electra* are neurotic, doomed to move within the limits of the pride system, still they move with dignity and sanity, submitting only after a heroic struggle”  
(P 129)

O’Neill’s probing into the gloomy depths of character into the strained and divided psyche deserves appreciation. It is generally felt that O’Neill has enriched the drama with his psychological insights and tragic vision. Thus, *Strange Interlude*, all the male and female characters are obsessed with deep psychology.

### ***Desire under the Elms***

*Desire under the Elms* is a play about the sons longing to possess the patrimony of their father and their hatred of him is largely caused by his authority over them due to his possession of the farm. But O’Neill represents Freudian psychology which with its emphasis on the attachment between mother and son and hostility between son and father which strengthens the inner meaning of the Greek tragedies with their attraction for incest is clearly evident in the play. This play is set on a farm in New England and here the characters are presented as overpowered with emotions and unconscious influence in expressed in terms roughly equivalent to the Oedipus complex. O’Neill supports and strengthens *Desire under the Elms* by integrating into a single complex of Freudianism. Each character has a lust for material possession particularly for the farm and each has a sexual lust that leads to his or her final downfall. The characters move hurriedly with life and initially. Both the male and female characters are possessed with psychological complexes. Specifically, the story surrounds on the three characters Eden, Abby and Ephraim. Eden possesses a complex psychological i.e. mother complex whereas Abbie burns with desire to have a sexual intercourse with Eden exhibits her abnormal psychology. Ephraim plays a minor role. He is also presented with psychological complexes.

The male character who is a good example for complex psychology is Eden. He is a creature caught in the trap of materialistic greed and possessiveness. With the death of his

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mother, or too early a stage that object, meditates between the unconscious and the ego. At his mother's death and in the following years his anima, his need for love has never been able to establish a psychic equality with his need to possess the form. As Rod W. Horton says,

“opposing the persona, there is presumed to exist in the unconscious a contrary force, the anima which tends to check every outward manifestation of human behavior. Thus, a kind of dialectical opposition is set up within the individual which is not properly resolved results in frustration and neurosis” (p. 357).

## **Sons**

Psychically for all the sons, the patriarchal values of greed cannot be modified, complemented or disciplined by the anima energies of love. That is why Eben is emotionally bound to his mother and love. Eben suffers from psychic spirit of wanting love because of mother fixation. The theme of his mother's curse that Eben introduces runs throughout the action. It is linked with some of the developments like the growth of Eben's personality through incest. Eben brings home news that his father had got married again. It makes all 3 of them with anger and frustration. Simon and Peter decide to leave for California at once. Eben wants to make a deal with them. He knows whether his father has hidden gold for three hundred dollars to each Simon and Peter will write off their share of the farm to Eben. In a language full of lust, hatred and animal imagery, Eben describes his adventure with Minnie. Eben's obsession with Minnie exhibits his complex psychology. The desire of the mother is essentially manifested in an idealized and exalted mother. The dependence of Eben's desire on his mother is the permanent dimension of Eben's drama. Eben is plunged into severe mental pain at the thought of his mother being replaced in his father's affection by someone else, i.e., Abbie.

## **Mother Archetype**

O'Neill makes use of the mother archetype to probe into Eben's personality. Eben's internal conflict is the psychological core of O'Neill's play. The exploration of Eben's personality based on his relationship with his mother is the main source of Eben's tragedy. The female character who possesses abnormal psychology is Abbie. Like Eben, she wants the farm. Her immediate response to the farm is one of the greed and possessiveness. Abbie's burning desire for Eben displays her abnormal psychology. Abbie is a compelling character

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who figures as a sexually abnormal being appearing herself to be a wanton, sexual offender who has managed to maintain her amateur standing. Abbie proves herself that to be a character of abnormal psychology similar to that of Nina in *Strange Interlude*. Edger F. Racey remarks:

“Eden and Abbie become simply the victims of their lust and fail to assume stature of agents of tragic retribution, are of course locally, psychologically, dramatically motivated” (Gassner 60)

In the play *Desire under the Elms*, O’Neill presents the readers with psychological issues and an opportunity to examine the motivation for incest and the actions of the characters are set in the contexts of psychological life.

### **To Conclude**

Thus, O’Neill has created immortal characters in his plays. They are affected neither by fate nor by the supernatural beings but by their own distinct and desires. They are all depicted as suffering from alienation, frustration and miseries and they are found to be the victims of their neurotic pride. In *Mourning Becomes Electra* O’Neill portrays the theme of love and adultery in *Strange Interlude*, the theme of adultery gets exemplified whereas in *Desire under the Elms*, the theme of mother complex and adultery is respected. A profound touch of psycho analysis is rejected in the dramatic world of O’Neill compiled with treatment of love, incest and adultery. In brief, it may be said that O’Neill’s greatness lies in his dramatic skill to focus attention on the most pressing psychological complexities of contemporary generation

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## **A Study on Attitude and Competency of Teachers of English towards Teaching English at Elementary Stage in Manipur**

**Dr. M. Gunamani Singh, M.A., B.Ed., M.Ed., Ph.D.**

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### **Abstract**

It was expected that school teachers would be implementing several methodologies and approaches prescribed in NCF-2005 but these methodologies and approaches were found only partially implemented by them at the Elementary stage in Manipur. Probably this could be one of the main reasons that the problem of low achievement in English persisted in some schools and English language learners did not attain the proficiency of language skills required at the end of the Elementary stage in Manipur. Therefore, there is need to address this issue because it may not help future careers of the children. After the identification of this problem, ten schools (5 Private English medium schools and 5 Government schools) were selected for our study. Among these 5 Private schools, 2 of them were convent schools. Of the 5 Government schools, one is a model school where relatively more facility has been created by the Government. In order to carry out the investigation, questionnaires were administered to the teachers of English, who are working in these ten schools and their responses were analyzed. In addition, the Heads/Principals were also consulted by the investigator in relation to teaching/learning process, evaluation systems and their administration. We found not only some discrepancies in methods, approaches and techniques adopted by teachers, but also attitude of some teachers not enthusiastic due to which low achievement in English occurs,

**Key words:** NCF-2005, Elementary school, Listening skill, Speaking, Reading and Writing skill , teaching methodology, English learning

### **Introduction**

Attitude is considered as an essential factor influencing language performance and received considerable attention from both first and second language researchers. Almamun, Rahman, and Hossaim argue that attitude is the feeling people have about their own language. Thus, attitude to language is a construct that explain linguistic behavior in particular. He investigated attitude of male and female English as foreign language (EFL) learners of Kashan University toward English language



learning in terms of behavioural, cognitive, and emotional aspects. And, teachers are seen as key persons to implement quality of education. Positive attitudes are therefore argued as playing a considerable role in implementing this educational change successfully. It is seen that majority of teachers have neutral or negative attitude towards teaching English.

Banergy (1956) conducted a research study on the inter-relation of general intelligence and teaching aptitude. In his study, he took the inter-relation of two aspects of training via practice teaching and theoretical studies with general intelligence and teaching aptitude on a sample of teachers. He found positive correlation between these variables. Ekstorm (1974) investigated the relationship between cognitive characteristics of teachers, their teaching behavior and academic success of their pupils. Two major components found as affecting student achievement are (1) Teacher knowledge and teacher aptitude.

Several studies had been conducted to find out the teaching/learning process of English in Manipur. Singh (2002) explored the problem, prospect and status of English in Manipur in his research “A Critical Scrutiny of the Position, Problems and Prospects of English in Manipur”. Devi (2006) explored the difference between the sentence structures in English and Manipuri language in her research “ Sentence structure in English and Manipuri Language’, A contrastive study. Sujeta Beishamayum (2010) explored linguistic problems in learning English language in her research “communication and linguistic problems faced by Meiteiron speakers in learning English language.” However, there is no study available with regard to the teaching attitude and competency of school teachers at the elementary stage in Manipur. Before we begin the analysis of the problem, it is important that we need to understand the methodologies and approaches in the teaching/learning process of English which were recommended in NCF 2005. Since we have not seen much improvement in learning English in schools in Manipur, we will make an attempt to examine the attitude and competency of the school teachers towards teaching English in Manipur.

One of the probable reasons for this lack of attitude and incompetency of school teachers could be that teachers have not fully understood or they were not aware of the methods and approaches recommended in NCF-2005, even though Government imparted training to Government school teachers through SSA, School Education Department and SCERT, Government of Manipur. It was also found that there were no teachers specifically appointed for teaching English in the Primary and Upper Primary Government schools (Elementary schools). For example, teachers of Mathematics and Science

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were found teaching English in the Government schools. We could see an adhoc policy in teaching English that head teachers/Principals deputed the teachers of Mathematics and Science to attend the training programmes in English.

In the light of the above background, we will investigate the root causes of lack of attitude and incompetency of teachers at the elementary stage in Manipur. The identification of this problem not only help the teachers to develop their professional careers, but it also could be of use to students too. The findings of this study may be useful to teachers and teacher educators in choosing relevant methods and approaches at the lower and upper Primary stages in Manipur.

## **The Structure of the Paper**

In section 1.1, we will discuss the methodology adopted in the study while section 1.2 deals with the responses of questionnaire from the teachers are examined. In the next section 1.3, analysis of language ability tests: Listening skill, Speaking skill, Reading skill and Writing skill. This is followed by section 1.4, where we discuss the findings of the study conducted. In the section 1.5, we conclude with some of remedial measures in order to enhance the competency of the teachers in Listening skill.

### **1.1. Methodology**

For this research, firstly, we take 3 teachers from each school and the total number of teachers we took from ten schools is 30. The questionnaires consisting of 100 questions were administered to the teachers who were teaching English subjects in the respective schools. The responses of the teachers were analyzed. Among 100 questions in the questionnaires, we focused only on 30 main teaching points.

Secondly, we planned to take up 400 students of VIII standard, taking 40 students from each school for collection of data. But we could not get the number of students we had stipulated earlier for our study since there was less number of enrollments in some Government schools. The total number of students was 290. It was surprisingly found while collecting data that out of the 5 Government schools we approached only one school in the serial number 10 has got more than 40 students. This school is a model school to which more attention is given by the Government to create facilities, etc.

These 290 students will be given a language ability test consisting of 8 test items, namely, Listening skill, Speaking skill, Reading skill and Writing skill. These test items did not cover Phonetic

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aspect of Listening skill. The proficiency of the students is assessed on the four grade points. If the school attains 85% to 100 % the school is rated as “Excellent”, while the school secures 75% to 84% it is graded “Very good”. It is followed by next grade, i.e., “Good” if the school attains 60% to 74%. Finally, the schools which have 40% to 59% are rated as ‘Weak’.

Serial numbers 1 - 5 are Private English medium schools.

Number of students in the serial numbers in 1- 5 = 200

Serial numbers 6 - 10 are Government schools.

Number of students in the serial numbers in 6-10 = 90

**Table 1**

Sl. No.	Name of the schools	Medium of instruction	Number of the students selected	
			Boys	Girls
1.	Nirmalabas High school ( Imphal West)	English		40
2.	St. George High School ( Imphal East)	English	20	20
3.	IPS ( Imphal West)	English	20	20
4.	Ever Green High School (Thoual district)	English	20	20
5.	Paradise High School (Thoual district)	English	20	20
6.	Ngasi Rastrapili Girl High School (Imphal West)	Manipuri		10
7.	Kwakeithel Girls High School ( Imphal West)	Manipuri		16
8.	Thangmeiban Lilasingkhongnangkhong High School ( Imphal East)	Manipuri		14
9.	Meitei Mayek high School (Imphal West)	Manipuri		10
10.	Wangkhei High School (Imphal East)	English		40
	<b>Total no. of students</b>		80	210

**Grand total = 80+210 = 290**

## 1.2. Analysis of Questionnaires Administered to Teachers

The questionnaires containing 100 questions were administered to teachers of ten schools in order to find out whether they were following and implementing the guidelines of NCF 2005 and MLL based teaching in the respective schools and whether they have positive attitude towards teaching

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English in these schools. Among these 100 questions, we focused only 30 important teaching points in view of NCF 2005 and MLL based teaching in the ten schools. The data collected were used to notice which items were followed by the teachers in the class-room transaction.

Based on these 30 teaching point, schools were grouped into three categories: A, B and C; the schools following 10 teaching points mentioned in the Table 9 as A (Fully implementing NCF-2005 and MLL based teaching) , the schools following 10 teaching points mentioned in the Table 10 as B (Partially implementing NCF-2005 and MLL based teaching and the schools following 10 teaching points mentioned in the Table 11 as C (Non implementing NCF-2005 and MLL based teaching.

**Table 2**

**10 questions in relation to core teaching of NCF-2005 and MLL in the class-room transaction.**

1. Problem Analysis
2. Higher level of questioning.
3. Competency Based Teaching Learning.
4. Constructivist approach to teaching
5. Teaching all the four skill through Innovative techniques.
6. Collaborative teaching.
7. Activity based teaching.
8. Interactive teaching.
9. Question design and blue print based assessment
10. CCE (Continuous And Comprehensive Evaluation).

**Table 3**

**10 questions in relation to partial teaching of NCF-2005 and MLL in the class-room transaction**

1. Activity based teaching.
2. Answer Question.
3. Higher level of Questioning.
4. Teaching content based teaching.
5. Remedial teaching
6. School based test and assessment.
7. Objective of teaching
8. Question design
9. Blue print
10. CCE (Continuous And Comprehensive Evaluation)

**Table 4**

**10 questions in relation to traditional methods implemented in the class-room transaction**

1. Introduction
2. Teaching aids
3. Lower level of questioning
4. School based evaluation
5. Reading aloud and asking questions.
6. Explanation
7. Content based teaching
8. Lecturer method
9. Grammar teaching
10. Vocabulary teaching

Based on the 10 question each in relation to teaching points in **Table 2, 3 and 4**, teachers were categorized into three group **A (Fully implementing NCF-2005 and MLL based teaching)**, **B (Partially implementing NCF-2005 and MLL based teaching)** and **C (Not implementing NCF-**

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**2005 and MLL based teaching**) as shown in **Table 5**. 18 school teachers were in group **B (Partially implementing NCF-2005 and MLL based teaching)** and 12 school teachers were in the group **C (Not implementing NCF-2005 and MLL based teaching)**. Not a single teacher was in the group **A (Fully implementing NCF-2005 and MLL based teaching)**. The Private school teachers in the serial numbers 1-5 were found partially implementing NCF-2005 and the MLL based teaching in the schools . Whereas Government school teachers in the serial numbers 6 to 9 were in the group C (Non implementing NCF-2005 and MLL based teaching) . Only 3 Government school teacher in the serial number 10 were partially implementing NCF-2005 and MLL based teaching in the school and it had better performance than the rest of Government school teachers in the serial numbers 6-9.

**3 Categories of Teachers Based on the 30 Teaching Points in NCF-2005 and Implementation of MLL in Teaching and Their attitude towards teaching English:**

**Group A = Teachers who fully Implements NCF-2005 and MLL Based Teaching.**

**Group B = Teachers who partially Implements NCF-2005 and MLL Based Teaching.**

**Group C = Teachers who do not Implement NCF and MLL Based Teaching.**

**Table 5**

<b>Sl. no</b>	<b>Teachers in the schools</b>	<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
1	Nirmalabas High School, Imphal West		Partially Implementing NCF-2005 and MLL Based Teaching.	
2	St. George High School Impal East		Partially Implementing NCF and MLL Based Teaching .	
3	IPS Imphal West		Partially Implementing NCF-2005 and MLL Based Teaching.	
4	Ever Green Flower High School, Thoubal		Partially Implementing NCF-2005 and MLL Based Teaching.	
5	Paradise High School, Thoubal		Partially Implementing NCF-2005 and MLL Based Teaching.	
6	Ngasi Rastralipi High School, Imphal West			Non Implementing NCF-2005 and MLL Based Teaching.

7	Kwakeithel Girls' High School, Imphal West			Non Implementing NCF-2005 and MLL Based Teaching.
8	Meitei Mayak High School, Imphal East			Non Implementing NCF-2005 and MLL Based Teaching.
9	Lilashing Khongnangkhang High School, Imphal East			Non Implementing NCF-2005 and MLL Based Teaching.
10	Wangkhei Girl High School, Imphal East.		Partially Implementing NCF-2005 and MLL Based Teaching.	

**1.3. Test items of Listening skill, Speaking skill, Reading skill and Writing skill of students in ten schools given in table 1.**

**Table 6.**

Sl. No.	Name of the skills	Test Items	Purpose
1.	Listening skill	Colouring Boxes	Inferring the speech based information.
2.		Family Tree	Inferring the Family Tree based information.
3	Speaking skill	Colouring boxes	Inferring the speech based information.
4		Family tree	Inferring the Family Tree based information.
5	Reading skill	Passage 1	Comprehension
		Passage 2	Comprehension

6			
7	Writing skill	Precis writing	Precis writing skill
9		Paragraph writing	Paragraph writing skill

Results of Listening skill, Speaking skill, Reading skill and Writing skill tests are displayed in the following tables (7 to 14):

Result of Listening skill tests are displayed in the following tables (7 to 8):

In the first test item of Listening skill, “Colouring boxes” as shown in the **table 7** below, 40% to 55% of Private English medium school students responded correctly and 45% to 60 % of Private school students gave incorrect responses. All the students have not faired well scoring only weak grade. Even the reputed school in 1<sup>st</sup> serial could score only 55% of the students correct. Similar result have been obtained by Wangkhei High school serial in 10<sup>th</sup> serial number in the table, followed by St. George school High school securing 50% of the students’ correct and the lowest being the school in 6<sup>th</sup> serial number while the remaining schools are in between the scores of 20% and 40% . Here in this test surprisingly the performance is very low as none of schools could secure even “good “grade.

**Table 7.**

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High	40			22	18	55%	45%

	School							
2	St.George High School, Imphal West	40			16	24	40%	60%
3	IPS, Imphal West	40			16	24	40%	60%
4	Ever Green School, Thoubal	40			14	26	35%	65%
5	Paradise High School, Thoubal	40			14	26	35%	65%
6	Ngasi Rastrapili High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			3	7	30%	70%
9	Lilashing Khongnangkhong High School, Imphal West	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			16	24	50%	50%

In the 2<sup>nd</sup> test item of **Listening skill**, “**Family Tree**” in the **Table 8** of tracing relationship, it is observed that the comprehensive response given by the students of the Private schools ranged from 35% to 50% while 15% to 50% of the Private school students gave their incorrect response. The performance of Government schools except the one in the serial number 10 has extremely low ranging from 20% to 29%. What we can see from the test of tracing relationship is, even though some individual students have performed well however, the overall performance of the school is very poor.

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and categorized in the weak grade as the maximum performance given by the school (Nirmalabas High School) in the serial number 1 is only 55% achievement with regard to this list. The Government school (Wangkhei Girl's High School) in the serial number 10 though it comes under the weak grade, has followed the school (Nirmalabas High School ) in the serial number 1.

**Table 8**

Sl.no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			20	20	50%	50%
2	St.George High School, Imphal West	40			18	10	45%	55%
3	IPS, Imphal West	40			16	24	40%	60%
4	Ever Green School, Thoubal	40			16	24	40%	60%
5	Paradise High School, Thoubal	40			14	26	35%	65%
6	Ngasi Rastrapili High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High	16			4	12	25%	75%

	School, Imphal West							
8	Meitei Mayak High School, Imphal East	10			2	8	20%	80%
9	Lilashing Khongnangk hong High School, Imphal West	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			20	20	50%	50%

**Results of Speaking skill tests are displayed in the following tables (9 to 10):**

In the first test item of Speaking skill, “**Colouring boxes**” as shown in the **table 9** below, 40% to 55% of Private English medium school students responded correctly and 45% to 60 % of Private school students gave incorrect responses. All the students have not fared well scoring only weak grade. Even the reputed school in 1<sup>st</sup> serial could score only 55% of the students correct. Similar result have been obtained by Wangkhei High school serial in 10<sup>th</sup> serial number in the table, followed by St. George school High school securing 50% the school correct and the lowest being the school in 6<sup>th</sup> serial number while the remaining schools are in between the scores of 20% and 40% . Here in this test surprisingly the performance is very low as none of schools could secure even a good grade.

**Table 9.**

Sl. no.	Name of the schools	No. of the	Given text	Mode of	No of correct	No of Incorre	Performance in percentage (%)
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		students	(Passage)	questioning (choosing the right option)	responses	total response	Correct responses	Incorrect responses
1	Nirmalabas High School	40			22	18	55%	45%
2	St.George High School, Imphal West	40			16	24	40%	60%
3	IPS, Imphal West	40			16	24	40%	60%
4	Ever Green School, Thoubal	40			14	26	35%	65%
5	Paradise High School, Thoubal	40			14	26	35%	65%
6	Ngasi Rastrapili High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			3	7	30%	70%
9	Lilashing Khongnangkhong High School, Imphal West	14			4	10	29%	71%

10	Wangkhei High School, Imphal East.	40			16	24	50%	50%
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In the 2<sup>nd</sup> test item of Speaking skill, “**Family Tree**” in the **Table 10** of tracing relationship it is observed that the correct responses given by the students of the Private schools ranged from 35% to 50 while 15% to 50% of the Private schools gave their incorrect response The performance of Government schools except the one in the serial number 10 has extremely low ranging from 20% to 29%. What we can see from the test of tracing relationship is, even though some individual students have performed well however, the overall performance of the school is very poor and categorized in the weak grade as the maximum performance given by the serial number 1 is only 55% achievement with regard to this list. The Government school in the serial number 10, though it comes under the weak grade, has followed the school in the serial number 1.

**Table 10**

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			20	20	50%	50%
2	St.George High School, Imphal West	40			18	10	45%	55%
3	IPS, Imphal West	40			16	24	40%	60%

4	Ever Green School, Thoubal	40			16	24	40%	60%
5	Paradise High School, Thoubal	40			14	26	35%	65%
6	Ngasi Rastrapili High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			2	8	20%	80%
9	Lilashing Khongnangkho ng High School, Imphal West	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			20	20	50%	50%

**Results of Reading skill tests are displayed in the following tables (11 to 12).**

In the first test item “**Passage 1**” as shown in the **table 11** below, 65% to 80% of Private English medium school students responded correctly and 20% to 35 % of Private school students provided incorrect responses. The school in the serial number 1 secured the highest number of correct responses among the Private schools, that is, 80%, and the school in the serial number 5 secured the lowest number of correct response, i.e., 65% among the Private schools. 40% to 75% of Government school students responded correctly and 25% to 60% of Government school students responded

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incorrectly. The school in the serial number 10 secured the highest number of correct responses among the Government schools, that is, 75%, and the schools in the serial number 6 and 8 secured the lowest number of correct responses, i.e., 40% among Government schools. The school in the serial number 1 secured the highest number of correct responses among ten schools. The school in the serial number 6 secured the lowest number among ten schools. None of schools secured “Excellent” grade. Number of students who secured “Very good” grade was 62. Number of students who secured “good” grade was 110. Number of students who secured “Weak” grade was 118.

**Table 11**

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School, Imphal West	40			32	8	80%	20%
2	St.George High School, Imphal East	40			28	12	70%	30%
3	IPS, Imphal West	40			28	12	70%	30%
4	Ever Green School, Thoubal	40			28	12	70%	30%
5	Paradise High School, Thoubal	40			26	15	65%	35%
6	Ngasi Rastrapili High School, Imphal West	10			4	6	40%	60%

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7	Kwakeithel Girls' High School, Imphal West	16			8	8	50%	50%
8	Meitei Mayak High School, Imphal East	10			4	6	40%	60%
9	Lilashing Khongnangk hong High School, Imphal East	14			6	8	43%	57%
10	Wangkhei Girl High School, Imphal East.	40			30	8	75%	25%

In the second test, **“Passage 2”** as shown in the table 12 below, 50% to 75% of Private English medium school students responded correctly and 25% to 50 % of Private school students were incorrect. The school in the serial number 1 secured the highest number of correct responses among the Private schools, that is, 75%, and the school in the serial number 5 secured the lowest number of correct responses i.e. 50% among the Private schools. 38% to 75% of Government school students responded correctly and 25% to 62% of Government school students were incorrect. The school in the serial number 10 secured the highest number of correct responses, that is, 75%, and the school in the serial number 6 secured the lowest number of correct responses i.e. 38% among the Government schools. The school in the serial number 1 secured the highest number of correct responses among ten schools. The school in the serial number 6 secured the lowest number among the ten schools. None of students secured “Excellent” grade. Number of students who secured “Very good” grade was 60, Number of students who secured “Good” grade was 80. Number of school students who secured “Weak” grade was 150

**Table 12**

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School, Imphal West	40			30	10	75%	25%
2	St.George High School, Imphal East	40			26	14	65%	35%
3	IPS, Imphal West	40			28	12	70%	30%
4	Ever Green School, Thoubal	40			26	14	60%	40%
5	Paradise High School, Thoubal	40			20	20	50%	50%
6	Ngasi Rastrapili High School, Imphal West	10			4	6	40%	60%
7	Kwakeithel Girl's High School, Imphal West	16			6	10	38%	62%
8	Meitei Mayak High School, Imphal East	10			5	5	50%	50%
9	Lilashing Khongnangkho	14			6	8	43%	57%



	ng High School, Imphal East							
10	Wangkhei High School, Imphal East.	40			30	10	75%	25%

**Results of Writing skill tests are displayed in the following tables (13 to 14):**

The result of first question of Test item 1 “**Precies Writing**” as shown in the **table 13** indicates that Nirmalabas High School attaining 78% correctly ranked the best performer in this test while St. George High School, IPS, Evergreen High School and Wangkhei High School are in the same grade “Good”. The schools securing only 40% correct answers in the serial numbers 6 and 8 in the table above are the weakest.

**Table 13**

Sl. no.	Name of the schools	Number of the students	No of “Excellent” performance X1	No of “Good” performance X2	No of “Poor” performance X3	Performance in percentage (%)		
						X1	X2	X3
1	Nirmalabas High School	40	0	31	9	0	78%	22%
2	St. George High School, Imphal West	40	0	30	10	0	75%	25%
3	IPS, Imphal West	40	0	30	10	0	75%	25%
4	Ever Green School, Thoubal	40	0	30	10	0	75%	25%
5	Paradise	40	0	28	12	0	70%	30%

	High School, Thoubal							
6	Ngasi Rastrapili High School, Imphal West	10	0	4	6	0	40	60%
7	Kwakeithel Girl's High School, Imphal West	16	0	8	8	0	50%	50%
8	Meitei Mayak High School, Imphal East	10	0	4	6	0	40%	40%
9	Lilashing Khongnangk hong High School, Imphal West	14	0	8	6	0	57%	43%
10	Wangkhei High School, Imphal East.	40	0	30	10	0	75%	25%

This second test of Test item 2 “**Paragraph writing**” as shown in the **table 14** indicates that the performance of Nirmalabas High School attaining “Good” grade ranked the best performer in this test while St. George High School, IPS and Wangkhei High School are in the same grade with 70% correct answers. Like in the previous test item 2, the schools securing only 40% correct answers in the serial number 6n in the table above is the weakest.

**Table 14**

Sl. no.	Name of the schools	Number of the	No of “Excell	No of “Good	No of “ Poor” performance	Performance in percentage (%)
---------	---------------------	---------------	---------------	-------------	---------------------------	-------------------------------

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		student s	nt” perform ance X1	” perfor mance X2	X3	X1	X2	X3
1	Nirmalabas High School	40	0	30	10	0	75%	25%
2	St.George High School,Imph al West	40	0	28	12	0	70%	30%
3	IPS, Imphal West	40	0	28	12	0	70%	30%
4	Ever Green School, Thoubal	40	0	26	14	0	65%	35%
5	Paradise High School, Thoubal	40	0	26	14	0	65%	35%
6	Ngasi Rastrapili High School, Imphal West	10	0	4	6	0	40%	60%
7	Kwakeithel Girl’s High School, Imphal West	16	0	8	8	0	50%	50%
8	Meitei Mayak High School, Imphal East	10	0	3	7	0	30%	70%
9	Lilashing Khongnangk	14	0	7	7	0	50%	50%

	hong High School, Imphal West							
10	Wangkhei High School, Imphal East.	40	0	28	12	0	70%	30%

#### 1.4. Discussion

Based on the 10 questions each in relation to teaching points in **Tables 2, 3, 4 and 5**, ten school teachers were categorized into three group **A (Fully implementing NCF-2005 and MLL based teaching)**, **B (Partially implementing NCF-2005 and MLL based teaching)** and **C (Not implementing NCF-2005 and MLL based teaching)** as shown in **Table 12**. **18 teachers are in group B; they are partially implementing NCF 2005 in schools and 12 teachers are in group C. None of the teachers in schools are totally implementing NCF 2005.**

According to the results displayed in the **Tables 6 to 14**, performances of students varied from individual to individual and from school to school in different test items. None of the schools could get ‘Excellent’, ‘Very Good’, or ‘Good’ in Listening skill, Speaking skill, Reading skill and Writing skill. The school in the serial number 1 secured the highest number in all the tests among ten schools. The school in the serial number 6 secured the lowest number in almost all the tests among ten schools. We can now come to conclusion that overall the students of Private schools had higher level of proficiency than that of Government schools except one Government school which is model school. It is apparent that the Private schools take well care of the students, even though the teachers did not follow and implement the guidelines of NCF-2005 and MLL bases teaching. This Government school in the serial number 10 had higher level of proficiency than the rest of Government schools. It may be because Government gives more facility and attention to the school.

#### 1.5. Conclusion

Knowing all these facts, some remedial measures may be taken up to improve the attitude and competency of the teachers. To develop positive attitude and enhance competency of the teachers towards teaching English language, the following remedies will be suggested.

Government should appoint teachers of English from the candidates who have completed B.A. English honours at least. The teachers should be trained to sensitize the main objective of teaching English. They need to be trained how to transact English class in terms of skill based teaching; apart from that, they should be oriented frequently about the ways of teaching English. Further, they need to know the minimal level of learning formulated by MHRD in collaboration with NCERT, New Delhi according to standard in tune with which teaching should be carried out. They should be motivated very often by higher authority. Books on different methods and techniques of teaching English should be provided in the library.

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### Abbreviations

- L1: First language.
- L2: Second language.
- LS: Listening skill
- LT: Language teaching
- ELT: English language teaching.
- LSRW: Listening, Speaking, Reading, Writing.
- CBTL: Competency Based Teaching Learning.
- MLL: Minimal level of learning.
- NCERT: National council of Education and Research and Training.
- MHRD: Ministry of Human Resource Development.
- ELT: English language teaching.
- NCF: National Curriculum Framework.
- MHRD: Ministry of Human Resource Development.
- CCE: Continuous And Comprehensive Evaluation.
- SSA: Sarva Shiksha Avhiyan
- SCERT: State Council Of Educational Research and Training

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APPENDIX  
**Questionnaire**  
**SECTION –1**  
**Bio-data of teacher**

1. Name of the teacher:.....
2. Age.....
3. Sex: .....
4. Education Qualification:.....
5. Any Additional Qualification: .....
6. Date and Place of Birth:.....
7. Monthly Income:.....
8. Caste/Community/Tribe/ : .....
9. Religion: .....
10. Mother Tongue: .....
11. Name of School where working presently:.....
12. For how long you have been teaching English: .....
13. In what medium you have received your education: .....
14. (a) Primary \_\_\_\_\_ (b) Middle \_\_\_\_\_  
(c) Secondary \_\_\_\_\_ (d) Collage \_\_\_\_\_

(e) University \_\_\_\_\_ (f) Any other \_\_\_\_\_

15. Do you teach English only or other subject well?

English only.....(b) other subject as well.....

**SECTION -2**

16. Which portion of the English text do you teach ?

(a) Prose----- (b) Poetry ----- (c) Grammar----- (d) Spoken English -----.....

17. Do you like teaching the portion assigned to you ?

(a) Yes .....(b) No .....  
.....(c) No option .....

18. Are the classrooms in which you teach sufficient and proper in terms of space?

.....  
Do you have sufficient space and furniture in your classroom?

.....  
Is it possible for you to freely move around the class? .....

19. Do you actually move around the class among the students or do you teach by standing in front of them throughout the period?.....  
.....  
.....  
.....

20. Do you organize classroom activities like:

a) Pair work..... b) Group work ..... c) Role play ..... d) Any other

..... Please describe in brief:  
.....  
.....  
.....  
.....

If you do so, do you have necessary space, time and other requirements in the classroom? Please give some examples from your experience:  
.....

.....  
.....  
.....

21. How do you teach the lesson in the classroom? How do you begin the class?

.....  
.....  
.....

22. How do you teach the main body of the lesson? How do you conclude the class?

.....  
.....  
.....

23. Do your students raise question in the classroom? If yes, please specify their manner and frequency?

.....  
.....  
.....

24. Do you encourage your students to raise question in the classroom?

If yes, how?

.....  
.....  
.....

If no, why?

.....  
.....  
.....

25. If so, how many types of question do you encourage them. Please name them and elaborate them.

.....  
.....



.....  
.....  
26. Does it create problems of discipline in your classroom?  
.....  
.....  
.....  
.....

**SECTION-3**

27. Are the classrooms in which you teach sufficient and proper in terms of space?  
.....

Is it possible for you to freely move around the class?  
.....

28. Do you organize classroom activities like:

- a) Pair work..... b) Group work ..... c) Role play ..... d) Any other  
..... Please describe in brief:  
.....  
.....  
.....  
.....  
.....

29. If you do so you have necessary space, time and other requirements in the classroom? Please give some examples from your experience:  
.....  
.....  
.....  
.....

30. What teaching aids are available for your classroom use?

- a) Black board ..... (b) Roller board .....(c) Cassette player  
.....(d) Television ..... (e) VCP/VCR ..... (f) Computer  
.....(g) Any other .....

31. Are there teaching aids conveniently supplied to you as and when you require them?

.....  
.....  
.....

32. Do you need any specific items like picture cards, overhead projectors etc.? Please specify:.....

.....  
.....  
.....

33. Do you have a library in your school? : What kind of books, journals and other kinds of reading materials are there in the library?

.....  
.....  
.....

**SECTION-4**

34. How important do you think is English in Manipur?

- (a) Extremely Important .....(c) Very Important .....  
(c) Quite Important.....(d) Not so Important .....( e) Not so Important at all  
.....

35. In what particular areas is the use of English most important? Please list at least five items from your practical experience?

- 1) .....  
.....  
.....  
2).....  
.....  
.....  
3).....  
.....  
.....  
4).....  
.....  
.....

36. Do you think that the students are aware of the reasons for learning English?

(1) Yes ..... (2) No .....(3) I don't know .....

37. Why do you think that your students are interested in learning English? Please tick the right choice:

Because it is a compulsory subject .....

Because it is an important language .....

Because it is a necessary for getting jobs .....

Because it is a status symbols .....

38. What are your students' specific needs for learning English? Please specify.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

39. What do you think are the objectives of teaching English in Manipur? If yes, what are they? Please list?

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

40. Does the present syllabus specify the goal of teaching English in Manipur? Please list the most important ones below?

- 1).....
- 2).....
- 3).....

If no, can you make out the hidden goals and objectives?

- 1.....2.....
- .....3.....
- 4.....5.....6.....
- .....

41. Do you focus more on:

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- (a).Content based teaching.
- (b). Grammar based teaching.
- (c). Skill based teaching.
- (d). Functional grammar

42. Have you ever participated in course design either at your school level or at the State board level?  
Please describe your experience?

.....  
 .....  
 .....  
 .....

43. Do you think that all the teachers must participate in the process of setting question design?

.....  
 .....  
 .....  
 .....

44. How do you think that teachers can contribute course design?

.....  
 .....  
 .....  
 .....

45. Have you read “minimal levels of learning “the publications by NCERT, New Delhi?

a)  
 YES ..... b) NO

.....

46. If yes, what are the minimal level of English from class (I) to (VIII), Please write a few minimal level of learning in school?

.....  
 .....  
 .....  
 .....

47. Do you know the competency base teaching learning based on this minimal level of learning?

(a) YES ..... (B) NO

.....

48. Have you ever attended any short term or long term orientation programmes of English language teaching methodology organized by SCERT or any other agencies?

(a) YES ..... (B) NO

.....

49. How do you teach listening, speaking, reading and writing skill in your school?

.....  
.....  
.....  
.....  
.....  
.....

50. Do you take up any approaches and methods to develop these skills among the children and the students in the class?

(a) Yes ..... (b) No

.....

51. If yes, what are those approaches, methods and techniques you employ in the classroom?

.....  
.....  
.....  
.....  
.....

52. How do you evaluate the students' listening, speaking, reading, and writing skills?

.....  
.....  
.....



57. How many minutes do you spare for evaluation in a class period?

.....  
.....  
.....  
.....

Suppose there are 90 students in a class. Are you able to evaluate all the 90 students within the time kept for evaluation? (A) YES ..... (B) NO

.....

58. If yes, what techniques or strategies do you adopt? Please elaborate the techniques or strategies.

.....  
.....  
.....  
.....

59. Do you motivate them sometime?

(A) YES ..... (B) NO .....

If yes, how do you motivate them?

.....  
.....  
.....  
.....

**SECTION 5**

60. So, you have a system of Continuous and Comprehensive Evaluation? If yes, please, specify.

.....  
.....  
.....

61. Does your school conduct different term-wise examinations? Please specify the frequency?

.....

.....  
.....  
62. Who sets the question paper for these term examination?

.....  
.....  
.....  
.....  
.....  
.....

63. Do you think that question papers are systematically and scientifically prepared? If yes, how?

.....  
.....  
.....  
.....

If no, how?

.....  
.....  
.....  
.....

64. Have you ever participated in setting papers for the Manipur Board? If yes, please describe your experience?

.....  
.....  
.....  
.....  
.....

65. If no, what is the reason?

.....  
.....  
.....  
.....



**SECTION—6**

66. Are you aware of different teaching methods?

A) Yes ..... B) No

.....

67. Can you list the methods you know something about?

a).....

.....

.....

If no, why?

.....

.....

.....

.....

68. Do you think your classroom practice conforms to particular methods?

A) Yes .....

B).....

Which one?

.....

.....

.....

.....

69. How would you describe your classroom teaching methods?

.....

.....

.....

.....

70. What you think should be the ideal approach for teaching English in Manipur?

.....

.....

.....  
.....  
71. Has this approach been adopted by you and your colleagues? If yes, how do you go about?

.....  
.....

If no, why?

.....  
.....  
.....

72: Have you read NCF-2005?. Yes or No. If yes, elaborate in two or three sentences about the ways of teaching mentioned in NCF -2005.

.....  
.....  
.....  
.....

73: Do you know Constructivist Approach to Teaching ? Yes or No.

If yes, please elaborate the ways of teaching the approach in your school.

.....  
.....  
.....  
.....

74: Do you know any new skill catering method or approaches Yes or No.

If yes, please elaborate them in two or three sentences.

.....  
.....  
.....  
.....

75. Do you teach students to develop reading skill in the class.? If yes, please mention any approach or method and elaborate any one of them about how you teach it in the class?

.....  
.....  
.....  
.....

76. Do you organize any activity for children to learn reading skill in the class? Yes or No. If yes, please elaborate how you organize them in the class.

.....  
.....  
.....  
.....

77. Do you teach based on MLL (Minimum Level of Learning)? Yes or No. If yes, elaborate them.

.....  
.....  
.....  
.....

78. Do you assess students on the basis of question design or Blue print? Yes or No. If yes, how many marks were allotted to reading skill in your question-setting with 100 marks?

.....  
.....  
.....  
.....

79. Do you assess children based on the objective of teaching? Yes or No. If yes, please elaborate how you do you assess?

.....  
.....  
.....  
.....

80. Do you take up any group activity based teaching to develop reading skill? Yes or No, If yes, elaborate how you take up.

.....  
.....  
.....  
.....

81. Do you know how to develop question design? Yes or No. If yes, how much you emphasize on reading skill in question design.

.....  
.....

.....  
.....  
82. Do you ask children questions in the class? Yes or No. If yes, mention the types of questions giving examples.....  
.....  
.....

83. Do you know how many levels of questions are there in questioning? Yes or No. If yes, please mention the levels.....  
.....  
.....

84. Do you teach students reading skill through only tests ? Yes or NO. If not, how do you teach them?  
.....  
.....

85. Do you assess reading skill in the class? Yes or No. If yes, mention how you assess the students.  
.....  
.....

86. Do you implement CCE in your school? Yes or No. If yes, please, mention a few steps how you implement CCE.  
.....  
.....  
.....

87. Do you take up any new or innovative practice to develop reading skill ? Yes or No. If yes, elaborate them?  
.....  
.....  
.....

88. Do you elaborate your teaching again and again? Yes or No. If not, how do you teach?

.....  
.....  
89. Do you repeat your teaching? Yes or No. If not, what approaches do you employ?  
.....  
.....

90. Do you teach children by reading the text book and asking questions ? Yes or No. If no, how you teach them?  
.....  
.....

91. How do you teach reading skill in the class? Please, elaborate your teaching.  
.....  
.....

92. Do you teach the content of English text book. Yes or No.  
.....  
.....

93. Do you go beyond the content of the text? Yes or No. If yes, please mention how you go beyond the content of the text.  
.....  
.....

94. Do you assess the students from only textbook? Yes or No. if no, please write how do you assess them.  
.....  
.....

95. Do you usually assess them based on the lesson in the text?  
.....  
.....  
.....

96. Do you ask students to review articles and journals written by eminent writers?

Yes.....No.....Sometimes.....

If yes, mention the name/s of article/s and journal/s.

97. What is your view about the articles?

.....  
.....  
.....  
.....

98. Do you teach students by explaining again and again? Yes or NO. How many times?

.....  
.....

99. Do you discuss matters relating to classroom teaching with your students? If yes, Please give some examples?

.....  
.....  
.....  
.....

.....

100. Do you discuss your problems with teachers/colleagues?

Yes.....No.....sometime.....

- a) Your colleagues.....
- b) Your Principal ..... c) Member/s of school administration .....
- d) Concerned person in Manipur Board .....

.....  
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## Relative Clauses and/or Participials in Malayalam

Hima S., M.Phil.

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### 1. Structure of relative clauses

#### 1.1. The promotion analysis

Kayne (1994) proposes a uniform base/initial structure for all the world's languages, from which the surface orders are derived by movement. This is in consequence of the Linear Correspondence Axiom (LCA) for linear order (of terminals) and hierarchical structure (of non-terminals) in language.

One consequence of the assumption of Antisymmetry in language is that relative clauses are uniformly CP complements of D:

(1) the [<sub>CP</sub> [picture]<sub>i</sub>] that [<sub>TP</sub> Bill saw e<sub>i</sub>]

In languages like English, the promoted NP moves from within the complement of C out into Spec CP, making the relative clause postnominal. On the other hand, in languages with prenominal relative clauses, which are verb final languages, the structure is:

(2) [<sub>DP</sub> [<sub>TP</sub> Bill saw e<sub>i</sub>]<sub>j</sub>] D [<sub>CP</sub> [<sub>NP</sub> picture]<sub>i</sub>] C e<sub>j</sub>

This is because N cannot come to the final position in the relative clause by moving it in a mirror-like manner compared to the N-initial type of languages. In many of these languages the absence of an overt definite article makes the D null or invisible; however, based on the behaviour of D in Amharic which is an N-final type language with an overt definite article, Kayne proposes that the relative clause itself has to move to Spec DP (stranding the head N in Spec CP), and therefore what moves is not the whole CP but only the TP.

#### 1.2. Alternate analyses

##### 1.2.1. Bhatt (2002)

Bhatt (2002) compares the three most popular generative analyses in the literature, viz., the head external analysis, the matching analysis and the promotion analysis. After extensive discussion

of the various properties of the construction and the repercussions of each analysis, he chooses the structure in (6) below (his (79)), modified from Bianchi's (2000) analysis, as the most plausible one, while concluding that excepting cases of non-trivial pied piping, the promotion analysis seems to be the best theoretical explanation.

(6) [DP the [XP [NP picture] [X' X<sup>0</sup> [CP [DP which t<sub>NP</sub>]<sub>i</sub> C<sup>0</sup> [IP Bill liked t<sub>i</sub>]]]]]

### 1.2.2 Ouhalla (2004)

Ouhalla (2004) proposes a different analysis for Amharic and other N-final relatives, because of the similarities with another Semitic language Arabic. Arabic is an N-initial type language with two types of possessive structures, called the *free state* possessive and *construct state* possessive. Ouhalla shows that the structure and properties of relative clauses also closely resemble the two types of possessives. Based on this comparison, and based on the current analyses for the two possessives, he proposes the structures in (3b) and (4b) below for the free state and construct state relatives in (3a) and (4a) respectively:

(3a) l-baTT-a illi ?akalnaa-ha ... (Ouhalla's (1))  
 the-duck-FEM the+Agr we.ate-it  
 'the duck we ate . . . '

(3b) [DPthe<sub>D</sub>-[Nduck]<sub>i</sub> [NumPNum [NP[DPthe+agr [TP we ate-it]][N<sup>c</sup>e<sub>i</sub>]]]]  
 (Ouhalla's (18))

(4a) baTT-it illi ?akalnaa-ha ... (Ouhalla's (10))  
 duck-FEM the+Agr we.ate-it  
 'the duck we ate . . . '

(4b) [DP[N duck]<sub>i</sub> [NumP[DPthe+Agr [TPwe.ate-it]] [Num [NP[e]<sub>i</sub>]]]]  
 (Ouhalla's (17))

The relative clause is thus analysed as a DP with the relative marker, analysed as “the definite article with additional number and gender inflection” (cf. Aoun and Choueiri (1997) *apud* Ouhalla (2004)), as the head, and the initial structure of the relative clause as [D TP] instead of Kayne's [D CP]. In the case of Hebrew, which has the same complementizer in both the constructions, Ouhalla proposes that the Hebrew relative clause is a [C TP] structure, and suggests



that this is a parametric difference within Semitic between languages based on the complementizers. Except for this, the suggested structure for relativization is the same.

For Amharic, which is N-final (see (5a), which is Ouhalla's (19)), he makes the same observation that the relative clause structure and properties resemble that of the possessive, and proposes the structure in (5b) (his (27)):

(5a)   lĭj-u               yä-gäddälä-w   ĭbaab  
          boy-the           GM-killed-the       snake  
          'the snake the boy killed'

(5b) [DP D [NumP [DP [TP boy-the GM-killed] the] [Num [NP snake]]]]

Thus the structure of the N-initial Arabic relative clause and N-final Amharic relative clause is the same, a DP that occupies the genitive position Spec Num, and the word order difference is due to the head raising of the N in Arabic to D, which is widely attested in Arabic noun phrases according to Ouhalla.

This analysis also serves to explain why Arabic, even though an N-initial language, displays typological properties typical of N-final languages, viz. the absence of relative pronouns (cf. Downing 1978:392-394, Keenan 1985:149 *apud* Kayne (1994)) and presence of different complementizers in sentential complementation and relative clauses (cf. Keenan 1985:160 *apud* Kayne (1994)). These properties follow from the DP analysis of relative clauses, according to Ouhalla.

## 2. Malayalam relative clauses

Malayalam, a Dravidian language, also has prenominal or N-final relative clauses like its sister Dravidian languages:

(6)   njan   vaayicc-a    pustakam  
      I       read.PRF-REL book  
      'The book (that) I read'

[Two brief notes on the gloss are in order before we move further: One, I have glossed the verb as having PeRFfective aspect instead of PaST tense. Amritavalli and Jayaseelan (2003/2005) argue that there is no Tense projection in Dravidian, which Hany Babu and Madhavan (2003) have

argued against. I am not committed to either position here as it is not crucial to the analysis I propose. Secondly, the verb does have the perfective/past meaning, even though in the relativized examples the morphology does not show up. However this is simply due to a phonological rule that deletes the /u/ vowel (which is the past tense/perfective aspect morpheme) when followed by another vowel /a/ (the relativizer morpheme.) In words with the other past/perfective morpheme ‘-i’ the phonological rule does not apply and the morphology clearly shows up (except for *pooy-i* ‘go-PST’ which becomes *pooy-a*, for unknown reasons): thus *koDutt-u* + *-a* becomes *koDutt-a* but *ett-i* + *-a* becomes *etti-ya*, not *ett-a*. However the verb stem in all cases is clearly in the form it takes in the perfective aspect (as explained in the morphological note in Jayaseelan (2004: fn 2)).]

The morpheme *-a* that has been glossed as REL(ativizer) above is classified in De Vries’ (2002) typology of relative clauses as a relative marker, as opposed to relative pronoun or complementizer. However De Vries does not have any account of what the position or category of *-a* is. Elsewhere (De Vries (2001)) he suggests, in passing, that it is a “temporal affix that can replace T in V”, like in Greenlandic and Korean. However *-a* is not temporal; and it does not replace T. What looks like replacing the Tense morpheme is only the phonological rule mentioned above.

The sentential complementizer in Malayalam is a quotative *ennu* which has been grammaticalized from an earlier Dravidian verb *enr-* ‘say’. Thus, both the typological properties observed for N-final relative clause languages hold for Malayalam. Could this mean the relative clause could be a DP in Malayalam too, as in Amharic (see above)? To extend Ouhalla’s analysis to Malayalam, we have to consider the relativizer-*a* as the head of the relative clause.

## 2.1. The relativizer *-a*

*-a* is referred to as a relative marker or relativizer in the literature on Malayalam relative clauses. It has been claimed to have been grammaticalized from a (plural neuter) agreement marker by historical linguists (cf. Andronov (1972, 2003), Krishnamurthy (2003), etc.). Two characteristic features of *-a* are that:

(i) It occurs on the verb in relative clauses (7a), participles (7b) and adjectives (7c), but not in sentential complement structures (7d)

(ii) It cannot stand alone without a nominal following it (8a-b) (cf. Anandan (1985), Jayaseelan (1999), Jayaseelan (2014), Mathew (2005), Menon (2012, 2014), etc.)

- (7a) raamanmeerikku koDutt-a pustakam  
Raman Mary-DAT give.PRF-A book  
'The book Raman gave to Mary'
- (7b) ooD-unn-a vaNDi  
Run-PROG-A vehicle  
'running vehicle'
- (7c) puti-ya kuDa  
New-Aumbrella  
'new umbrella'
- (7d) \*[nii vann-a] Raman paRanj-u  
2s come.PRF-A Raman say.PRF-PST  
'Raman said that you came'
- (8a) njaan kaND-a \*(citRam)  
1s see.PRF-A picture  
'the picture I saw'
- (8b) njaan kaND-a-\*(tu)  
1s see.PRF-A-3sn  
'What I saw' (this is called free relative by Asher and Kumari (1997).)

The property in (ii), exemplified in (8a-b), immediately brings to mind the behaviour of the demonstrative in Malayalam. Malayalam has two demonstratives, the distal *aa* 'that' and the proximal *ii* 'this'. Even though they are free morphemes, they can only occur before nominals, including agreement markers (9a-d). In fact that is exactly how pronouns are formed in Malayalam: by inflecting the demonstratives for gender and number (9c-d) (cf. Jayaseelan 1999).

(9a) aa \*(kuTTi)  
That child

(9b) ii \*(peena)

This pen

(9c) a-(v)an  
That-3ms  
'He (distal)'

(9d) i-(v)aR  
This-3p[+human]  
'These (people)'

This seems to be straightforward enough proof for the relativizer-*a* to be considered a nominal (probably D) element.

## 2.2. Is *-a* the demonstrative?

Anandan (1985) does analyze the relativizer as the distal demonstrative *aa* in his initial analysis. He uses a mechanism of Copying, adapted from Amritavalli (1984) and Battistella (1982), through which the demonstrative comes with an empty feature matrix, and the operation of Copying enables copying the phi features of an overt or covert noun which the demonstrative is modifying. When the noun is covert, the copied phi features show up as agreement markers on the demonstrative. His structure for the relative clause in (10a) is given in (10b), with an empty feature matrix occurring with the Det *aa* for copying phi features:

(10a) *njaan vaayicc-a pustakam*  
1s read.PRF-A book

(10b)  $[_{NP}[_{S'}[_{S}[_{NP}[_{N}n\text{jaan}]]] [_{VP}t_i \text{vaayicc-u}]] [_{COMP}]] [_{NP}[_{DetP}[_{Det'}[_{Det}aa][ \ ]]] [_{N'}[_{N} \text{pustakam}_i]]]$

This is now comparable to Kayne's (1994) promotion analysis in (2) above if one makes the necessary adjustments in the derivation (steps 11a-c):

(11a)  $[_{DP} aa_D [_{CP} C [_{TP} n\text{jan} \text{pustakam}_i \text{vaayicc-u } e_i]]]$

(11b)  $[_{DP} aa_D [_{CP} [_{NP} \text{pustakam}_i]_j C [_{TP} n\text{jan } e_j \text{vaayicc-u } e_i]]]$

(11c)  $[_{DP} [_{TP} n\text{jan } e_j \text{vaayicc-u } e_i]_k aa_D [_{CP} [_{NP} \text{pustakam}_i]_j C e_k]]]$

However, a problem similar to what Ouhalla (2004) pointed out for Amharic confronts us: in (11c) the D *aa* is not part of the relative clause, which is a TP occupying the Spec DP position of *aa*.

In fact, identifying the relativizer *-a* with the demonstrative *aa* seems to have other problems too. For instance, in some Northern varieties of Malayalam when the demonstrative modifies a noun (phrase), they become a single word, a phonological shortening of *aa* occurs, and the initial consonant of the noun (phrase) is geminated as in (12) below:

- (12) a-kkuTTi  
That-child

In these varieties of Malayalam the relativizer does not have the same effect:

- (13) \*njaan kaND-a-kkuTTi  
1s see.PRF-A-child  
'The child I saw'

Thus we have a relative marker that looks and behaves like a demonstrative but is apparently not the same beast. I propose that the relative marker *-a* is a D which has grammaticalized from the distal demonstrative *aa*.

Typological literature shows that this is a common process in languages. Diessel (1999) describes eighteen "channels of grammaticalization" through which demonstratives grammaticalize into third person pronouns, relativizers, complementizers, definite articles, linkers etc. Drawing on the works of Lehmann (1984), Behaghel (1923-32), Paul (1916-20), Lockwood (1968), etc. on Old German, he shows how there are various accounts for the grammaticalization of the demonstrative into a relativizer, in this case a relative pronoun. He quotes examples from Lehmann (1984) which show the same relativizer occurring on attributive adjectives and participial constructions. Moreover the relativizer nominalizes the participial, which looks exactly like the relative clause, with a non-finite verb.

These facts are exactly similar to the facts of Malayalam, and suggests that it is possible for the demonstrative *aa* to have grammaticalized into the relativizer *-a*. It is grammaticalization that has changed its syntactic characteristics and weakened it into a bound morpheme. The feature composition of *-a* (partly retained from the demonstrative *aa*) also requires it to be followed by a full nominal or at least the phi-features of one (cf (7), (8) above).

Thus I assume that *-a* is a D, which can nominalize a participial clause. Though Malayalam does not have a definite article, other secondary evidence for presence of D comes from the diagnostics for DP- vs NP-languages from Boskovic (2008a, 2010). These diagnostics indirectly suggest that Malayalam is a DP language, even though it has no overt definite D.

### 3. The analysis

Thus I propose that the *-a* in D selects the vP as its complement, forming the participle. Because of its own syntactic makeup (for instance a referential index or feature like that of Baker (2003)), *-a* probes for a nominal to get phi features from. For this it has three options, viz, promotion of an NP from within the vP complement to its specifier (participialization or relativization), or Merge of an external NP (in which case it becomes a noun complement construction), or Merge of a null N with only phi features, which turns up usually as the default 3sn, resulting in nominalization of the participle (the resulting constructions are given in (15a-c)). Further leftward (remnant) movement of D' to some higher Specifier position (for now I will just call it XP like Bianchi (2000) and Bhatt (2002)) gives the final word order. The final structure is as in (15) below. The XP could be NumP as in Ouhalla (2004), Koopman (1999) a.o., however that needs to be worked out separately and is not crucial for the issue at hand.

(14) [XP [D' [TP/vP ...t<sub>i</sub>...]] D] [X' [DP NP<sub>i</sub> e<sub>D</sub>] X]

(15a) *njaan vaayicc-a pustakam*

1s read.PRF-A book

'The book I read'

(15b) *John vann-a vivaram*

John come-A fact/information

'the fact that John came'

(15c) *John vann-a-tu*

John come.PRF-A-3sn

(something like 'that John came', no exact translation possible)

A consequence of such an analysis is to say that Malayalam relative clauses are actually participials. This I think is correct, as suggested by the following adverb test (16) where the speech act adverb 'unfortunately', placed above the root C in (16a), has to obligatorily be inside the vP in (16b):

(16) Context: I did not go to the office today. ...

- (a) niRbhaagyavaSaal enn-e or-aaL anweeSicc-u vann-u  
unfortunately 1s-ACC one-person search.PRF-CnjPcpl come.PRF-PST  
'Unfortunately a person came looking for me.'
- (b) [niRbhaagyavaSaal enn-e anweeSicc-u vann-a] aaL  
unfortunately 1s-ACC search.PRF-CnjPcpl come.PRF-A person  
'The person who unfortunately came looking for me.'

In (b) the interpretation cannot be that the situation is unfortunate for the speaker; it is unfortunate for the person who came looking for the speaker. This, I claim, is due to the unavailability of the C projection in the relative clause because it is a participial.

#### 4. Conclusion

I have analyzed Malayalam relative clauses to be DPs with the relativizer as the D head, similar to the analysis for Semitic languages by Ouhalla (2004). This also serves to explain why relative clauses and participials in Malayalam look alike.

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**Colophon:**

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## Historicity in the Tamil Grammatical Tradition: A Study of Iraiyanār Akapporul

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### Abstract

Ancient texts are often considered an ideal window into the past, and essential for an understanding of cultures. In the context of the Tamil language and literary culture, such an understanding of the past is considered particularly important as the existence of an uninterrupted literary culture is one of the linchpins of the identity formation of the Tamil people in modernity. This paper therefore looks at one of the key texts of the Tamil grammatical tradition, Iraiyanār Akapporul and its commentary, and some of the issues around its interpretation and reception by modern scholars. Through this, the paper attempts to distinguish two different modes of association with the past, one that is typical of pre-modern commentators and writers, and the other a typically modern one that is based largely on the principles laid down by classical philology.

**Keywords:** Indian Grammatical Tradition, Tamil grammar, philology, modernity.

### *Iraiyanār Akapporul*

*Iraiyanār Akapporul*, also known variously as *Kalaviyal enra Iraiyanār Akapporul* or simply *Iraiyanār Kalaviyal* (henceforth IA) is a treatise on the akam conventions of poetry in Tamil literature, composed around the fifth century CE by Iraiyanār, an author whose identity is unclear. The text itself consists of sixty *nūrpas* or formulaic verses which talk about love poetry of the akam genre, which is the interior landscape as expounded first in the *Porulatikāram* (henceforth TP) of the *Tolkāppiyam*. The IA as it exists in its modern form has certain problems with its exact dating, as linguistic evidence dates different sections of the text to different eras. It is therefore now uncontroversially considered by scholars to be a layered text, with the main text consisting of the *nūrpas*, and its commentary and a set of poems consisting of the other two layers.

The poetry section, known as the *Pāntikōvai*, consists of poetry in the *kōvai* form, which refers to a collection of serially inter-linked poetry, about Netumāran, a 7th century Pantiya king. This work illustrates the conventions that the main text of the IA talks about and clearly preceded

the commentary layer as it is often referred to by the author of the commentary. The final layer, the commentary, was authored by Nakkīranār, likely in the 8th century CE. It is also not free of later interpolations, and its author is named by the text itself. The commentary is considered a very important work of its own right for its explication of the *akam* poetics, and for the fact that it is the earliest surviving prose commentary in Tamil. It is also a valuable though fragmentary source of medieval texts as it is full of references, quotations and illustrations.

IA has received a lot of attention from modern scholars for various reasons. This paper will take up two main issues around it in order to examine the idea of tradition and history as reflected in the commentary and contrast it with modern interpretations.

The first issue is related to the commentary as it contains a tale regarding the origin of the main text of the IA that has come under scrutiny:

At that time, the Pāntiyan suffered from famine for twelve years. And as the famine increased with time, the king called together all the learned men and said, “Come, I cannot protect you; my country suffers greatly: go and be on your way according to your knowledge; when the land becomes (again) a (habitable) land, remember me and return.” Thus, after all of them left the king and went, twelve years passed by uncounted. After such a lapse of time, abundant rain fell on the land. When the rain had fallen, the king sent men all around saying, “Now, since the land has become a land, bring back the learned,” and they returned bringing scholars learned in Phonology (*Eluttatikaram*) and Grammar (*Collatikaram*), declaring, “We have not found anywhere scholars in Subject-Matter (*Porulatikaram*).” When they came, the king was greatly distressed and kept saying, ‘What to do? Are not Phonology and Grammar explored merely in order to expose Subject-Matter? If we do not obtain the science of subject matter, even though we may have these it is as if we did not have them.’ The flame-hued Lord of Alavay in Maturai thought, “What a pity! The king’s anguish is tremendous! And, since this is moreover an impediment to knowledge, it is proper that I deal with it,” and he composed those sixty aphorisms, inscribed them upon three leaves of copper, and placed them under the altar.

The story goes on to describe how the copper plates were found by the Brahman priest of the temple and brought to the king, who worships the lord in joy and gratitude. The story thus ascribes

the composition of the Iraiyanār Akapporul to “the flame-hued god”, i.e., Śiva himself. The origin of this story is unclear as the main text of the IA makes no mention of its own authorship, and this is a new concern introduced by the commentary. Zvelebil speculates that the bare facts of the story might in fact be true, and that the copper plates might have been written and placed in the temple by an unknown author, later to be discovered; it is quite conceivable that this discovery might have been interpreted as a divine gift. The name Iraiyanār, normally referring to Śiva himself, also adds to this mythical origin tale, although there are older poets named Iraiyanār. It is only possible to speculate on the ideological reason behind this newly acquired aspect of the text: by the time of the commentary’s composition by Nakkīranār, i.e., 7th to 8th century CE, Saivism was at its heights and this reflects in various aspects of the literature of the era, including this particular story about the authorship of the IA.

### **The Ideological Underpinnings of the Story**

Blake Wentworth argues that the introduction of this story by Nakkīranār into a text that is otherwise rather lacking in religious overtones is ideologically motivated and results in the erasure of the likely true origins of the text, from Jain and Buddhist scholarship. He is particularly interested in the portrayal of the idea of Sangam here as a group of scholars under the king, interpreting the words of the god Śiva with divine guidance:

But the term Cankam, as has regularly been observed, was not first associated with a literary conference, particularly one that produced its masterpieces with a fideistic dependence on Śiva. Sanghas were Jain, or Buddhist, and it is Jains in particular who are credited with writing some of the most renowned works of early Tamil literature... Here they are thrown aside, for Jains have no part in IraiyanārAkapporul’s sense of Tamil, cleanly placed in the Śaiva fold... its sūtras were the work of Śiva, and its exemplary verses, the PāntikKōvai, praise Netumaran , the Pāntiya king held to have been converted from Jainism to Śaivism by the great saint Ñānacampantar.

While Wentworth’s assertions about the ideological underpinnings of Nakkīranār’s story are insightful, one might also be tempted conclude that the medieval commentator took liberties with the truth in order to deliberately impose such an origin story on the text. However, what must also be noted is the difference in understanding between a modern reading and that of a medieval author such as Nakkīranār. Nakkīranār’s departure from the non-religious tone of the original text and his imposition of Saivite values on the IA is not an outcome of inauthenticity, but a creative reimagining of the past that is free of a monolithic idea of identity and culture that had to

preserved in its “original” spirit. Therefore, despite the fact that Nakkīranār, dwelling at a time when the language and literature was already hugely transformed by the bhakti movement, “dealt with a ‘classical’ heritage... which belonged to another age” (Zvelebil, 1973), the licenses he took with the history of one such text does not have the same implications that a modern view would conclude.

### **Dating of *Iraiyanār Akapporul***

The next issue that concerns us is the controversy around the dating of the IA, which also provides insight into how grammatical traditions are conceived of in modernity. As mentioned previously, the relative dating of the IA and the TP has also been a source of some debate. The TP is considered to be the oldest section of the *Tolkāppiyam*, thus allowing the space for this debate. However, the main controversy arises from the IA’s self-identification (through the commentary) as a *mutanūl* or first text (*mutal* or first + *nūl* or text). This has been interpreted by some as reasonable proof that the IA was the first text of its kind on the subject matter of grammar or *porul*. However, Takahashi suggests that this is a misinterpretation of the term *mutalnūl*, which simply refers to “a treatise having no lineage, or... the first treatise in a lineage” (Takahashi, 2010), thus concluding that interpreting this as statement on the text’s historicity is “far-fetched and incorrect” (Takahashi, 2010).

This debate is based on one of important distinctions regarding treatises found in the commentary portion of the IA, viz., that of *mutanūl*, *valinūl* and *cārpunūl* or, the first/original text, the derivative text and the offshoot respectively. The *mutanūl*, as just explained, refers to an original text that has no “lineage”, just the opposite of a *valinūl* (*vali* = way/path or lineage), which is a derivative text based on an existing lineage of works, the *cārpunūl* (*cārpū* = related or associated) being a text that is neither an original text nor a part of the lineage of an original treatise but an independent but related text. The term lineage is key here, as it is important to note that this is not a historical understanding of a textual tradition: a lineage refers to a manner of organizing treatises that follow from a certain original text, and while these are obviously ordered chronologically, the central idea of lineage is in following conventions. Thus, the IA can be a *mutanūl*, despite the fact that, even internal to the story quoted in the commentary, a treatise on poetics already existed, and was lost. The lineage is therefore not a historical idea, with a text having to be the first of its kind in order to be considered an “original” treatise.

### **Philology and the Reconstruction of the Past**

These two issues around the authorship of the IA and its commentary suggest that the relationship between the commentator, author and text has evolved in new directions with the coming of colonial scholarship and modernity. It has often been noted that this new direction came in the form of a new relationship with the past, and it was the very basis of colonial disciplines such as philology. Most recently, James Turner suggests that it was only in the Renaissance that an epistemological break with the past occurred, making it possible for philology to emerge as a discipline that would be able to reconstruct this past. Thus, the philologist “treated his text as a historical and an anthropological document, the much-altered remnant of an early stage of development of human culture...” (Grafton & Glenn, W. 1985) and a new historicity began to be associated with philology.

### **Sense of Historicity**

The issues with the IA discussed so far are precisely an illustration of this sense of historicity, although in different ways. In the case of the criticism of Nakkīranār’s account of the origins of the IA, viewing it from the realm of a historical perspective creates the impression of inauthenticity in the commentator’s work. It precludes the understanding of a different relationship between commentator and text, one that did not treat the original text as a distant historical and philological document, but as one that whose relevance could be found in contemporaneously, thus rendering the tales in circulation regarding its authorship a valid and authentic account. The second issue of the term “mutanul” and the misinterpretation around it also arises from the imposition of a historical view that does not exist in the original term.

### **To Conclude**

In conclusion, the idea of a grammatical tradition is not a monolithic one. While the practices of textual analysis and philology in modernity rest on the mode of historicity, this relationship with the past is not necessarily shared by pre-modern commentators, and a critical understanding of this difference is necessary in order to reach a true and holistic understanding of the idea of a grammatical tradition.

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## **Developing the English Language Proficiency of Engineering Students with Rural Background**

**Dr. S. Latha Venkateswari, M.A., M.Phil., M.Ed., PGDTS, Ph.D.**

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### **Abstract**

English, being a global language, has become the necessary tool for engineering students to get the best placement. Having understood the need for proficiency in English, students pay attention to master the skills once they get into professional colleges. While students from urban areas and with English medium background pick up the skills quickly, students with rural background lag behind. The lack of English language exposure makes rural students inexpressive and augments their inferiority complex. As a result, they become inattentive and spoil the teaching-learning atmosphere in the classroom. When language teachers pay special attention to such students, youngsters with rural background can participate in the learning process and get good placement. The responsibility of English language teachers is more as they have to complete the syllabus on time apart from developing the English proficiency of students. Based on the real class room experience of the author, this paper analyses how to develop the language proficiency of rural students on four aspects such as Listening, Speaking, Reading and Writing.

**Keywords:** LSRW Skills, podcast, download, target students, audio files.

### **Introduction**

Enrollment of students in engineering colleges all over Tamil Nadu has at least 50% rural youngsters. These students complete their higher secondary examination from schools which do not have even basic amenities. Such schools fail to impart language ability to students. Besides, language classes are utilized by subject teachers in schools. This deprives the students of language exposure. School curriculum tests the memory power of students rather than the application part of English language. Handicapped by this set up, rural students enter college in a fix. Unlike the school atmosphere, language teachers in engineering colleges try to make their



students proficient in English language. Usage of language in English classrooms frightens such students. They do not understand the content delivery or the pronunciation of English teachers. Consequently, they behave indifferently in English language classes.

College teachers have to plan meticulously to cater to the needs of the heterogeneous group of students. Generally, in English classes, urban students tend to dominate rural students. Observing the language skill of urban students, rural students get depressed and cling on to silence. Language teachers have to work hard to change this situation. Assigning the rural students with activities related to listening, speaking, reading and writing for few months will certainly improve their standard.

### **Listening**

The first skill to be imparted to rural students is listening because “Attention to active listening skills leads to better academic language competence” (Sasson, 37). Language teachers can rely on podcast files for improving the listening skill of students. “Podcasts are audio files, usually in mp3 format, that can be downloaded from the Internet” (Abraham, 154). English audio files help students understand correct pronunciation. They learn how to frame questions and answer them. Repeated listening to the same file makes them expressive. They correlate ideas, try to think in English and relate it to their personal lives. Ultimately, the familiarity gained through listening makes them speak in English.

### **Activity**

An elementary podcast on daily routine and its transcript were given to the target students. Students utilized their leisure time to listen to the audio files with their head set. This added clarity to listening and understanding.

**Method Adopted:** Teacher downloaded the apt audio file and transferred it to the students’ device.

**Pre-learning activity:** Teacher provided the students with information related to daily activities. Students were asked to list their routine activities.

**Post-learning activity:** Students were asked to substitute the transcript with their activities. They were trained to check language accuracy with the transcript.

### **Advantages**

Students learn English at their own pace; do self-learning; develop concentration; get rid of inhibitions, and gain confidence to use English language.

Listening skill is more important as it paves way to speak, read and write the language correctly. Language teachers can use their experience to develop this skill. Apart from dialogues, providing the students with easy to understand English songs makes this activity quite interesting. Captivated by the music and English pronunciation, rural students get motivated to sing English songs. They develop curiosity to download audio files pertaining to their interest. Thus self-learning takes place that makes the rural students confident to face the urban world.

### **Speaking**

Of all the skills, speaking holds prime importance in the lives of engineering students as their spoken skill decides their entry into multinational companies. Teachers should give “enough time for students to practice new language in a variety of ways and in a step-by-step process” (Baker, 14). Speaking activity becomes successful when students are trained to do proper listening. Repeated listening to audio files of different contexts facilitates students use the right word in the right context. They understand how to ask short questions and give answers. When students are asked to converse with each other using the dialogues that they listened to, they use audio files as their frame work, tailor it to their needs, and start speaking in simple English forgetting their status as Tamil medium or rural students.

### **Activity**

Podcasts related to exchanging greetings, introducing people, apologizing, accepting and rejecting an invitation etc. were given to the target students. This activity lasted for three weeks. Each week, students received seven files of different contexts along with the transcript. They listened to the files practicing how to use English language for different purposes.

### **Pre-learning Activity**

Teacher explained language usage in different situations and gave a list of spoken expressions. Students were asked to concentrate on such expressions, questions and answers.

### **Post-learning Activity**

Students recorded their own voice in their mobile phones, listened to it, compared it with the original version and made corrections wherever necessary. They played their recordings in the classroom, and other students listened to it. Students exchanged positive and negative comments. Teacher acted as facilitator, initiated the target students to speak the recorded conversation in the class room and they performed it with confidence.

### **Advantages**

Students learn useful expressions for speaking proper English, correct their pronunciation and accent, give proper stress and pause while speaking, get rid of vernacular influence, and gain confidence to speak English in front of urban students.

### **Limitation**

The enthusiastic participation of students in this activity creates noise in the classroom. Hence, the nearby classrooms get affected and the language teacher has to control the students without spoiling the learning ambience.

### **Reading**

As Francis Bacon says, “Reading maketh a man perfect” (Bacon, 472), a language teacher has to inculcate this habit in students. This skill enhances students’ knowledge and understanding of various fields. Students develop rich vocabulary, know how to frame and punctuate sentences. Besides, they understand how to express ideas figuratively and clearly. Reading motivates students to refer to dictionary, which in turn helps them identify synonyms, antonyms, sentence structure and spelling. Indeed, reading practice helps students write error free English.

### **Activity**

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Simple story books were given to the target students with one week duration to finish reading.

### **Pre-learning Activity**

Students were taught how to use dictionary.

### **Post-learning Activity**

Students were instructed to write summary or speak about any interesting aspect of the story. They were also asked to write new words with meanings on board. Students used those words in sentences of their own. The entire class participated in this activity.

### **Advantages**

Students develop concentration, nurture reading habit, gain vocabulary, understand the meanings of words, and get confidence to use words in sentences.

Reading practice will certainly make the students write good English. Students get maximum benefits when activities are “flexible and varied” (Grellet, 9). However, addiction to technology does not allow students to read. When teachers channelize their interest of technology towards collecting information related to different fields, students naturally tend to read more and more from online resources. This method is not only beneficial but also cost-effective. Teachers can divide the students into groups and ask them to collect information on various topics. Later, teacher can help them identify main ideas and supporting sentences in paragraphs. This makes students write good passages on various themes. Above all, this strategy bridges the gap between the rural and the urban students.

### **Writing**

“Composition is an art which doesn’t come with the birth of a man. It is acquired and consummated with a single track perseverance and a sense of commitment under the guidance of one’s mentor” (Gangal, 3). So, language teachers have to guide their students write meaningful and cohesive paragraphs on various themes.

Engineering students have to write proposals, reports and present scientific information precisely throughout their career. Institutions instruct the language teachers to impart this writing skill to students. But, making students write good English is difficult as they are in the influence of SMS language. Besides, rural students find it difficult to write even a single sentence thanks to their habit of memorizing paragraphs and essays to clear English paper in their school days. Yet, with the exposure to the three skills such as listening, speaking and reading that preceded the writing skill in language classes, rural students manage well with writing on topics like biography, ambition in life, and the unique qualities of their native land.

### **Activity**

Topics for writing proposals, reports and process description were given to the target students along with the sample copies of proposals, reports and process description passages.

### **Pre-learning Activity**

Students were taught simple sentence structures, subject-verb agreement, voice, and sentence connectors. Explanation for technical writing was also given.

### **Post-learning Activity**

Students were asked to write on topics such as an accident report, proposal for setting up an industrial unit and interpret information given in the form of graphics. Later, they were directed to type the manuscript in MS word and observe the mistakes that they have made. For this activity, language lab computers were used, wherein auto correction was disabled and suggestions to make corrections were enabled.

### **Advantages**

This activity enhances students' understanding of technical writing, usage of sentence patterns, the basics of writing grammatically correct sentences and they learn how to correct their mistakes.

## **Limitation**

It is time consuming as two teachers are needed to manage this activity. One has to take care of the students in the classroom and the other one has to guide the students who use the lab.

## **Response from Students to the Activities**

Initially, students had inhibition and were reluctant to respond to the new learning strategies. Teacher had to keep guard over the rural students as urban students made fun of the former's attempts. Special guidance was given to the target students out of the class hours. Teacher spoke to the urban students about the importance of the teaching methodology adopted for the rural students.

The counselling sessions changed the attitude of the target and urban students. The class room atmosphere changed within a week when the teacher spoke about the importance of acquiring LSRW skills to get placement. Consequently, students adopted themselves to the new teaching and learning atmosphere. Interestingly, urban students started helping rural students and gave full cooperation to the target students and the teacher.

## **Outcome**

Target students broke the myth that students with rural back ground cannot speak or write English with confidence. The methods adopted for teaching LSRW skills aroused the interest of students to a great extent that they started speaking to one another in English. They gained the ability to choose the right audio file for their needs, downloaded them and started self-learning.

Students installed dictionary application in their mobile phones and referred to it quite often. Daily, they wrote new words on the board and discussed how to use them in sentences. Students took story books from the English department library and started reading them for gaining language experience. They paid attention to write grammatically correct sentences.

Speaking activities were later taken to the level of performing role plays, presentations and group discussions effectively. The language teacher was able to bring in this remarkable change among the students within six months. So, during the second semester, language

activities related to intermediate and advanced levels were carried out to meet the demands of the heterogeneous group of learners.

### Summation

A language teacher can easily impart LSRW skills to the learners thanks to the advent of technology. In fact, technology creates interest among students to learn the foreign language with enthusiasm. Language teachers can help their students acquire LSRW skills when they use their experience and dedication. The only problem faced by the teachers while using technology is the criticism received from their colleagues. If language teachers are prepared to ignore the demerits and consider the merits of enabling the rural students use language effectively, the poor standard of English seen in our region will change dramatically.

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**PROBLEMS IN TEACHING ENGLISH IN SECONDARY  
SCHOOLS IN NORTH TRIPURA DISTRICT**

**A DISSERTATION SUBMITTED TO SAVITRIBAI PHULE PUNE UNIVERSITY**

**IN PARTIAL FULFILMENT OF**

**THE DEGREE OF MASTER OF PHILOSOPHY (M.PHIL.)**

**IN ENGLISH**

**BY**

**MR. MALAY NATH**

**UNDER THE SUPERVISION OF**

**DR. NIVRUTTI NAMDEO PATIL**

**PLACE OF THE RESEARCH**

**INSTITUTE OF ADVANCED STUDIES IN ENGLISH**

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**2016**



## **DECLARATION**

It is hereby declared that this dissertation having the title ***PROBLEMS IN TEACHING ENGLISH IN SECONDARY SCHOOLS IN NORTH TRIPURA DISTRICT*** is the outcome of my original research endeavour. It is also assured that no research works have ever been conducted on this very topic before I have done the same. It is furthermore declared that I have acknowledged all the materials borrowed from various sources for the purpose of the present study.

**Malay Nath**

[Research Scholar]

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Date- 20-09-2016

## **CERTIFICATE**

It is hereby certified that the dissertation having the title ***PROBLEMS IN TEACHING ENGLISH IN SECONDARY SCHOOLS IN NORTH TRIPURA DISTRICT*** submitted herewith for the award of the degree of Master of Philosophy in English of Savitribai Phule Pune University is a research work original in nature accomplished by **Mr. Malay Nath** under my guidance and supervision. It is further certified that the said dissertation has never been used for the award of any degree from any university.

**Dr. N.N. PATIL**

(Research Guide)

Date- 20-09-2016

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**Dedicated**

**To**

**My Most Rev. Gurudeva**

**Shree Shree**

**Swami Swarupananda Paramahansa**

**Deva**

**And**

**My Most Beloved Parents, Paternal**

**Grandfather, Grandmother And**

**Maternal Grandfather (Late),**

**Grandmother**

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## **ABSTRACT**

Aptly knowing English has become a mandatory on the part of one and all- be they in the zone of education, business or job. If they do not properly know this language, they have to have a tough time, no matter how much educated they may be. It can be jotted down that it is must to know English in order to live a hunky-dory and thriving life. It is English alone that can enable us to keep abreast of the knowledge all over the world, for the majority of the knowledge the world over is passionately preserved only in this said language. Ergo, having considered this very fact, the researcher thought it quite necessary to undertake a research work in the arena of the English Language Teaching (hereinafter referred to as “ELT”) at the secondary level in the North Tripura District in order to analytically detect the problems in the same field, thus providing logical solutions to them, so that the secondary level students of this district could be proficient in the English language, thereby being able to keep pace with the ongoing phenomena in the universe of knowledge in the era of globalisation. He chose only the North Tripura District because out of the total eight districts, it is the North Tripura District alone which has been the worst prey to the tremendously pathetic ELT situation at the secondary level. Also, he selected only the secondary level schools because it is assumed that it is at the secondary level that North Tripura District learners can properly learn the English language provided that they are taught properly and teaching-learning can properly be done only when the problems afflicting it can be systematically found out and solved.

Four Government vernacular medium secondary schools in total- all belonging to the North Tripura District- took part in this research. The researcher kept English medium and private secondary schools out of reach of this research work because they are extremely less in number, thus not being able to bring about a homogeneous sample.

The names of these schools are Kanchanpur Class XII School, Bilthai H.S. School, Durgaram Reang Para XII Class School and Chandrapur Govt. H.S. School.

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The research does consist of the following four chapters:

(i) “*INTRODUCTION*”; (ii) “*THEORETICAL FRAMEWORK*”;

(iii) “*ANALYSIS OF DATA*”; and (iv) “*CONCLUSION*”.

In the chapter entitled INTRODUCTION, an account of the reasons lying behind undertaking such a research endeavour, place of English all over the world, the place of the English language in India, the place of English in Tripura, the problems in the teaching and the learning of English at the secondary level in the North Tripura District, statement of the problem, hypothesis, aims, objectives, plan of the research, methodology and techniques, scope of the study, limitations of the study, delimitations of the study, significance of the study, review of relevant literature, relevance of the background literature and chapterisation was provided.

In the second chapter having the heading THEORETICAL FRAMEWORK, a description of some of the most important approaches, methods, techniques and also some most important aspects very aptly related to the present research study along with a detailed account of the model of analysis applied in this very research work was delineated.

In the third chapter titled ANALYSIS OF DATA, a detailed account of the analysis of the collected data was given. The analysis was conducted via both of the methods-qualitative and quantitative. All of the data had through the questionnaire, proficiency test, informal discussions with the teachers and classroom observation were analysed.

At long last, in the fourth chapter bearing the head CONCLUSION, were proffered the major findings naturally emanated from the research followed by pedagogical implications, recommendations and scope for further research in the area concerned.

# CHAPTER I

## INTRODUCTION

### 1.1 Preliminaries

The present research endeavour does look into the major problems which have, for a very long time, been assaulting teaching-learning of English at the secondary school level in the North Tripura District. The North Tripura District of Tripura, one of the very remote states of India, as it could not, unlike the rest of its (Tripura's) districts, keep pace with the changing situation in the world of ELT, has been facing many a problem in the scenario of the teaching and the learning of the English language at the secondary school level. As the position of the English language in India has rapidly changed, the approaches, methods and techniques in teaching and learning the language- all, too, have equally changed, thus having kept the pace, and the latter changes determine what teachers and taughts need to teach and learn respectively. If it cannot be appropriately maintained, various different problems spring up.

Here, in the North Tripura District, a learner has to compulsorily learn English for a considerable amount of time but at long last it seems as if he or she never learnt English because of his or her failure to use it correctly and fluently in both speaking and writing. The majority of the learners fail in English, while in the other subjects they score even star marks. After passing the secondary examination, they cannot write even a very simple paragraph in English in their own words without innumerable mistakes and if they are told to speak in English, they cannot utter at least five sentences fluently.

Out of the three more or less dominant languages- Bengali, Kokborok and English, it is Bengali alone which is used as the medium of instruction in the classrooms of the secondary schools in this district. Even in the English class itself, English is taught through the said language. As a result of it, the learners cannot acquire proficiency in English because they are not at all sufficiently

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exposed to this target language. Also, outside the classroom, they do not have any opportunity to be exposed to the target language. Only inside the classroom, they can have this opportunity but unfortunately they are deprived of it as a consequence of the prevalent condition, thus being compelled to suffer a lot during their future higher studies where English is the only medium of instruction.

In addition to this factor, the teachers are not properly trained and well-equipped to teach English as a second language to the learners as it should be. They are not even aware of both the traditional and innovative concepts of ELT. They teach English to them so mechanically that it cannot help them in future where the real life use of English is quite highly demanded. Neither the learners nor the teachers are the least bit bothered about it. It has been tremendously deteriorating the ELT situation at the secondary level in the North Tripura District.

Thus, a lot of problems are at the root of the quite poor condition of teaching-learning English in the secondary schools of the North Tripura District. To mention the major ones, the teachers are not trained and competent enough to teach learners in the way they should teach them. They are good models of neither spoken English nor written English. They are not aware of the modern, innovative, creative and efficient English language teaching approaches, methods, techniques and materials and mechanically use only the age-old and almost outdated ineffective Grammar Translation Method (GTM) extensively. Both teaching and learning are examination-centred and degree-driven. Neither the teachers nor the learners have any active participations in teaching and learning. The Communication Approach is hardly taken into consideration. The learners are not exposed to the target language in the classroom. The students' mother tongue, Bengali, is the only medium of instruction in the classroom. They are exposed to it neither at home nor in their surrounding society or community. The only place where they can be exposed

to it is in the classroom and that too for a short while only. Therefore, if, even in that place, they are not exposed to it, they cannot generally be expected to be good in communication in the language. They are directly or indirectly encouraged to solely depend upon rote learning only for the examination purpose. The classroom is so overcrowded that even a trained teacher cannot teach properly or provide any special care to the learner, whenever needed, in such a classroom; then, what to speak of an untrained teacher, in the category of whose, the secondary level school teachers fall? Lessons are taught through the mother tongue. As the classroom is unidirectional, i.e., Teacher->Learner, and teacher-centred, the learners find the teaching monotonous and boring. It also greatly mars their interest to properly learn English.

Neither the teachers nor the learners are motivated to teach and learn respectively. The teachers teach English simply because they have to teach it as it is a compulsory subject and the learners study it for the same reason. In other words, the teachers are concerned with how they can make learners pass their examinations and the learners with how by hook or by crook they can score more marks in and pass their examinations. None of them take care of whether proper teaching and learning is ever taking place. They are not aware of the fact of whether whatever they are teaching or whatever learners are learning will be of any use in the future time. As a consequence of this phenomenon, no learners can prosper in mastering the language and lag behind in the same extensively and much more than they lag behind in other subjects.

It is really a harrowing situation looming large in the said place for a considerable period of time. It is claimed that without English, it is very difficult to live life well in the educated society. English is a very respectable, may be the most respectable, language in India. Educational, social, economical, etc., prosperities extensively depend upon this language.

Consequently, the systematic finding out of and rendering the probable solutions to the ELT problems at the secondary level in the North Tripura District via such a research work as this very one is quite highly called-for.

## **1.2 The English Language: Its Place and Importance the World Over**

Angles, Jutes and Saxons appeared in Britain along with the dialects which they spoke in. Their dialects were Germanic. The language to which these dialects belong is known as the English Language. The English Language has spread the world over consequent upon colonisation. The place of this very language could not, to date, be snatched away by any other languages. The most glaring feature of English is that the language could tremendously spread itself unlike other languages. This language is the native language in more than twenty countries and official language in more than forty-five countries of the world. Besides, even it is either a second or a foreign language in many countries. The countries having the language as their second language had been colonised by the British rulers who are the original native speakers of this said language. India can, for instance, be cited here as one of those countries colonised. Although the British had to quit India, the English language has remained behind. The number of non-native users of English exceed the number of native users of English. It does currently play a pivotal role in almost all spheres of human-life all over the world beyond the shadow of a doubt. This is the sole language for internationally confabulating. No other languages but the English language can meet this need. It is the World War-II that has extensively enabled the USA to strengthen the already existing value of English via its influencing the world in myriad tactics, such as financial, diplomatic and political. In addition to this, out of all the variations of English, such as British English, American English, Caribbean English and Australian English, it is the American English which is currently preferred all over the world.

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English is regarded as a Lingua Franca for the reasons jotted down in the second paragraph above. The importance of English is so much that human-life with no English in the modern world is but a vehicle without its okayed engine. Everywhere- be it in a workplace or a bank or a post-office or a school or a college or a university- English is obviously needed, no doubt at all. Man acquires knowledge from books and the majority of those books are in English.

To bring out the veracity of the truth regarding the dominating status of English, when we meet one for the first time in the morning, we greet one with *Good Morning*, not *Suprabhat*. The superiority of English does not merely depend on the huge number of users of it; rather the various domains (financial, diplomatic, technical, etc.) in which it is used.

### **1.3 The English Language: Its Place and Importance in India**

The English Language could enter and firmly enough get itself settled in the country India only due to the British who had invaded, colonised and ruled the country. Even after so many years of Independence, this language has not at all left this country. Rather, it is deepening its root so strongly that it currently seems next to impossible for him whose native language is not English to imagine a sound existence in this country itself! This fact per se suffices to substantiate this that English has a very crucial role in India.

The language is called a Lingua Franca in India, too, for it is used by individuals having no common languages except this very language to communicate with each other. In schools, colleges, universities, offices, courts, etc., English is bound to be more or less used. This language has entered every step of life even in India although it is a second language in the country. Most of her educated people prefer speaking in English to speaking in their mother tongues. They feel very proud if they use English in almost all of their daily activities.



They even feel humiliated if they have to speak in English. It is also regarded to be India's link language. Jawaharlal Nehru's comment as follows in this connection is worthy of being mentioned:

“If you push out English, does Hindi fully take place?...In that event, there will be a gap. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future.” (Tiwari 9)

Lord Macaulay wanted English in India and in the “Minutes on Education” he desired to have such Indians as “Indian in blood and colour but English in taste, in opinions, in morals and in intellect” (Krishnaswamy and Krishnaswamy 7). C. Rajagopalachari opined that “English language is the greatest gift of goddess Saraswati to India” (Arora 13).

It was earlier decided that in independent India, English would be retained for a short while but later on, it had to be decided that English would be retained for an indefinite time because it had been observed that if Hindi was to replace English, it would definitely create a pandemonium, since those who were non-Hindi speaking people would not accept that ruling because they would think that owing to not knowing Hindi, they would be deprived of many facilities which they must have otherwise had and which would be provided only to those who were Hindi speaking ones. As Jawaharlal Nehru's declaration goes on in this regard:

“.....for an indefinite period.....I would have English as an associate, additional language.....because I do not wish the people of non-Hindi areas to feel that certain doors of advance are closed to them.....” (Krishnaswami and Krishnaswamy 6)

Resultantly, the Three-Language Formula had to be suggested. In accordance with it, non-Hindi speaking people would learn their native languages along with English and Hindi, while Hindi speaking people would

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learn their mother tongue, i.e., Hindi along with English and one more native language other than their own native one. According to N. Krishnaswamy and Lalitha Krishnaswami:

“The main intention of the three-language formula was to make the load of language learning equal in all parts of the country and to achieve national integration.” (Krishnaswami and Krishnaswamy 10)

It is now firmly believed in India that if the people of India being educated hate English and therefore do not learn it, they cannot but lag behind the people knowing English in almost all stages in life. That is why, they had better learn English to progress, keeping the pace with others. If they fail to master this language, their pedantry is believed to decline. If they wish to be acclaimed in the world of higher education, they are constrained to be well enough English knower. It does not matter which disciplines they will choose because whatever disciplines they will choose, English has its conspicuous presence in them. Ergo, it has become mandatory that at the secondary level, one must necessarily learn English properly, so that one has not to have any difficulties while pursuing higher studies.

It is indeed amazing to note that those people who have a mastery over English in India surpass those whose mother tongue is English. In other words, India possesses much more knowers of English than the U.K. or the U.S.A. does. Those Indians pursuing higher studies in foreign universities prove to be better than the native learners in regard to English, i.e., the former have a much more better mastery over the English language than the latter have.

Various types of business take place between India and the first language English countries. It compels a number of Indians to learn the English language, so that there can be a fair communication. Those who know English secure very good and prestigious jobs that can fetch them handsome salaries.

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Even Indian villages can accrue lots of benefits from English. It is simply the English language which could enable Indians to portray the Indian customs, religions, philosophies, etc., to the Western countries.

Because of the above-mentioned factors, English enjoys a unique identity in this country and it is popularly known as the Indian English having its own vocabulary, phonetics, phonology and syntax, which are, to a great extent, different from those of the British English or the American English. Innumerable writers and authors are writing, using the Indian English and get their writings published all over the world and these writings are highly appreciated by native speakers of English. Further, books in the Indian English are, to a considerable amount, found to be recommended in foreign universities. Thus, English in India has a very special status and significance beyond doubts.

#### **1.4 Tripura, Its Education and Place of the English Language in It with Special Reference to North Tripura District**

First of all, to very briefly delineate Tripura, Tripura, a hunky-dory hilly state, is now one of the Seven Sisters of the Northeast India- Tripura, Assam, Manipur, Meghalaya, Arunachal Pradesh, Mizoram and Nagaland. Before that, for a considerable amount of time, it had been ruled by many kings and one queen. It was therefore referred to as a Princely State. Thereafter, in 1949, it merged with India, thus having attained the status of A Union Territory and at long last, got the status of full Statehood in 1972. Both tribals and non-tribals peacefully live together here. Hindu, Buddhist, Christian and Muslim religions can all be found to be present in Tripura. Agriculture is its main source of income. It embraces 10,91.69 sq km and is hugged by Bangladesh from three sides- northern, southern and western. Now, there are eight districts in total in Tripura- North Tripura, South Tripura, West Tripura, Dhalai, Khowai, Gomati, Unakoti and Sepahijala. Bengali and Kokborok are its official languages. Tripureswari is its presiding Deity. The book named “Rajmala” is believed to

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be the only authentic book on Tripura. Its total population is 3,671,032. The National Highway 44 acts as its highway, which is solely responsible for Tripura's link to the country. Its climate is quite pleasing round the year.

Education in Tripura- be it primary or secondary or higher secondary or tertiary or university level- is a shambling one. The numbers of its schools are only 4, 455, universities are only three in total- Tripura University (central), Maharaja Bir Bikram University (state) and I.C.F.A.I. (state private), its colleges are only thirty two in total. In addition to that, in a very few colleges, there are I.G.N.O.U. centres. Although both State Govt. run and private schools- primary, secondary and higher secondary- are there in this state but the latter are so less in number that they are hardly worthy of being counted. All the Govt. secondary and higher secondary schools are governed by the Tripura Board of Secondary Education (abbreviated as T.B.S.E.) which came into being by the Legislative Assembly of Tripura in 1973 and began functioning in 1976. Some of the private secondary and higher secondary schools are run by the T.B.S.E., while some by the C.B.S.E. and some by the I.C.S.E.

The English Language in Tripura has been tremendously suffering. The teaching and the learning of English are, to a great extent, a victim of sheer negligence at all the aforementioned levels of education. Both the teachers and learners seem to hardly take care of it aptly. Consequently, day by day, it is by leaps and bounds deteriorating. The rate of literacy in Tripura is higher than that in any other states of India, but, at the same time, ironically enough, the rate of properly English knowing people is lower than that in any other states of the country. In Tripura, English is mandatorily taught from the nursery level to the secondary level at a stretch. But unfortunately, in the long run, the net result is almost nil in the case of learning English. The majority of the learners fail to have a mastery over English.

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The North Tripura District appears the worst sufferer in the matter of ELT. Here, the learners are found to be weaker than the learners in the other seven districts of Tripura. They seem not to realise the importance of English. Nor can they realise that if they fail to have a good command over English, they will have to face innumerable difficulties if they wish to go for higher studies. The whole of the infrastructure of teaching-learning English in this particular district is very weak. Quality books, teachers, aids, etc.,- nothing is sufficiently available. The medium of instruction is the native language even in the English class- one of the most grave problems. The learners are not exposed to the target language, here, English, even in the English class, let alone outside of the classroom. It violates one of the most essential basic rules of learning a language- to get exposed to the language being learnt as much as possible. For years together, these learners have been being taught in the worn out rote learning way, which lies at the marring of their oral and written competence and performance in their practical life outside the classroom. Their intention is to just somehow pass the English examination. It is, beyond the limits of doubt, shocking to find that even a 10<sup>th</sup> standard student cannot, in his own English words, correctly speak or write. No innovative techniques are adopted to teach English. As one of the compulsory subjects at the secondary level, English is taught mostly from the literature perspective, such as prose, poetry and so on. Though linguistic items are taught, taught they are rather mechanically, not in the way which will enable the learners to practically use English adeptly.

The other districts seem to be comparatively much more freed from the above-mentioned stumbling blocks, which are abstaining the English language from flourishing in this district. Therefore, the researcher deems it fit to take up a research endeavour as regards this very phenomenon, so that the ELT especially in the North Tripura District and also in the entire Tripura can be, to a great extent, improved.

### **1.5 Statement of the Problem**

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The main concern of this study is to systematically detect the problems in teaching English in the secondary schools of the North Tripura District and provide possible solutions to them.

The teaching and the learning of English in the North Tripura District are bedecked with myriads of problems. Although English is begun being taught and learnt from the nursery level in the North Tripura District, most of the students fail to appropriately use the language which they have been learning for a long time.

### **1.6 Hypothesis**

It is hereby hypothesised that identifying and putting in a proper perspective the problems related to teaching and learning English at the secondary schools of the North Tripura District will help improve the ELT situation in the district.

### **1.7 Aims**

The focus of this research is to systematically detect the problems in teaching English in the secondary schools of the North Tripura District and to seek their probable solutions to them so that the problems can be eradicated for the betterment of teaching-learning English in this district.

### **1.8 Objectives**

1. To find out whether the teachers are aware of the concepts of ELT.
2. To find out whether the teachers are trained to teach English in a better way.
3. To examine the methods, techniques and materials being used in teaching English.
4. To find out whether teaching English is examination-centred and degree-driven only.
5. To find out whether the communicative approach is used.

6. To find out whether the Mother Tongue (MT) interference in teaching English exists.
7. To find out whether only the Receptive Skills (RS)- Reading and Writing- are given importance and the Productive Skills (PS)- Listening and Speaking- are neglected.
8. To identify whether the classes are only teacher-centred and overcrowded.
9. To observe whether the total emphasis is laid on the linguistic competence.
10. To examine whether the eclectic method is better for teachers and learners teaching and learning English respectively.
11. To provide some probable solutions to the problems in teaching-learning English in the secondary schools of the North Tripura District and a few pedagogical implications likely to be helpful in the said teaching-learning.

### **1.9 Plan of the Research**

In order to accomplish this research work, a field-work will have to be effectuated, which will involve 4 Government run secondary schools in total at Kanchanpur, Dashda and Bilthai- three rural places and Dharmanagar- one urban place- all belong to the North Tripura District. They do quite well represent this very district. All the schools are Government secondary and also vernacular medium schools, which will greatly help the researcher have a homogeneous sample. Private and Govt. English medium and also private vernacular medium secondary schools being very less in number in the district, the researcher shall exclude them from his research work, keeping it in mind that they will fail to represent the secondary schools the district over; rather it will bring about many such extraneous variables as curricula and teaching-learning differences.

It should be mentioned here that all the schools to be selected are secondary schools in the sense that the researcher shall take only the secondary level of those schools, although they are up to the higher secondary level. It is also mentioned that only Class X of each of those schools will be chosen by the researcher for the field-work. Besides, the researcher shall select only the secondary level schools because it is assumed that it is at the secondary level that the North Tripura District learners can properly learn the English language provided that they are taught properly and teaching-learning can properly be done only when the problems afflicting it can be systematically found out and solved.

Through questionnaire for student, student proficiency test, informal discussion with teacher and class observation the data concerned with the ELT condition in the secondary schools of this district will, by the researcher, be collected. He will also put into force classroom observation so that he can get a firsthand information with regard to the real and practical teaching-learning of the English language. After having the data to be extricated via both the qualitative and the quantitative methods, the same shall be elaborately analysed and described, which will at long last lead to the conclusion of the said research work.

### **1.10 Methodology and Techniques**

To have the data from the schools, in which the field-work will be conducted by the researcher, the following methodology, methods and instruments shall be deployed:

- A. Questionnaire: The researcher will make one questionnaire in order to allot copies of the same to each of the students to be selected. Randomly, these students will be selected from Class X of each of the schools to be selected.



- B. Proficiency Test: A proficiency test will be taken by the researcher in order to test the already existing English linguistic competence of each of the students to be selected from those outside the students to be selected for answering the questionnaire. The former, too, will be selected randomly.
- C. Informal Discussion with the Teachers: The researcher will have an informal discussion with 4 English teachers individually- 1 teacher from each of the schools to be selected- in order to come to know about the status quo of the teaching of the English language in the secondary schools of the North Tripura District. Each of these teachers, as subject teacher, teaches English to the students of Class X of each of his respective school, where the researcher will conduct the field-work.
- D. Class Observation: An observation will be, in each of the classrooms, by the researcher, made use of, so that he could directly experience and detect myriad factors, such as whether the classes are overcrowded, what activities take place in teaching, the sizes of the classes, the student-teacher interaction, the medium of instruction and the methods and techniques in teaching, which have extensively been influencing the ELT situation in the classrooms of the secondary level schools.

### **1.11 Scope of the Study**

The present study will attempt to find out the problems in all the areas- listening, speaking, reading and writing- of the teaching and learning of the English language in the Govt. vernacular medium secondary schools of the North Tripura District only and will also thereafter attempt to give probable solutions to those problems, so that both the teaching and learning English at that level in the schools mentioned can indeed boost up.

### **1.12 Limitations of the Study**

The limitations of this study are the products of the complications most likely to sprout up during the field-work which is the focal part and parcel of the present study. These limitations may, as the following ones, be recounted:

- A. On account of the shortage of time, the researcher may have to confine his field work in a very less number of schools only, thus only 4 schools from two prominent areas- one is rural, while the other is urban. He may not be able to go for more than these. It would be better if some more schools can be taken, for then it can provide diverse data. But, the North Tripura District, the secondary level schools of which are the target of the study, must very well be represented by these two places, since the said district is constituted of both rural and urban places.
- B. It may be so that the outputs extracted from the students to be sampled would be slanted and opinionated.
- C. All the students to be selected may not turn up in their respective schools to return their questionnaire-answers on the fixed dates.
- D. It is difficult to be sanguine of the exact healthy and sound scenario as will be observed at the time of the classroom observation in the classroom always.
- E. To hide their ignorance of the proper process of teaching English, which has largely been hampering the teaching of English, the teachers with whom the researcher will have informal discussions may be hesitant about responding properly to some of the issues to be raised in the said discussions.
- F. Some students may not be able to understand some of the questions in their questionnaires. Resultantly they may either wrongly answer or leave them unanswered. It may be so that some students will intentionally answer wrongly some of the questions in their questionnaires with frolic. Both the cases can largely hamper the researcher in collecting the data as expected.

### **1.13 Delimitations of the Study**

This present study must confine itself to:

- A. Only four places- three rural- Kanchanpur, Dashda and Bilthai and one urban- Dharmanagar- all belonging to the North Tripura District.
- B. Only 4 Government vernacular medium schools in total.
- C. Only Std X male and female students from each of these schools.
- D. Data-collection through questionnaire, proficiency test, informal discussion with the teacher and classroom observation.

### **1.14 Significance of the Study**

The significance of this research lies in its attempting at identifying the prevailing problems rampantly damaging the teaching and the learning of the English language in the secondary schools of the North Tripura District, so that these problems can be mitigated in order to better the condition. The researcher believes that this research will thus hugely help both teachers and learners to tide over the said problems to a great extent in order to improve the ELT situation in the secondary schools in the North Tripura District.

To date, surprisingly enough, not even a single research work regarding the grave problems in teaching and learning of English in the secondary schools of the North Tripura District has taken place, whereas such types of research work are the crying need of the hour in the district named.

English is currently being unequivocally regarded to be a Lingua Franca and also a Global Language because it is no longer the language of the inhabitants of only the English speaking countries like the U.K. and the U.S.A. It is quite doubtlessly too much influential. No other languages are so at all. The world-famous Linguist Prof. (Dr.) David Crystal commented:

"A language is dying every two weeks somewhere in the world today. Half the world's languages will no longer be spoken in

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another century. This is an extremely serious concern, and English has to share the blame."

Those who use it as a second language have become more in number than those who use it as their first language or mother tongue. India directly and indirectly experiences a tremendous influence of English in almost all the fields, such as education, business, technology and medical science, though it is a second language here.

It can very easily be presumed that there are, of course, problems in teaching and learning English in the secondary schools of the North Tripura District, abstaining the teachers and learners alike from teaching and learning English in the way it should be done.

Each and every educated person here is fully aware of those problems existent scattered, but s/he cannot identify them systematically. Unless and until they can be systematically identified, the solutions to them can hardly be provided.

This research will seek to identify the problems in teaching and learning English at the secondary level in the North Tripura District to solve them.

For the causes under consideration, the present research shall, beyond the shadow of even an iota of doubt, be extremely significant and relevant in the case of the English language teaching and learning at the secondary level in the state. This research will greatly help to overcome the problems, so that both the teachers and learners will be able to accrue a huge amount of benefit from it, thus extensively improving the status quo of teaching and learning English in the secondary schools in the North Tripura District.

### **1.15: Review of Relevant Literature**

It is impossible to conduct any research in any fields without a healthy and hefty knowledge of the previous researches conducted in that area concerned.

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The present researcher has had many research endeavours in the area of ELT which are very relevant in the case of his own research work. He has found many books, published scholarly articles, research articles, M.A., M.Phil.-dissertations and Ph.D.-theses to be of a great use. All these materials have exhaustively been carefully consulted by the researcher in order to have the theoretical framework of his research. He has meticulously observed that the root of his research is already lying in the materials he has gone through.

In order to have access to the said materials, the researcher has used the libraries at various institutions and universities like the Institute of Advanced Studies in English, Savitribai Phule Pune University and The E.F.L.U. In addition to those, he has also availed himself of some research works accomplished abroad. It has been observed by the researcher that all the materials are primarily, in different ways, concerned with myriad difficulties, such as paucity of trained English teachers, quality textbooks on English, poking of mother tongue, insufficient aids and inappropriate methods, in teaching-learning English at different levels including the secondary level of education and the probable ways to resolve them. It has highly proved the relevance of this literary review in this research, which, too, is involved in the same matter. Therefore, in brief, some of the reviews of the relevant literature have been provided below and after providing them, in 1.15.2, how they are relevant in the case of the present study, based on their aims and objectives, methods and major findings, has very briefly been rendered.

### **1.15.1 The Review**

**(A) Researcher's Name:** Tangme Marchina Sangma. **Name of the Topic:** The Problems of Teaching and Learning English at the Secondary School Level in Meghalaya with Special Reference to East Garo Hills District, Meghalaya. **Category:** An M.Phil. dissertation submitted to the University of Pune, Pune. **Degree Awarded:** 17.10.2013.

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The researcher observed that most of the students consider English essential and are willing to learn it and desire the mother tongue to be used in the schools. The majority of the students opine that the teachers' teaching English to them is good. The classroom-interaction take place mostly in the students' mother tongue. 50% of the students cannot rightly construct sentences. Audio-visual aids are very less in use. Most students fail to appropriately grasp English. The classroom atmosphere is not proper enough to encourage the students to learn English. The classrooms are overcrowded, thus checking the teachers from taking proper care of the students individually, while teaching them. The teachers need to be trained.

**(B) Researcher's Name:** Joy James Smith. **Name of the Topic:** The Problems in Developing English Language Proficiency at the High School Level in Nagaland. **Category:** An M.Phil. dissertation submitted to the University of Pune, Pune. **Degree Awarded:** 17.10.2013.

The researcher observed that the multilingualism of the Naga students influences their English-learning. The majority of the students are late in beginning their communication in English. Outside of the classroom, the students are very rarely exposed to the target language English. The students are conscious of the significance of the said language and therefore want to learn the same. Grammar, phonetics and lexis are found to be difficult for them to learn. Trained teachers and quality aids for aptly teaching are lacking, thereby affecting the teaching-learning phenomenon. The students need to take help of private tutors and have to make use of guide books in order to comprehend English. They are not competent enough, so that they can naturally use English. Listening and speaking are neglected in teaching-learning. The teachers need to be trained.

**(C) Researcher's Name:** Prashant Mothe. **Name of the Topic:** Teaching of Vocabulary at Secondary Level in Latur City. **Category:** An M.Phil.

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dissertation submitted to the University of Pune, Pune. **Degree Awarded:** 22.12. 2007.

The researcher observed that the students are quite poor in vocabulary. They are tremendously weak in meanings to words. They are unable in contextual meanings of words. They fail in word-formation. They also fail in sentence construction even with the words they have. They are crippled in nearest and opposite meanings to words. They cannot correctly apply phrases and idioms. They cannot so rightly spell. They are weak in rhetoric. Properly teaching develops the students to a great extent. Being guided in the right way, the students succeed a lot. Being aptly taught, the students perform much more better. Appropriately teaching enhances the vocabulary of the learners. Innovative methods are successful in enabling the learners to learn vocabulary. The pilot test has been proved to be quite helpful in judging the capability of the learners individually.

**(D) Researcher's Name:** Mian Md. Naushaad Kabir. **Name of the Topic:** Causes of Secondary Students' Failure in Learning English in Bangladesh. **Category:** An M.A. dissertation submitted to the University of Dhaka. **Degree Awarded:** 2007.

The researcher observed that most of the students are willing to learn English. The urban students are better than the rural students in English. The majority of the students consider the English language very difficult to learn. Most of the students are afraid of grammar, phonetics and vocabulary of English. The students have to mug up. Most of the students fear the learning of the English language. The class-lectures are delivered in the students' mother tongue, thus depriving the students of being exposed to the target language-English. The teachers are not sincere enough in enabling the students in the four skills of English. Besides, the books cannot be meant for fostering the four skills. Innovative methods are seldom used for teaching English. The situation

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of the classrooms is not conducive to teaching-learning English; the classrooms are overcrowded.

**(E) Researcher's Name:** Esther Talang-Rao. **Name of the Topic:** The Problems of Teaching English Language at the Undergraduate Level in Khasi-Jaintia Districts, Meghalaya. **Category:** An M.Phil. dissertation submitted to the University of Pune, Pune. **Degree Awarded:** 16.12.2008.

The researcher observed that the syllabuses are not suitable to enhance the learners' skills in the English language. Literary aspects are emphasised at the cost of linguistic items. Both the teachers and the students are, to a great extent, dependent upon cheap guide books. The students take recourse to rote learning. The classes are dominated by the teachers only. The methods used to teach English are ineffective. The teachers are not updated regarding the innovative methods and techniques in order to effectively teach English. The students are not motivated to adeptly learn English. Proficient teachers in English are seldom found.

**(F) Researcher's Name:** Pialtu Samson Vanlalfela. **Name of the Topic:** The Problems of English Language Teaching at College Level in Mizoram. **Category:** An M.Phil. dissertation submitted to the University of Pune, Pune. **Degree Awarded:** 13.08.2010.

The researcher observed that as the classes are overcrowded, both the teachers and the students have to have many obstacles in the teaching and the learning of the English language. The syllabi are extensively large. Interaction between the teachers and the students is almost nil. Amenities for a sound education are hardly present. The learners are not sufficiently exposed to the target language. The given time is not enough for English teaching-learning. The students are not willing to learn English. Quality aids are lacking. The majority of the students depend on cheap note books. The students are anxious



lest they should be laughed at when they fail to correctly use the English language.

**(G) Researcher's Name:** Poothongoen Wirat. **Name of the Topic:** The Problems of English Language Learning-Teaching in Higher Secondary Schools: A Case Study in Yangtalang District, Kalasin Province, Thailand. **Category:** A Ph.D. thesis submitted to the University of Pune, Pune. **Degree Awarded:** 29.01.2007.

The researcher observed that most of the teachers are not qualified to teach English. They lack the command over the English language. The teachers teach simply because of the fact that it is their job to do such. Interaction between the teachers and the learners is lacking. It hampers both teaching and learning English. The classes suffer from over population of the students. The majority of the teachers are untrained to teach English. The curriculum and syllabus is porous. The students fear grammatical aspects of English. Listening and writing cause problems to the greatest extent. The textbooks are not suitable for teaching English the way it ought to be taught. The evaluation system is not up to the mark.

**(H) Researcher's Name:** Alemu Hailu Anshu. **Name of the Topic:** An Evaluative Study of ELT Practices in Secondary Schools in Ethiopia: 1994-2004. **Category:** A Ph.D. thesis submitted to The English and Foreign Languages University, Hyderabad. **Degree Awarded:** 2004.

The researcher observed that the communicative language teaching seldom takes place. Grammar is deductively taught at the cost of the students' oral competence and performance. The students' mother tongue affects teaching-learning English. Extracting meanings of words based on contexts is hardly practised. Writing in own words is rarely present. Aids to enrich the students' listening skills are not available. Enriching the students' speaking skill is not taken care of.

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**(I) Authors' Names:** Badriyeh Mirzaie Rizi, Mohd. Akhtar Siddiqui, Reza Afshar Moghaddam and Shankar Mukherjee. **Name of the Title:** Deficiencies in Teaching English as a Foreign/Second Language in the Secondary Schools of Iran and India. **Category:** A published research article in IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL), ISSN(E): 2321-8878, ISSN(P): 2347-4564, Vol. 2, Issue 6, pp. 5-14. **Date of the Publication:** 06-06-2014.

The researchers observed that the students regard English as a very necessary language. Properly implementing audio-visual aids can help the students effectively learn English as a whole. English newspapers can also help the students to learn English to a great extent. Further, English magazines and journals, too, can help the students extensively learn English. English news can greatly help the students to learn English. English class should be increased in number. The students are constrained to attend private teaching to learn English. Aids outside textbooks are needed to fairly well teach English. Books meant for the teaching-learning English ought to be improved. The students' mother tongue influences the teaching-learning.

**(J) Author's Name:** Nitish Kumar Mondal. **Name of the Title:** Assessment of English Teaching Methodologies at Secondary Level in Bangladesh. **Category:** A published research article in Language in India: Strength for Today and Bright Hope for Tomorrow, ISSN 1930-2940, Vol. 12, pp. 310-327. **Date of the Publication:** 01-01-2012.

The researcher observed that the student-teacher interaction is absent in the classroom. The Communicative Language Teaching cannot be supported by the existing textbooks. Only reading and writing and not listening and speaking are taken care of. The teachers do not sincerely apply the methods to teach English. Audio-visual aids are seldom employed.

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**(K) Authors' Names:** Nasir Ahmad, Farooq Nawaz Khan and Nargis Munir. **Name of the Title:** Factors Affecting the Learning of English at Secondary School Level in Khyber Pakhtunkhwa, Pakistan. **Category:** A published research article in the International Journal of English Language and Literature Studies, Vol. 2, Issue 2, pp. 95-101. **Date of the Publication:** June 2013.

The researchers observed that the teachers are not cut out to teach English in the secondary schools. Proxy teachers, too, most of the time, teach English. Only the outdated grammar-translation method is used. The teachers are not trained in the innovative teaching methods. The classes are overcrowded, thus adversely affecting the teaching-learning English in the right way. The medium of instruction is not the target language and consequently, the students cannot be exposed to it, which is very much necessary. The presence of audio-visual aids to teach the English language is absent.

**(L) Author's Name:** Dr. Mallika Tripathi. **Name of the Title:** Teaching English Language to Indian Students: the Truth behind the Curtain. **Category:** A published article in The Dawn Journal, Vol. 3, No. 2, pp. 947-955. **Date of the Publication:** July-December, 2014.

In this article, the author deals with the problems the teachers teaching English in the Indian classrooms have to meet with. According to her, these teachers are expected to enable their students to excel at all of the four skills-listening, speaking, reading and writing (LSRW) but most of the time, they fail to do so. Huge syllabi stop students from being adept in communication because in this case, both the teachers and students' only aim is to somehow complete the syllabi in the stipulated period, so they hardly take care of the performance in English. Because the classes are overcrowded, the learners fail to avail themselves of having their teachers' individual attentions. Due to being overburdened with the other subjects, the majority of the students can give only a very less attention to the English subject. In addition to that, many a time, they are discouraged to aptly learn the language. Because of being not properly

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taught English from the very beginning, in the later period, they have to suffer extremely and most of the time, fail to tide over the difficulties lying on the path of their learning English. Most English teachers lack in the innovative methods of teaching English; they are rather found not trained and very weak in the theoretical knowledge of this language, even. One of the most important aspects of English is its pronunciation. Special training is needed for the teachers to make them proficient in it. But it is utterly lacking, thus adversely affecting the teaching and the learning of the English language. Demoralising the learners even in the very beginning when they have just begun learning English very badly mars their interest to learn it later on. It is not uncommon how the students poor in English are marginalised from the students rich in it. This phenomenon demotivates the majority of the learners to further learn English. The students' predisposed fearing and negative attitudes towards the language is not less responsible to retain them weak in it. That the students are allowed to use their mother tongue even in the English class is a gangrene, which spoils the potentiality of students who may otherwise be able to master English.

**(M) Author's Name:** Dr. P.G. Javalgi. **Name of the Title:** Teaching English as a Second Language in the Indian Context Perspectives and Problems at Macro Level. **Category:** A published article in the book, "English in Indian Contexts", published by Abeda Inamdar Senior College of Arts, Science and Commerce, Pune. 133-138. **Year of the Publication:** 2004.

In this article, the author focuses on the various problems surrounding the teaching of the English language as a second language in this country. He is of the opinion that English does not have a proper place in the curriculum. It should be given its due place. English should be taught in such a way that it can make the learners capable of using it without any difficulties in their practical day-to-day life. But it is not being done. Rather, different states have different opinions regarding the class from which it ought to be taught. For instance, in

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the state of Tripura, it is taught from the nursery level, while the same is taught from class IV in Assam. It has at present created a mesmerised situation, thereby hampering the teaching-learning of English. Situations that impel learners to communicate in English should be created. It is conspicuously absent. The classes should get rid of being overcrowded. Various types of innovative and effective methods to teach English are needed. Trained teachers should be appointed and untrained teachers should be abstained from teaching English at the earliest. Quality books are needed in a huge amount.

**(N) Authors' Names:** Lalitha Krishnaswamy and N. Krishnaswamy. **Name of the Title:** Innovations in English Teaching. **Category:** A published article in the ELTI Journal, Rajasthan, ISSN No. 2250 317X, Issue: 6, pp. 5-11. **Year of the Publication:** March, 2012.

In this article, the authors criticise the traditional way of the teaching and the learning of the English language. They say that that due to this fact, the majority of the learners cannot at all learn English up to the mark. In their practical life, they cannot adeptly utilise this language. Although many recommendations are being given to improve this situation, the outcome is pathetic. Both the teachers and students have only one target- to complete the syllabus, which is tremendously vast. As a result of it, practical proficiency is not being enriched. It is as if teaching is for teaching's sake and learning is for learning's sake. Despite the existence of innumerable innovative methods all born abroad, teaching-learning English cannot be successful until and unless the Indian teachers come up with their own innovative methods because the foreign methods may be suitable for the teaching-learning the language in foreign countries but not to this country. The age-old curricula, syllabi, textbooks, methods, techniques, etc., should be changed if the ELT in the classroom in the country is to be improved, thus breaking a considerable amount of the convention of teaching-learning English.

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**(O) Author's Name:** R.A. Naqvi. **Name of the Book:** “The Teaching of English in Indian Colleges and Universities” published by Aligarh Muslim University, Aligarh. **Year of the Publication:** 1970.

In this book, the author is primarily concerned with the different kinds of difficulties the teachers of English come across at the time of teaching English at the higher education level. He has jotted down that before coming to the college and university levels, the majority of students fail to acquire at least 2500 root words with their various forms and 275 sentence structures in total. Their listening, speaking, reading and writing skills are all lame. They make errors unlimitedly in their communication and writing both. It happens owing to the inappropriate teaching in the schools, where it is done merely to enable the students pass their examinations. The syllabus is quite huge. The teachers are not competent in both speaking and writing in the English language. Since the majority of the teachers are untrained and if at all trained then unwilling to do, only the age-old grammar-translation method (GTM) is employed by them to teach English to the students. The students' mother tongue is mostly used for the medium of instruction and it very horrendously affects their latent potentiality of being able to master the target language ever. Most teachers have no defined sound aims behind why they are teaching. The classrooms are overcrowded, hampering the teaching of English. Rote learning also affects teaching-learning the said language. Textbooks, examination systems, excessive fondness of the syllabus designers for literature, etc., give birth to many a problem in teaching-learning English.

**(P) Authors' Names:** Jack C. Richards and Theodore S. Rodgers. **Name of the Book:** “Approaches and Methods in Language Teaching” published by Cambridge University Press. **Year of the Publication:** 1986.

In this book, the authors render a very insightful delineation of the glaringly significant phenomena taking place since the 20<sup>th</sup> century to date in the methods administered in order to teach language. Approaches and methods are,

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they have stated, complement to each other, although not the same. In teaching language, one must needs be acquainted with this plain fact. All the existing methods have been very nicely described and also sufficient information as regards why one method is followed by another has here been provided. The authors are of the opinion that for keeping pace with time, if the old methods are not replaced with the new ones, language teaching-learning is bound to be highly affected. To illustrate, if, in the communicative era, the traditional grammar-translation method is not replaced by the communicative language teaching (CLT) method, learners cannot cope with the changed scenario. The said book has neither appreciated and advocated nor stood against any particular method. Also, nor has it tried to teach teachers any particular methods. Rather, it has simply described all the methods until today serially and leave the matter of judging if one method should be preferred to the other one to its readers because they believe that methods can be good or bad, based on their employers.

### **1.15.2 Relevance of the Background Literature**

The above-mentioned literary review plays a very pivotal role in the research under discussion, because based on this review, the present researcher has found it quite necessary to carry out a research work on the ELT at the secondary school level in the North Tripura District, which will also help improve the ELT situation Tripura over.

It should further be noted that this review reveals that the problems related to ELT are found to be more or less the same, such as untrained teachers, overcrowded classrooms, poor curricula and syllabi, non-standard textbooks, mother-tongue interference, lack of innovative methods and techniques and so on. It is furthermore found that if these obstacles are not systematically resolved, ELT at the secondary level and also broadly, at any educational level, cannot at all flourish.



In addition to that, this review has also intimated the present researcher that as with the passage of time, methods for teaching English change, new methods should be adopted and applied for the betterment of ELT. Besides, this review has substantiated in one place of it that if the secondary school level is not freed from these problems, then higher education must become its victim. Thus, it has implicitly advocated the priority of conducting such researches in the secondary schools as the present researcher has undertaken.

Furthermore, from this review, the present researcher could be aware of with what aims, objectives and methods, he should approach the problems in the ELT in the said district, if he is to provide sound solutions to them for its improvement.

From the above discussion, it can, therefore, be very well proved that this review of background literature is indeed relevant to the present research.

### **1.16 Chapterisation**

The research does comprise the following four chapters:

(i) INTRODUCTION, (ii) THEORETICAL FRAMEWORK, (iii) ANALYSIS OF DATA and (iv) CONCLUSION.

In the chapter entitled INTRODUCTION, an account of the reasons lying behind undertaking such a research endeavour, place of English all over the world, the place of the English language in India, the place of English in Tripura, the problems in the teaching and the learning of English at the secondary level in the North Tripura District, statement of the problem, hypothesis, aims, objectives, plan of the research, methodology and techniques, scope of the study, limitations of the study, delimitations of the study, significance of the study, review of relevant literature, relevance of the background literature and chapterisation was provided.



In the second chapter having the heading THEORETICAL FRAMEWORK, a description of some of the most important approaches, methods, techniques and also some most important aspects very aptly related to the present research study along with a detailed account of the model of analysis applied in this very research work was delineated.

In the third chapter titled ANALYSIS OF DATA, a detailed account of the analysis of the collected data was given. The analysis was conducted via both of the methods- qualitative and quantitative. All of the data had through the questionnaire, proficiency test, informal discussions with the teachers and classroom observation were analysed.

At long last, in the fourth chapter bearing the head CONCLUSION, were proffered the major findings naturally emanated from the research followed by pedagogical implications, recommendations and scope for further research in the area concerned.

### **1.17 Conclusion**

The teaching and learning of the English language at the secondary level in the North Tripura District very badly needs help to get rid itself of its sorry state. For this reason this research study has been undertaken so that this endeavour will considerably contribute to the solution of the problems in ELT to a great extent and encourage similar research in future on the same line in order to understand the present state of the ELT affairs in the secondary schools of the North Tripura District.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2 Approaches, Methods and Techniques

##### 2.1 Preliminaries

It is very important to know about the approaches, methods and techniques in any language teaching, here, it is the teaching of the English language. Although these three are interrelated, they are different from each other. To simply define them, an approach is the statement of what to do, a method is the statement of how to do, while a technique is the statement of what instruments and aids to be used. Approach leads to method, method leads to instrument, thus being dependent upon each other. This chain must be strictly retained, if language teaching is to be truly successful. In accordance with E.M. Anthony:

“An approach is a set of correlative assumptions dealing with.....the nature of languageteaching and learning. It describes the nature of the subject matter to be taught.....an approachis axiomatic.” (Anthony 63)

“A method is an overall plan for the orderly presentation of language material. No part of themethod evolved contradicts the principles of the approach on which it is based.” (E.M.Anthony 65)

“A technique represents implementation; it is the actual implementation of a method in theclassroom.....Techniques must be consistent with a method, which in turn must be inharmony with an approach.” (Anthony 67)

There are many approaches in ELT. Here, only the most popular ones are as follows:

##### 2.1.1 Structural Approach

The Structural Approach is concerned with the different structures of a language, here, the English language. It believes that if one can have a very

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hefty command over the structures of a particular language which are believed to make up that language, one can definitely master that language. Vocabulary is extensively insignificant in this approach. Only structure and pattern are important here. It is worth mentioning that structure and pattern differ from each other. To illustrate, 'Rama went', 'Sita came' and 'Hanuman jumped' are three different structures having the same pattern 'S (Subject)-V (Verb)'. All four skills of language are presented in the natural way: listening-speaking-reading-writing.

According to this approach, the English language has 240 structures hierarchically and learning English simply means having a control over each of them fully. Practising pattern, structure and drilling are considered to be the crux in this approach. Speech is regarded as the principal item, because in language, it is speak which comes at first. This approach believes that to learn the target language, one needs to get rid of their first language (L 1) habits. Learners are considered to be more responsible than teachers. The simple and most common structures should be learnt before the complex and less common ones. Learning language situationally is believed to be very productive.

### **2.1.2 Communicative Approach**

The Communicative Approach is the latest innovative approach in ELT. From the very beginning, it has been enjoying its tremendous popularity. This approach is very useful in enabling one to fluently communicate. Human beings need language to communicate. Though there are many ways of communication, the place of language meant for communicating cannot be replaced by any other means. Language is the easiest means via which one can communicate. This aim of learning a language can be successful by this approach. In other words, the sole target of this approach is to make one proficient in communicating fluently with ease and comfort.

The reason why this approach came into being is that it was observed that learners of a language, here, the English language, had failed to adeptly use the target language in their communication, thus utterly frustrating the very purpose lying behind learning English. They only mechanically knew the grammatical rules but could not utilise them in their daily life. It was furthermore observed that knowing only grammatical rules did not enable one to communicate; rather, to communicate, communicative competence, i.e., what to speak, how to speak, when to speak, why to speak, who to speak with, where to speak, etc., should be had. That phenomenon gave birth to the Communicative Approach. This approach stands against the structural approach

This approach is not at all rigid and therefore, it could last even till today and day by day, its use is very rapidly increasing. In the age of globalisation, innumerable people are doing jobs in those sectors which quite highly demand their communicative power. So, naturally, this approach is getting prioritised.

The basic rule of this approach is to get learners exposed to the target language as much as possible. Then, they can learn, nay, acquire the language exactly in the same way they acquired their mother tongues.

### **2.1.3 Eclectic Approach**

The philosophy of this approach is to resist from preferring one particular method to another. This approach preaches that the teacher should not stick to any particular method; rather, he should adopt various methods and meticulously employ their combination in order to reach the students to their goal lying behind their learning the language. Furthermore, it says that no methods per se are not good or bad. Its being good or bad is dependent on them who administer the same. In other words, if, as a result of using a method, the learner can learn the language, then the particular method is good in that particular situation. It may be bad in other situations. In those situations, it may

not prove effective. That is why, it is up to the teacher which method he deems fit, which can bring the output that he wishes to get by using the chosen method. Keeping in mind why he teaches, the size of the class, its population, aids, instruments, etc., a teacher ought to choose a method or methods.

#### **2.1.4 Conclusion**

Thus, it is found that there are some approaches in the teaching-learning English as a second language. It is these approaches which determine which method(s) should be adopted in teaching English. To illustrate, if the approach be the communicative approach, the method should be the communicative language teaching method or communicative language learning method. So, these approaches play a pivotal role in ELT.

### **2.2 English Language Teaching (ELT) Methods and Techniques**

#### **2.2.1 Preliminaries**

A number of methods accompanied with techniques are existing in English language teaching. Some of them are old, while some new. Without these methods, it is next to impossible to teach English. Therefore, a teacher of English teacher should be well versant in the methods. He ought to remain updated even with the most recent method. Following is the brief description of the major ones of them.

#### **2.2.2 Grammar-Translation Method**

It is said that whether there had in existence been any methods before the grammar translation method is not at all known. Therefore, the journey of all the methods from the very beginning to date starts from the grammar-translation method. So, this method has been in use for a long time. It assumed myriad names, too. Among them, the classical method is one. In the very beginning, Greek and Latin used to be taught via this method. The father of this method is not known.

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Its techniques are that students are asked to extensively read, translate from the mother tongue into the target language and the vice versa. Grammar is deductively taught. Memorisation is emphasised.

The principles in and salient features of this method are as follows:

- (a) Learning English is for being enabled to read anything in English.
- (b) Students must be enabled to translate from their mother tongue into the target language and the vice versa.
- (c) Communicating in the target language is hardly given importance.
- (d) Only reading and writing are taught.
- (e) Classes are teacher-dominated.
- (f) Learning grammar deductively is compulsory.
- (g) Students must learn grammatical rules and vocabulary by rote.
- (h) Errors by students are instantaneously corrected by teachers.

### **2.2.3 Direct Method**

The reaction to the grammar-translation method gave birth to the direct method. Its main philosophy is not to take help of translating into the mother tongue. Only the target language must be used. It is also an old method. Who the father is of this method is unknown.

Its techniques are that students are asked to understand in the target language only. To make students understand word meanings, demonstration, realia., etc., are utilised. Students are made to speak in the target language as much as possible. Grammar is taught inductively. Syllabus is prepared using real life situations.

The principles in and salient features of this method are as follows:

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- (a) To read the target language is prioritised from the very start of teaching.
- (b) Word meanings are made clear by demonstration, realia, etc.
- (c) Students' mother tongue has no place inside the class.
- (d) Communication in the target language is utterly emphasised.
- (e) Grammar should inductively be taught only.
- (f) The chain- LSRW- is bound to be maintained.
- (g) Students are required to correct their errors on their own.

#### **2.2.4 Audio-Lingual Method**

The audio-lingual method has a very firm linguistic theory, which is lacking in the direct method. This method is one of the products of the structural approach. It advocates learning through the behavioural way. It also states that the native language habits must be tided over to master the target language. Charles Fries is the father to this method.

Its techniques are that the structures and patterns are drilled and reinforced, so that learners have a mastery over the target language.

The principles in and salient features of this method are as follows:

- (a) The target language should contextually be taught and learnt.
- (b) The native language should not interfere with the target language.
- (c) Pronunciation should be taught.
- (d) Language should be taught through repetition.
- (e) Students' errors must be corrected quickly.
- (f) For communicating is the language-learning.
- (g) Students should be motivated.

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- (h) Learning vocabulary in the beginning is lacking.
- (i) The target language should be learnt as the first language is acquired.
- (j) The first language habits have to be over.
- (k) Communication is given the priority.

### **2.2.5 Silent Method**

The silent method emerged out of the reaction to the audio-lingual method. Unlike the audio-lingual method, this very method says that via conditioning, one cannot learn a language because if one can thus do such, the question is how one utters sentences which have not been ever heard by one. It further states that as habit can be developed, a language cannot be learnt. Rather, by mastering the rules which are not concrete, one can successfully learn a language. Caleb Gattegno is the founder of this method.

Its techniques are that fidel chart, sound colour chart, word chart and Cuisenaire rods are used to teach the target language. The teacher seldom breaks his silence while teaching, thereby involving the learners in learning quite actively.

The principles in and salient features of this method are as follows:

- (a) Teaching should journey from the known to the unknown.
- (b) Teachers should help learners only when the latter need it.
- (c) Language cannot be learnt by repetition.
- (d) From the actions of the learner, the teacher should come to know if learning has taken place.
- (e) Learners are required to gradually fully stop being dependent upon teachers.



(f) Pronunciation should fairly well be taught and learned.

(g) Teachers should utilise the already existing knowledge of learners in giving them new knowledge.

(h) Teachers should involve learners in learning on their own to a great extent.

(i) Until and unless it is quite urgently needed, teachers should remain silent, thus enhancing learners' autonomy.

(j) Translation is absent.

(k) Errors are welcomed while learning.

(l) Learning happens gradually, not hurriedly.

(m) Learners should be very attentive.

### **2.2.6 Desuggestopedia Method**

The founder of the desuggestopedia is Georgi Lozanov. According to him, one can learn a language, here, the English language if one can get rid of the negative mentality- one cannot learn. If the learner retains this mentality, he fails to utilise his complete mental capability of learning, thus being unable to learn. Rather, he can use his mental ability to learn to a very small amount, which is not at all countable. Therefore, he has suggested that such a mental barrier must be eliminated, i.e., desuggested; hence the name "Desuggestopedia".

Its techniques are that classrooms are beautifully decorated and classes are cheerfully taken. The target language grammatical items are displayed inside the classroom. English dialogues along with their translation in learners' first language translation are presented and read by teachers to the rhythm of a song and listened to by learners. Then, learners get involved in different learning activities.

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The principles in and salient features of this method are as follows:

- (a) Learning can best be done when the learning atmosphere is cheerful.
- (b) Learners can learn from their immediate situation.
- (c) Teachers should identify mental obstacles of students and then, try to eliminate them.
- (d) Positivity should be inserted into learners.
- (e) Grammar should be taught, but not emphasised.
- (f) Learners need to accept the supremacy of teachers.
- (g) Learners need to be made to feel secure while learning.
- (h) The native language is allowed to be used.
- (i) Communication in the target language is prioritised.
- (j) Vocabulary is considered to be the most important aspect in the learning of the target language.
- (k) Fine arts destroy learners' negative mentality in learning the target language, thus playing a very crucial role in learning the target language.
- (l) Repetition, as is found in the audio-lingual method, is not encouraged.
- (m) Errors made by learners ought to be corrected in a friendly manner.
- (n) Learning the target language should be made cheerful.

### **2.2.7 Total Physical Response Method**

The father of the total physical response method, James Asher, is of the opinion that learners begin to learn the target language via receiving and end producing. In other words, they, first of all, listen to others orally using the target language and at long last, start using it. It is exactly like a child acquires

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its first language. It listens to other people for a considerable amount of time. At that time, it does not utter even a single word; it then understands the utterances of theirs. It need not be advised to speak. It begins to speak, only after having been ready to do such. He further adds that learners, through totally physically responding to teachers' utterances, accomplish the described tasks; hence the name "Total Physical Response Method"

Its techniques are that teachers command learners and have them act as per the commands, responding physically totally. This indicates that they understand utterances. After a considerable while, they begin commanding, thus indicating that they have now got prepared to speak.

The principles in and salient features of this method are as follows:

- (a) The target language should be learnt by physical actions, responding to various commands in that language.
- (b) The target language should be made out prior to speaking in the same.
- (c) Learning via responding totally physically does comparatively take place quickly, unlike through other means.
- (d) Learning can best be done in an anxiety-free atmosphere.
- (e) Communication is emphasised.
- (f) Errors are expected at the start of learners' using the target language.
- (g) Grammar and vocabulary are prioritised.

## **2.2.8 Communicative Language Teaching Method**

Man needs language for communicating and the principal target behind language teaching is to enable him to communicate in the language being taught. Teachers should teach the target language, here, the English language, in such a way that learners can practically use the language in their daily life

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the way they can use their native language. If this need cannot be quite properly met, the entire purpose lying behind language teaching-learning is constrained to be foiled. It is found that though inside the classroom, learners can use as much the target language as is needed to cover their specific syllabus, yet outside the class, they fail to adeptly utilise the same in their day-to-day activities. Furthermore, it is observed that learning the grammar of the target language is not at all enough to be able to communicate in the target language proficiently. To be so, one needs to have a mastery over is the communicative competence. This is the phenomenon which is responsible for the communicative language teaching. Applied linguists of Britain are the cause of the birth of this method.

Its techniques are that numerous activities like role-play and story-telling are used, thus getting learners extensively communicate. For example, learners are provided with a scenery and asked to describe it in the target language.

The principles in and salient features of this method are as follows:

- (a) The target language to be presented must be authentic.
- (b) To become proficient in communication, learners need to have the capacity to deduce the connotative meanings of utterances.
- (c) The medium of instruction is only the target language.
- (d) Learners should learn the pragmatic aspects of the target language.
- (e) They should also learn the suprasentential aspects of the target language.
- (f) The target language should contextually be taught.
- (g) That learners make errors in learning the target language is considered to be very natural and positive.
- (h) Grammar is inductively taught.

(i) Teachers should create those situations that can compel learners to communicate in the target language very much.

### **2.6.9 Communicative Language Learning Method**

The founder of this method, Charles A. Curran, opines that learners can learn the target language, here, the English language, best if their feelings are taken care of. The best way to do it is to ask learners to express their feelings from time to time. If teachers do such, learners can tide over their negative feelings which can otherwise abstain them from learning the target language.

He further adds that when one comes to learn a new language, one gets frightened due to the new atmosphere which one is to learn in. If, therefore, teachers, like a psychologist, can help the learner overcome this situation, there is every possibility on his part to become a successful language learner.

Its techniques are that learners speak in their mother tongue in bits, then teachers help them to translate the same and finally these translations are recorded. Later on, these translations are written to prepare a textbook and this textbook is what is worked by the learners.

The principles and salient features of this method are as follows:

- (a) Teacher should be friendly with students.
- (b) In order to enable students to get rid of the anxiety in learning the target language, teachers should at first intimate them of what they are going to learn.
- (c) Learning language is meant for communicating.
- (d) Teachers should not at all frighten students in learning.
- (e) Teachers should be careful regarding the feelings of learners.
- (f) To make learners feel an anxiety-free atmosphere, teachers should use learners' first language, accept what they produce, permit them to share their

experiences with each other, inform them, in the very beginning, of how much they have to learn, be sensitive to them, etc.

- (g) Learning activities should be given in small quantity.
- (h) Teachers should motivate learners.
- (i) Enough time should be provided for learning.
- (j) Learners should sometimes be left to learn as per their own choices.
- (k) Competition in learning is discouraged. Cooperation is welcome.
- (l) Learners should have a sound community-feeling among themselves.
- (m) Unknown things should not be taught at the cost of known things.
- (n) Teachers should act as a counsellor.

#### **2.2.10 Task-Based Language Teaching Method**

In the task-based language teaching method, it is contended that the target language, here, the English language, should be taught through meaningful tasks. Tasks are prepared in such a way that learners find them related to their everyday life. This phenomenon motivates learners to learn the target language via using the same in order to accomplish the given tasks. This is the philosophy of this method. This method opines that learners need not separately learn the grammatical items of the target language; rather, they can learn them while completing tasks, using the target language. One of the founders of this method is Willis.

Its technique is that meaningful tasks related to daily life are given to learners, telling them to complete them, using the target language.

The principles and salient features of this method are as follows:

- (a) The target language should be taught-learnt via meaningful tasks.

(b) It should be seen to whether learners find the given tasks relevant to their practical life.

(c) Teachers should see to whether learning takes place properly.

(d) Teachers should use the target language while teaching.

(e) Teachers should see to whether learners having different degrees of ability can

comprehend the given tasks and do them.

(f) Teachers should act as a quality model while teaching the target language.

(g) Learners' communication with each other is required.

(h) Learners' errors are very softly dealt with.

(i) Learners should be motivated by teachers.

(j) Presenting before the class enhances learners' correctness.

### **2.2.11. Bilingual Method**

In the bilingual method given birth to by C.J. Dodson allows two languages-learners' native language and the target language, here, the English language, to be used while teaching the target language to students. To explain word-meanings, it is simply wasting time if they have to be explained through demonstration, realia, etc. The best way of doing so is to take recourse to the native language in order to explain the meanings. Hence, the native language is allowed to be used, although restrictively.

Its technique is that teachers teach the target language, using both the mother tongue of learners as well as the target language itself.

The principles and salient features of this method are as follows:

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- (a) The native language should be used but very restrictively.
- (b) At the later stage, only the target language should be used.
- (c) Demonstration, realia, etc., should not be used to explain meanings of words.
- (d) Only teachers and not students should use the native language.
- (e) Not words but sentences should be taught and learnt.

### **2.2.12 Conclusion**

Thus, it is observed that many methods are employed in teaching the English language as a second language. But, at the same time, it, too, is observed that every method has its own strengths and weaknesses. It clearly indicates that no method can be termed as best. Teachers teaching English as a second language ought to be very careful as regards using any method. As time changes, methods change. This phenomenon leads to the replacement of one method by another. Therefore, teachers should adopt innovative methods as per the demand of time. They should keep in their minds whether the methods they are employing in teaching the language can reach the goal of teaching it. Even, if necessary, the combination of different methods should be used for better outcomes. Thereby, it can be jotted down that the success or failure of a method depends upon its users.

## **2.3 Miscellaneous Most Important Issues related to ELT**

### **2.3.1 Preliminaries**

There are many major aspects in ELT which should be taken into account by ELT teachers in order to teach the English language which should be much more result-oriented. Some of them are listening, speaking, reading, writing, curriculum, syllabus and testing. It would not be out of place to very briefly delineate them as follows.

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### 2.3.2 Listening

In the natural chain which must be maintained for the purpose of the proper learning of the target language, which is here the English language, listening comes at the very start. It is a skill-based art and differs from hearing- a physical capacity. This skill enables the listener to comprehend what others utter. Listening comes under the radar of the receptive skills. In learning the target language, it plays a very pivotal role. It should be learnt by practice. In other words, it can be learnt by being extensively exposed to the listening of the target language. As for instance, one may listen to English news on television, English songs, speeches, etc. The more one will listen, the more one can be adept in this skill. Learners must get actively involved in learning the same. They need to identify its significance. Listening is an active activity; not a passive one, because listeners have to decode messages and also to prove that they have got them via responding to them aptly. A good listener is much more welcomed than a bad listener, for the former can accept innovative concepts, while the latter fails to do so. To become a proficient user of the target language, one is required to have a mastery over it and both phonetics and phonology are needed for the same.

There exist two processes- bottom up process where metalinguistic aspects of received messages are analysed and top down process in which listeners' contextual knowledge enables them to decode received messages through guessing. For instance, in a lecture on global warming, the adept listener's attention will be only to the major aspect, while the attention of a novice listener will be to each and every aspect. The former is known as the top down process and the latter bottom up process.

Listening is done for various purposes. One kind of listening is done for the sake of listening, with less attention to what is being listened. For example, songs. Another kind of listening is carefully done with a purpose. In this case, listeners try to make out what they are listening to. For instance, classroom-

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lectures. The other type of listening is done for pleasure and praising the skills of the speaker in his speaking. For example, dramas. There is another kind of listening done for deducing the substance of what is being listened. For instance, political speeches.

There are various sub-skills in the skill- listening, which need to be aptly learnt in order to be a good listener. They are- to decode sounds, make out structures, guess meanings based on contexts, be able to do discourse analysis, comprehend connotative, denotative, social and contextual meanings, skim, scan, predict, using background knowledge, understand cohesion, coherence, stress, account, intonation, pitch, rhythm, etc.

To teach listening in the target language, ELT teachers may have students listen to the dictates they give and write down it; they may orally ask learners questions, read out to classes aloud, narrate stories, get them listen to songs, news, etc.

### **2.3.3 Speaking**

Learners learn the target language, here, the English language, for becoming enabled to speak or communicate in that language. The principal intention of learning the target language is considered to be this. The majority of learners attempt to get a very sound command over it. Teachers are expected to help learners be not only grammatically proficient but communicatively adept even in the target language even. Speaking comes under the umbrella of the productive skills. Speaking involves both speaker and listener. They are complement to each other. The former encodes messages, while the latter decodes it. Thus, speaking can successfully happen.

The purpose behind teaching speaking is to enable the learner to communicate fluently. It enables the speaker to correctly and unhesitatingly speak, thereby being able to express himself. To make learners proficient in speaking, both grammatical competence and communicative competence are

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necessary to be taught. Sometimes, it is argued that only communicative competence is enough to be adept in communicating, but it cannot be accepted because if linguistic competence is neglected, intelligibility can be totally marred. Therefore, both the competences are taken care of in the communicative language teaching. That an educated person can speak both correctly and fluently is quite highly demanded at present. It makes the teaching of speaking while teaching the target language mandatory. Out of the four skills of English, it is speaking that is preferred to all the other ones, because it is a common known fact that language is mainly regarded as speech. Human beings speak before reading or writing. It is also claimed that if speaking skill is not learnt appropriately, the reading and writing skills are compelled to suffer a lot. All ELT teachers must be conscious of this fact. As man speaks in his practical life, teachers should contextually teach speaking. Tasks meant for teaching speaking need to be aptly graded, so that they can help learners learn well the said skill.

The sub-skills of this skill, i.e., speaking, are to enable one to utilise right words, correct patterns and structures, express own self logically, call to memory words or pattern or structures soon, speak effectively, briefly, concisely, precisely, in a related way, interchangeably, intelligibly, maintain courtesies, etc.

To teach speaking, ELT teachers may get students read dialogues loudly, may give them pictures, asking them to orally describe them, may have them interact with each other in groups or pairs, may drill them in myriad ways, such as substitution and transformation, may take their interview, may get them work in groups, which will necessarily involve them in communication, etc.

### **2.3.4 Reading**

Reading is the third skill in the hierarchical chain of the four skills needed to be learnt in the learning of the target language, here, the English language, and

belongs to the receptive skills. Compared to all the other skills, the reading skill is more difficult to teach. It involves a number of complex processes which have to be learnt to be a successful reader. Symbols, sounds and sense are all involved in reading. To illustrate, when one reads the symbol “book” in writing, one firstly has a sight of the symbol and then translates it to a particular sound, simultaneously signifying mentally the object known as “book” of which the symbol is the signifier. It indicates that both eyes and brain are required to make out what are in writing. It should be remembered that there is existing an intimate relationship between what is being read and why it is being done. That is why, teachers need to teach it very carefully and judiciously.

Various purposes are lying behind reading- it is done for enjoyment, e.g., reading plays; it is also done to survive, e.g., reading labels on medicine bottles; it is furthermore done for studying, e.g., textbooks; it is done for work, too, e.g. official letters. Now, it is up to the reader what he reads for. Reading can be done in six ways- skimming, scanning, intensive, extensive, loud and silent. To very briefly describe them, skimming is done in order to get the substance of the text being read. For instance, when one, while reading a book, quickly goes through it and gets the overall idea instantly, it means that one has skimmed the book. Scanning is done in order to soon have only that particular piece of information which is being attempted to get. This skill appears to be very useful. For example, while reading a newspaper, the reader searches for a particular of information, not all the pieces of information available in the newspaper and in doing so, he quickly goes through the newspaper. This is called scanning. Reading is intensively done to have a control over the words and sentence structures of what is being read. In this case, reading is done in detail. This kind of reading enables the reader to have a summary of what he is reading and also to answer any question from the same. This type of reading is higher than the other kinds of reading. Students need this type of reading in their studies. Reading intensively is needed in order to make out a text along

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with its connotative, denotative, contextual and social meanings, contexts, author's intentions, etc. Reading extensively is done to enhance the fondness for reading. This practice rids readers of remaining a dependant reader. Outside their textbooks, whatever students read belong to the extensive reading. Enjoyment, information, time-pas are all possible via this type of reading. Through this process, one can learn fully on one's own. Besides, it extensively exposes readers who read in English to different kinds of easily accessible authentic materials of English, thereby becoming very useful in ELT. Reading aloud is done especially in the very beginning of when one begins learning the target language. It helps one have a very sound command over the language. While someone reads loudly, his incorrect pronunciations can be corrected. When teachers teach students how to read loudly, they ought to take care of phonetics, phonology, punctuation, pronunciation, stress, accent, pitch, intonation, rhythm, etc. Reading silently, i.e., reading without making a sound, is preferred to reading loudly. It enables readers to read faster, because one's sight of words is much more faster than one's uttering the same. This process is very comfortable, cheerful, natural and empowers readers with word-power and grammatical competence. All of the skills needed to become a proficient reader find a place in reading silently.

The sub-skills had by reading comprise understanding words, utilising background knowledge, context, identifying cohesive devices, rhetoric, forms, functions, connotative, denotative, social and contextual meanings, linguistic nuances, etc.

To teach reading, ELT teachers may get learners read newspapers, poems, stories, etc.; may further get them do word-matching, sentence-matching, inference; may also get them do comprehension, etc. To do any of them, students are constrained to read and comprehend very well first of all.

### **2.3.5 Writing**

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The very last skill in the world of LSRW is the skill of writing. It is also considered to be a difficult skill to learn, because learners have to imagine. It is under the radar of the productive skills. Through this skill, learners write sentences in the target language, here, the English language. Learners get enough time to choose the most appropriate words to write, unlike they get in speaking and are generally required to write only such sentences as carry logic. They should take care of grammar, spelling and punctuation, not pronunciation, pitch, etc. It is observed that most of learners find it comfortable when they are permitted to write, the major reason being that while speaking, if they have to pause a good many times just to pick up a more suitable words, they are laughed at; but, in writing, this is not at all the case. Writing demands the logical and systematic presentation of thoughts. In other words, both coherence and cohesion must be maintained for writing well enough. While coherence stands for logic in thoughts to be expressed in writing, cohesion for logical use of various kinds of conjunction.

Writing is found to be of four types- narrative, descriptive, persuasive and expository. The first type is used in order to narrate incidents as are found in newspapers, write reports, etc. It can be used for fiction and fact both. Generally, this kind of writing is done by using the past tense as it describes only those events which had already taken place. The second kind is used for giving information as regards incidents, ideas, etc. Also, it is used for private letters, laboratory projects, etc. It is majorly used. Enough information needs to be accumulated before one begins writing. The third type is used to compose advertisements, prospectuses, etc. Conciseness, preciseness, extensive care, judiciousness, use of chosen words, etc., are necessary to be a successful writer, because he should be able to persuade readers. The fourth and last kind is used for the purpose of writing advice, suggestions, explanation, etc. Cause-effect relationship is retained in this type. For instance, when he called his brother, his brother responded to his call. Thus, it is necessary to state what takes place consequently, although all incidents may not necessarily have a

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cause-effect relation. Readers must be intimated how incidents have a cause-effect relationship. Via the using of cohesive devices, it can be accomplished.

Writing is a very complex process. Topic-choice, reader-choice, gathering thoughts, judiciously selecting words, making a draft, to edit and redraft it and only then finally prepare- these are the stages that require to be strictly followed for quality writing.

The sub-skills involved in writing are- having a very good command on grammar, especially syntax, vocabulary, cohesion, coherence, both spoken and written English, logicity, clarity, good handwriting, explicitness, implicitness, reasonability, contextuality and being aware of what kind of reader writing is done for.

To teach writing, ELT teachers may dictate something and ask learners to jot it down in their note books, get them do matching and writing, have them answer to questions, give one pattern and then ask them to write sentences, based on it, get them practise transformation, re-arrangement of sentences, making sentences, writing essays, letters, paragraphs, notices, advertisements, narrations, summaries, substances, gists, précis, etc. In other words, whatever can involve learners in writing can be used by teachers in order to teach them writing.

### **2.3.6 Curriculum and Syllabus**

The words “Curriculum” and “Syllabus” were coined in America and Britain respectively. Some use them interchangeably, but in reality, they differ from each other, although they are very closely related to each other, thereby being complement to each other. ELT teachers should know this. Otherwise, the entire purpose of curriculum and syllabus will be a failure. ELT teachers ought to take care of the needs, aims, goals, etc., of learners of the target language, here, the English language and only then should prepare both of them and administer only those ELT methods and techniques suitable for that

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purpose. For instance, if the curriculum and syllabus are made with a view to teaching learners communication properly in the target language, ELT teachers should apply the CLT, not the GTM; if ELT teachers are to teach English grammar to students, the former should employ the GTM, not the CLT.

To simply state, curriculum is with what goals what to teach in total in which ways, while syllabus lays the outline of how to accomplish a curriculum within a stipulated academic period bit by bit successfully, thereby the former is a structure while the latter is a super-structure. To illustrate, if the secondary curriculum for classes VI to X is to teach parts of speech, articles, prepositions, tenses, narration and transformation, this curriculum will be completed bit by bit, such as in class VI, parts of speech will be taught; in class VII, articles will be taught, in class VIII, prepositions will be taught and thus, when learners are in class X, transformation will be taught, thereby completing the said curriculum. In other words, syllabus is the means to complete the entire curriculum. If curriculum is a book, syllabus is its pages. Thus, a curriculum is the total planning, informing what need, in total, to be taught and learnt; is purely administrative and holds the entire structure of education, while a syllabus specifies items to be taught and learnt in different parts of a curriculum, which go into its making; its nature is academic; and holds only the superstructure of education. Syllabus is the route to the completion of curriculum. The former reflects the latter.

The constituents of a sound curriculum are designing, implementing, evaluating and renewal. To design means to include the kind of learners, the aims, objectives, how syllabus will be accomplished, etc. Implementing consists of backgrounds of students, time, course, etc. This evaluating takes place when not the target students, but the curriculum is evaluated via feedbacks in order to identify if the curriculum could meet the needs which it has been brought into existence for. Prior to, in the middle of and at the end of implementing, there can be evaluation for the curriculum, thus renewing the



same from time to time in accordance with the demands of the situation. Similarly, needs of students, goals behind the syllabus, contents, techniques to cover the syllabus and evaluating the syllabus need to be considered while making a good syllabus. Here, what learners need to learn in the target language- English- in a particular class are said to be the needs of the learner. For instance, learners in class X need to learn the voice change. So, this need should be the content of the syllabus for this class. At the same time, what the syllabus attempts to do are its objectives. So, the objective is, here, to teach the students the voice change. Now, ELT teachers teach the voice change either deductively or inductively- it constitutes the techniques to teach this particular content. A good syllabus also needs to suggest the ways of how to get learners evaluated from time to time to check if learning has properly taken place or not.

### **2.3.7 Testing**

It is not sufficient on the part of ELT teachers only to know what to teach and how in order to enable learners to adeptly use the target language- the English language, but also to test them to find out if they have learnt. Tests constitute testing. Two kinds of testing are there- one is for various skills, such as syntax, phonetics, phonology and spelling, very much required to learn the target language and the other one is meant for the cultural, social, contextual, cultural, etc., knowledge of the target language. Generally, testing can be done either subjectively or objectively. When learners are asked to write paragraphs, letters, essays, etc., it is called subjective testing and when learners are asked to do word-matching, tick marking, etc., it is called objective testing. Generally, school-examination comes under the subjective testing, while various competitive examinations come under the objective testing. All the productive and receptive skills can be tested. Testing can be done either directly or indirectly. When someone, in his real life, speaks, using the target language, others can measure whether he is competent in speaking in the target language

or not, without passing any judgements, it means that he is being indirectly tested and when it is, through an artificial real life situations, tested whether one is competent in speaking in the target language or not, it means that one is being directly tested. Testing can be formative or summative. Formative testing includes unit-test, while summative testing includes annual examination.

Testing can be conducted for the following purposes:

- A. To test whether one learner's performance in the target language is better than another.
- B. To test whether the learner could properly grasp the target language.
- C. To test how much the learner has been successful in mastering the target language.
- D. To test whether the syllabus is suitable for properly teaching the learner the target language.

The salient features of a sound testing are below:

- A. It meets the needs for which it has been done.
- B. It takes learners' background knowledge into account.
- C. It helps teachers to review their methods to successfully teach the target language.
- D. It must be very effective.

### **2.3.8 Conclusion**

Thus, it should be contended that to be a successful ELT teacher, one should know not only about the ELT methods but also the above mentioned most significant factors. Otherwise, his use of methods will be facile and therefore, cannot help him to teach learners the target language in such a way as will enable them to utilise the same in their practical lives outside their classroom. In other words, merely being aware of the ELT methods does not suffice.

### **2.4 The Model of the Analysis**

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### **2.4.1 Preliminaries**

The present researcher has conducted the field research in order to accrue the data needed for the research undertaken by him and also analysed the same in the following ways.

### **2.4.2 Methodology**

The Qualitative and Quantitative are the two methods which have both been applied in this research work in order to analyse the necessary data. The qualitative method has been used to analyse and describe the collected data in words, whereas the quantitative method has been used to, by using table, delineate the same data statistically, that have, in words, been analysed and described via the qualitative method. Both these methods have been used to bring about the credibility and authenticity in the presentation of the data.

### **2.4.3 Planning of the Field-Work**

The topic selected by the researcher for his research work entitled *PROBLEMS IN TEACHING ENGLISH IN SECONDARY SCHOOLS IN NORTH TRIPURA DISTRICT* having been accepted, the researcher had rushed to the very district- North Tripura- of his own state- Tripura, where he conducted his field work in the secondary schools to be selected by him. Immediately, after reaching there, he approached the Headmasters of his targeted schools, gave applications to them, stating what he wanted to do in their respective schools and convinced them that such a research work as had been undertaken by him was meant for the betterment of the secondary schools of that district in the case of the ELT, thus having been kindly permitted by them to conduct the field work in their schools.

The researcher did select the schools for his field work in such a way that they could well represent the secondary schools of the whole of the North Tripura District- a combination of both rural and urban areas. He therefore

selected 4 schools in total- three from the rural areas Kanchanpur, Dashda and Bilthai and one more from the urban area Dharmanagar- all the areas belonging to the North Tripura District and well representing the secondary level schools al around the district.

All the schools are Government secondary and also vernacular medium schools, which very greatly helped the researcher have a homogeneous sample. Private secondary schools being very less in number in the district, the researcher excluded them from his research work, keeping it in mind that they could not represent the secondary schools the district over; rather it would bring about many such extraneous variables as curricula and teaching-learning differences.

It should be mentioned here that all the selected schools were said to be secondary schools in the sense that the researcher had taken only the secondary level of those schools, although they were up to the higher secondary level. It is further be mentionable that only Class X of each of those schools was by the researcher chosen for the field-work. Besides, it, too, should be stated that the researcher selected only the secondary level schools because it is assumed that it is at the period of the secondary level that the North Tripura District learners can properly learn the English language provided that they are taught properly and teaching-learning can properly be done only when the problems afflicting it can be systematically found out and solved. The researcher believed that his research must accrue a lot of benefit consequent upon the process of selecting the said schools. The field-work engulfed one month.

The names of all of the schools selected found their mention below as well as their abbreviations were as follows provided next to them within the brackets:

(1) From Kanchanpur:

(a) Kanchanpur Class XII School (KCXIIS)

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(2) From Bilthai:

(b) Bilthai H.S. School (BHSS)

(3) From Dasda:

(c) Durgaram Reang Para XII Class School (DRPXIICS)

(4) From Dharmanagar

(a) Chandrapur Govt. H.S. School (CGHSS)

#### **2.4.4 Instruments for the Field-Work**

To have the necessitated data from the selected schools, in which the field-work was conducted by the researcher, the following instruments were deployed:

- (A) Questionnaire: The researcher had made one questionnaire in order to give away copies of the same to each of the 80 select students contained in the sample. Randomly, these students were selected from Class X of each of the selected schools.
- (B) Proficiency Test: A proficiency test was taken by the researcher in order to test the already existing English linguistic competence of each of the 16 students selected from those outside the said 80 students. These 16 students, too, were selected randomly.
- (C) Informal Discussion with the Teachers: The researcher had an informal discussion with 4 English teachers individually- 1 teacher from each of the selected schools- in order to come to know about the status quo of the teaching of the English language in the secondary schools of the North Tripura District. Each of these teachers, as a subject teacher, teaches English to the students of Class X of each of his respective school, where the researcher conducted the field-work.
- (D) Class Observation: An observation was, in each of the classrooms, by the researcher, made use of, so that he could directly experience and

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detect myriad factors, such as whether the classes are overcrowded, what activities take place in teaching, the sizes of the classes, the student-teacher interaction, the medium of instruction and the methods and techniques in teaching, which have extensively been influencing the ELT situation in the classrooms of the secondary level schools.

#### **2.4.5 Preparations of the Questionnaire and Proficiency Test**

The instruments- questionnaire and proficiency test- were applied by the researcher in his field-work. Having kept well the aims and objectives of the research work on the tablet of his memory, the researcher prepared those instruments. The following are the details of how the instruments both were prepared:

**Questionnaire:** The questionnaire having 25 multiple choice type questions in total was solely meant for collecting information from the 80 select students. The students were told to simply encircle the number of the apt option from the options available for each of the questions provided. In the very start of the questionnaire, the general information of each of the selected students as regards their names, ages, genders, schools' names, class in which they read, roll No. and academic year had been to be written by them before they began answering the questions. The sample of this questionnaire can be found in Appendix I.

**Proficiency Test:** The proficiency test had 25 questions for the said 16 students. It was out and out a multiple choice question type test. Each question bore 4 options, out of which the students were asked to pick up only the correct one by circling its number. All the questions were related to grammar because that test was to examine the linguistic proficiency of the students selected for the test. In the very beginning of the proficiency test question paper, the general information of each of the selected students concerning their names, ages, genders, schools' names, class in which they read, roll No. and academic

year had to be written by them before they started to answer the questions. The specimen of this proficiency test question paper has been supplied in Appendix II.

#### **2.4.6 Scopes of the Questionnaire and the Proficiency Test**

The following are the details of the scopes possessed by the questionnaire and proficiency test:

Questionnaire: There were 25 questions in total in the questionnaire. The first 5 questions from 1 to 5 made an attempt to have the general information regarding the respondents' attitude to, use of and mindset toward the English language and its learning. The immediate next 5 questions ranging from 6 to 10 aimed at the difficulties which were being encountered by them in learning English. Then, the next 10 questions beginning from 11 to 20 sought to find out the views and beliefs regarding the teaching of English in the classrooms and also matters very closely related to it. At long last, the rest 5 questions ranging from 21 to 25 were meant to collect other various kinds of such information, for instance, as language laboratory, libraries in the schools and English syllabus.

Proficiency Test: The proficiency test consisted of 25 questions in total. The first 5 questions beginning from 1 to 5 were concerned with the tenses; the immediate next 5 questions ranging from 6 to 10 were as regards the changing of the mode of narration; the next 5 questions beginning from 11 to 15 dealt with the voice change; the next 5 questions ranging from 16 to 20 were as regards the transformation and the last 5 questions beginning from 21 to 25 were about the selection of the correct verb form, thereby testing all the crucial aspects of the linguistic competence of the selected students.

#### **2.4.7 Ethics**

The ethical factors were taken into consideration. All the participants had well been informed about the aims and purpose of this research endeavour before they actually participated. They were made quite sure that their privacy was guaranteed and confidentiality was rest assured. Their identities must always remain anonymous.

#### **2.4.8 Sample of the Population**

The field-work comprised in this research work must needs have contained a sample of the population, having, in total, 80 students, selected randomly, who were the respondents to the questionnaire and for the proficiency test, 16 students were randomly selected from the students not included in the said 80 ones. These 80 students comprised both male and female students. The total number of the male students was 40- 10 male students from each of the 4 select schools and the total number of the female students was also 40- 10 female students from each of the schools selected. Likewise, these 16 students, who sat for the proficiency test, had both male and female students. The total number of male was 8- 2 male students from each of all of the selected schools, while the total number of the female students was also 8- 2 female students from each of the select schools.

This sample has as follows been in detail shown in *Table No. 1*.



**Table No. 1**

Sr. Nos	School-Names	Class	Nos of the Questionnaire-Respondents		Total	Nos of the Students who sat for the Proficiency Test		Total
			Male	Female		Male	Female	
1.	KCXIIS	X	10	10	20	2	2	4
2.	BHSS	X	10	10	20	2	2	4
3.	DRPXIICS	X	10	10	20	2	2	4
4.	CGHSS	X	10	10	20	2	2	4
	<b>TOTAL</b>		<b>40</b>	<b>40</b>	<b>80</b>	<b>8</b>	<b>8</b>	<b>16</b>

### 2.4.9 Reliability

If this present research work can again be conducted in the very same way this time the same has been done and then provides the similar result as it has given this time, it can safely be articulated that the research work under discussion obviously has reliability.

### 2.4.10 Validity

The present research work is valid because it could measure whatever it had been meant to measure, thus proving the construct called 'hypothesis', via having collected the data and its analysis, for which the latter had been accomplished through the particular procedure mentioned above.

### 2.5 Conclusion

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The researcher did thus try to the best of his ability and sincerity in order to extract the necessitated data, having very adeptly utilised the instruments delineated above. He believes that the information accrued by him via the field-work cannot but to a very great extent help in the case of bringing about the betterment of the ELT situation in the secondary schools situated in the North Tripura District. It is worthy of being mentioned over here that the Headmasters, teachers as well as students all stretched their very helpful arms towards the researcher, thereby tremendously helping him in myriad ways have the called-for date for the purpose of his research work.

## CHAPTER III

### ANALYSIS OF DATA

#### 3.1 Preliminaries

In this chapter, the data which could be accrued from the field research have very meticulously-cum-carefully been analysed. All of pieces of information have been collected via the questionnaire for the selected students, proficiency test, informal discussion with the 4 English teachers and class-observation. The said questionnaire, proficiency test, informal discussion and class-observation have below been sequentially analysed.

#### 3.2 Analysis of the Questionnaire

The questionnaire for the students has, in total, 25 multiple-choice type questions. The students have simply and honestly encircled the numbers of the options they have chosen. They have been assured that the identities of theirs must aye remain quite confidential. In addition, they have been suggested to request the researcher to clarify the question(s) if need be. They have also been instructed to answer all the questions within the 20 minutes with effect from the time of their receiving the questionnaires.

The randomly selected 80 students in total from class X of the 4 selected Govt. vernacular medium schools are the respondents. Out of them, 40 are males, while the rest are females. From each of the schools- KCXIIS, BHSS, DRPXIICS and CGHSS, 20 students- 10 males and 10 females- have become the respondents.

The questionnaire-respondents sample has, in *Table No. 2* as follows, been delineated:

Table No. 2

Sr. Nos	Schools-Names	Class	Nos of the Questionnaire-Respondents		Total
			Male	Female	
1.	KCXIIS	X	10	10	20
2.	BHSS	X	10	10	20
3.	DRPXIICS	X	10	10	20
4.	CGHSS	X	10	10	20
	<b>TOTAL</b>		<b>40</b>	<b>40</b>	<b>80</b>

Now, all the questions consisted in the questionnaire have one by one been analysed and also a very brief comment (i.e., generalisation) after each of the analyses has been provided as follows:

Table 3.2.a

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. a				
				What is your mother tongue?				
				Bengali	English	Assamese	Manipuri	Others
1.	KCXIIS	X	20	17	-	-	-	3
2.	BHSS	X	20	18	2	-	-	-
3.	DRPXIICS	X	20	15	-	3	-	2
4.	CGHSS	X	20	20	-	-	-	-
	<b>TOTAL</b>		<b>80</b>	<b>70</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>5</b>

Question (a) has asked the students what their mother tongues are. It has been found out that out of the 80 respondents, 70 have said that their mother

tongue is Bengali, 2 have English as their mother tongue, Assamese is used as the mother tongue by 3 respondents and 5 respondents' mother tongue(s) does/do not fall under any of the names of the given mother tongues. It suggests that the classrooms are multilingual. Thus, this question has attempted to find out whether the classrooms where the researcher has administered the questionnaire have students speaking in different languages. Because multilingualism in the classroom exerts a great influence on teaching-learning English as a second language. The more the similarities between the learner's mother tongue and the target language will be, the more ease the learner will feel in learning the latter. But the vice-versa greatly hampers it, especially, pronunciation, syntax, etc.

**Table 3.2.b**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. b	
				Are you interested in learning English?	
				Yes	No
1.	KCXIIS	X	20	20	-
2.	BHSS	X	20	18	2
3.	DRPXIICS	X	20	15	5
4.	CGHSS	X	20	18	2
	<b>TOTAL</b>		<b>80</b>	<b>71</b>	<b>9</b>

Question (b) has asked the students whether English interests them. Out of the 80 respondents, 71 have positively answered, while 9 have negatively. It implies that the English language is liked by most students and also indicates their internal motivation to learn English as a second language. This question has thereby attempted to find out whether they have any interest in learning it.

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Because learners' interest, which comes under the radar of internal motivation necessary for learning a language as foreign or second language, is very much needed in learning English as a second language. The more the learner will be interested in learning, the more sound the output will be.

**Table 3.2.c**

Sr. Nos	School-Names	Classes	Nos of the Respondents	Q. c				
				Do you use English at home?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	5	3	3	9	-
2.	BHSS	X	20	6	3	2	9	-
3.	DRPXIICS	X	20	3	8	-	8	1
4.	CGHSS	X	20	1	17	-	2	-
	<b>TOTAL</b>		<b>80</b>	<b>15</b>	<b>31</b>	<b>5</b>	<b>28</b>	<b>1</b>

Question (c) has asked the students whether, at home, English is used by them. It has been found out that out of the 80 respondents, 31 have negatively replied, while 49 ('yes'+ 'often'+ 'sometimes'+ 'always') have positively. It indicates that in their practical life, most of the students do not use the target language. Thus, this question has attempted to find out whether the students utilise this language in their daily activities in an attempt to gain the perfection in the same. Because using the language being learnt as a second language in day-to-day activities has a pivotal role in learning the same. The more the learner will use the target language, the more her/his learning will be successful and thereby, s(he) will be perfect in the language targeted.

**Table 3.2.d**

<b>Sr. Nos</b>	<b>School-Names</b>	<b>Class</b>	<b>Nos of the Respondents</b>	<b>Q. d</b>	
				<b>According to you, is English important to learn?</b>	
				<b>Yes</b>	<b>No</b>
<b>1.</b>	<b>KCXIIS</b>	<b>X</b>	<b>20</b>	<b>20</b>	<b>-</b>
<b>2.</b>	<b>BHSS</b>	<b>X</b>	<b>20</b>	<b>19</b>	<b>1</b>
<b>3.</b>	<b>DRPXIICS</b>	<b>X</b>	<b>20</b>	<b>18</b>	<b>2</b>
<b>4.</b>	<b>CGHSS</b>	<b>X</b>	<b>20</b>	<b>20</b>	<b>-</b>
	<b>TOTAL</b>		<b>80</b>	<b>77</b>	<b>3</b>

Question (d) has attempted to find out whether the students consider the learning of the English language as a second language important. It has been found out that out of the 80 respondents, 77 have positively answered and 3 have negatively. It suggests that the majority of the students foster a positive approach toward the English language they are learning as a second language. Unless and until the learner has a positive approach towards the language being learnt as a second language and considers its learning important, it is almost next to quite impossible on her/his part to have a reasonable mastery over the same. Positive approach very highly motivates the learner to learn the target language.

**Table 3.2.e**

<b>Sr. Nos</b>	<b>School-Names</b>	<b>Class</b>	<b>Nos of the Respondents</b>	<b>Q. e</b>	
				<b>Do you fear English?</b>	
				<b>Yes</b>	<b>No</b>
<b>1.</b>	<b>KCXIIS</b>	<b>X</b>	<b>20</b>	<b>12</b>	<b>8</b>
<b>2.</b>	<b>BHSS</b>	<b>X</b>	<b>20</b>	<b>18</b>	<b>2</b>
<b>3.</b>	<b>DRPXIICS</b>	<b>X</b>	<b>20</b>	<b>18</b>	<b>2</b>
<b>4.</b>	<b>CGHSS</b>	<b>X</b>	<b>20</b>	<b>12</b>	<b>8</b>
	<b>TOTAL</b>		<b>80</b>	<b>60</b>	<b>20</b>

Question (e) has attempted to find out whether the students are afraid of English. It has been found out that out of the total 80 respondents, 60 have positively answered and 20 negatively, thus having crystal clearly suggested that the majority of the students learning English as a second language face the problems created by the fear for it in learning the same. The fear of the language the learner is learning as a second language has a very negative role in the learning of the target language. It does, to a great extent, abstain the learner from successfully learning the language because the more the learner will fear it, the more s(he) will refrain her/him from being involved in learning it.



**Table 3.2.f**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. f	
				Do you think that English is difficult to learn?	
				Yes	No
1.	KCXIIS	X	20	13	7
2.	BHSS	X	20	17	3
3.	DRPXIICS	X	20	18	2
4.	CGHSS	X	20	13	7
	<b>TOTAL</b>		<b>80</b>	<b>61</b>	<b>19</b>

Question (f) has attempted to find out whether the students bear the notion that English is difficult to learn. It has been found out that out of the 80 respondents, 61 have positively answered and 19 negatively. It indicates that most of the students have the unnecessary notion of difficulty as regards the English language and it checks them from learning the language reasonably well because if the learner learning English carries demotivating factors like this, s(he) cannot achieve success in learning the same.

**Table 3.2.g**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. g			
				What problems do you face in learning English?			
				Poor teaching	Poor books	No interest	Not easy
1.	KCXIIS	X	20	10	1	5	4
2.	BHSS	X	20	17	1	2	-

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<b>3.</b>	<b>DRPXIICS</b>	<b>X</b>	<b>20</b>	<b>11</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>4.</b>	<b>CGHSS</b>	<b>X</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>TOTAL</b>		<b>80</b>	<b>58</b>	<b>5</b>	<b>10</b>	<b>7</b>

Question (g) has attempted to find out what the major problem(s) is (are) which affects/affect the students' learning of English as a second language. It has been found out that out of the 80 respondents, 58 have considered the poor teaching the major problem, 5 have regarded poor books as the main problem, 10 have considered having no interest to be the principal problem, while the rest 7 have regarded their finding English uneasy as the major problem. It clearly suggests that the majority of the students have blamed the teachers' poor teaching for making them face the problem in learning the language. If the teacher is poor in teaching, the taught is constrained to extensively suffer while learning. Other problems, such as poor quality books, not finding English easy and not being interested in the language, are also no less to blame for hampering the learner's learning.

**Table 3.2.h**

<b>Sr. Nos</b>	<b>School-Names</b>	<b>Class</b>	<b>Nos of the Respondents</b>	<b>Q. h</b>				
				<b>Can you understand the English of your textbooks without any guidebooks?</b>				
				<b>Yes</b>	<b>No</b>	<b>Often</b>	<b>Sometimes</b>	<b>Always</b>
<b>1.</b>	<b>KCXIIS</b>	<b>X</b>	<b>20</b>	<b>5</b>	<b>12</b>	<b>1</b>	<b>2</b>	<b>-</b>
<b>2.</b>	<b>BHSS</b>	<b>X</b>	<b>20</b>	<b>1</b>	<b>16</b>	<b>-</b>	<b>3</b>	<b>-</b>
<b>3.</b>	<b>DRPXIICS</b>	<b>X</b>	<b>20</b>	<b>2</b>	<b>14</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>4.</b>	<b>CGHSS</b>	<b>X</b>	<b>20</b>	<b>-</b>	<b>18</b>	<b>-</b>	<b>2</b>	<b>-</b>
	<b>TOTAL</b>		<b>80</b>	<b>8</b>	<b>60</b>	<b>2</b>	<b>9</b>	<b>1</b>

Question (h) has attempted to find out whether the students are able to grab their textbook-English without the help of any guidebooks. It has been found out that out of the 80 respondents, 60 have answered that they cannot and 20 ('yes'+ 'often'+ 'sometimes'+ 'always') have answered that they can. It indicates that most of the students are unable to understand English on their own. When the learner always fails to make out English on her/his own, it hampers a lot their attempt to master the language.

**Table 3.2.i**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. i				
				Do you have to depend upon any private tutors to learn English?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	15	4	-	1	-
2.	BHSS	X	20	3	16	-	1	-
3.	DRPXIICS	X	20	9	-	1	4	6
4.	CGHSS	X	20	16	4	-	-	-
	<b>TOTAL</b>		<b>80</b>	<b>43</b>	<b>24</b>	<b>1</b>	<b>6</b>	<b>6</b>

Question (i) has attempted to find out whether the students can independently learn English as a second language. It has been found out that out of the 80 respondents, 56 ('yes'+ 'often'+ 'sometimes'+ 'always') have answered that they are dependent on others, i.e., private tutors to learn English, while 24 have answered that they are not so. It suggests that the majority of the students fail to utilise their own faculties to learn English. Rather, there is all the probability for the students to learn by rote the notes dictated to them by their teachers. It is very corrosive because if the learner learns by rote English as a second language, her/his learning the language can hardly be successful.

**Table 3.2.j**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. j	
				Can you correctly write answers in your own words in your English examinations?	
				Yes	No
<b>1.</b>	<b>KCXIIS</b>	<b>X</b>	<b>20</b>	<b>9</b>	<b>11</b>
<b>2.</b>	<b>BHSS</b>	<b>X</b>	<b>20</b>	<b>3</b>	<b>17</b>
<b>3.</b>	<b>DRPXIICS</b>	<b>X</b>	<b>20</b>	<b>3</b>	<b>17</b>
<b>4.</b>	<b>CGHSS</b>	<b>X</b>	<b>20</b>	<b>6</b>	<b>14</b>
	<b>TOTAL</b>		<b>80</b>	<b>21</b>	<b>59</b>

Question (j) has attempted to find out whether the students have the capacity to correctly construct sentences. It has been found out that out of the 80 respondents, only 21 have positively answered, while 59 negatively. It indicates that most of the students learning the English language as a second language lack in the knowledge of the syntax of the same. Lacking in the knowledge of the syntax of English affects both speaking and writing in English more or less.

**Table 3.2.k**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. k				
				Do/does your teachers/teacher in English communicate with you in English in the classroom?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	6	12	-	2	-
2.	BHSS	X	20	3	16	1	-	-
3.	DRPXIICS	X	20	-	20	-	-	-
4.	CGHSS	X	20	5	15	-	-	-
	<b>TOTAL</b>		<b>80</b>	<b>14</b>	<b>63</b>	<b>1</b>	<b>2</b>	<b>-</b>

Question (k) has attempted to find out whether during the English class, the English teachers/teacher communicate/communicates with the students in English. It has been found out that out of the 80 respondents, 63 have negatively answered and 17 ('yes'+ 'often'+ 'sometimes') have positively answered. It suggests that the majority of the students are not exposed to the target language even for a very short span of time, i.e., during the class. If the learner is not properly exposed to the target language, her/his learning the language is tremendously disturbed.

**Table 3.2.1**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q.1			
				Do you enjoy learning English in the classroom?			
				Yes	No	Often	Sometimes
1.	KCXIIS	X	20	15	4	-	1
2.	BHSS	X	20	4	16	-	-
3.	DRPXIICS	X	20	2	12	-	6
4.	CGHSS	X	20	7	13	-	-
	<b>TOTAL</b>		<b>80</b>	<b>28</b>	<b>45</b>	<b>-</b>	<b>7</b>

Question (1) has attempted to find out whether the students enjoy the learning of the English language inside the classroom. It has been found out that out of the 80 respondents, 45 have negatively answered and 35 ('yes'+ 'sometimes') have positively answered. It indicates that most of the students do not relish learning English within the classroom. When the learner does not enjoy learning, this phenomenon checks her/him from learning aptly because enjoyment while learning is a very crucial factor in a successful learning because this factor, too, does motivate one to appropriately learn.

**Table 3.2.m**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. m	
				Are you taught all the language skills: Listening, Speaking, Reading and Writing?	
				Yes	No
<b>1.</b>	<b>KCXIS</b>	<b>X</b>	<b>20</b>	<b>5</b>	<b>15</b>
<b>2.</b>	<b>BHSS</b>	<b>X</b>	<b>20</b>	<b>1</b>	<b>19</b>
<b>3.</b>	<b>DRPXICS</b>	<b>X</b>	<b>20</b>	<b>-</b>	<b>20</b>
<b>4.</b>	<b>CGHSS</b>	<b>X</b>	<b>20</b>	<b>2</b>	<b>18</b>
	<b>TOTAL</b>		<b>80</b>	<b>8</b>	<b>72</b>

Question (m) has attempted to find out whether all four skills needed to learn in order to learn English as a whole are taught to the students. It has been found out that out of the 80 respondents, 72 have negatively answered, while 8 have positively. It suggests that the majority of the students are deprived of all of the four skills which are quite necessary for learning English holistically as a second language. If the learner is not systematically taught these four skills, s(he) cannot be expected to learn the language as expected.

**Table 3.2.n**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. n				
				Are you got to practise writing in your own English words?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	4	12	-	4	-
2.	BHSS	X	20	2	17	-	1	-
3.	DRPXIICS	X	20	1	15	-	3	1
4.	CGHSS	X	20	6	14	-	-	-
	<b>TOTAL</b>		<b>80</b>	<b>13</b>	<b>58</b>	<b>-</b>	<b>8</b>	<b>1</b>

Question (n) has attempted to find out whether the students are got to practise writing in their own English words. It has been found out that out of the 80 respondents, 58 have negatively answered and 22 ('yes'+ 'sometimes'+ 'always') have positively answered. It indicates that most of the students do not practise the writing of the English language, using their own words. If the learner does not practise writing in their own English words, it damages the learner's faculty of using the target language in black and blue.

**Table 3.2.o**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. o	
				What kind of grammar do you learn?	
				Traditional	Functional
1.	KCXIIS	X	20	16	4
2.	BHSS	X	20	19	1
3.	DRPXIICS	X	20	19	1
4.	CGHSS	X	20	15	5
	<b>TOTAL</b>		<b>80</b>	<b>69</b>	<b>11</b>

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Mr. Malay Nath

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M.Phil. Dissertation



Question (o) has attempted to find out whether the students learn the traditional or functional grammar. It has been found that out of the 80 respondents, 69 have answered ‘traditional’, while 11 have answered ‘functional’. It suggests that the majority of the students learn the traditional grammar. It greatly damages the learner’s learning English as a second language. Because English as a second language should be learnt in the descriptive way and not in the prescriptive one. The traditional grammar confines the learner to learning the target language prescriptively. On the other hand, the functional grammar leads the learner to learning the target language descriptively. The latter makes one adept in communication.

**Table 3.2.p**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. p	
				Do you like your English class?	
				Yes	No
1.	KCXIS	X	20	7	13
2.	BHSS	X	20	20	-
3.	DRPXIICS	X	20	17	3
4	CGHSS	X	20	12	8
	<b>TOTAL</b>		<b>80</b>	<b>56</b>	<b>24</b>

Question (p) has attempted to find out whether the English class is liked by them. It has been found out that out of the 80 respondents, 56 have positively answered and 24 have negatively answered. It indicates that most of the students like their English class. When the learner likes her/his target language class, it means that the learner looks at the language positively.

**Table 3.2.q**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. q			
				What is(are) the reason(s) behind your learning English?			
				To be highly respected in the society	To be able to pursue higher studies with ease	Because learning English is compulsory	Following others learning
1.	KCXIIS	X	20	5	4	6	5
2.	BHSS	X	20	2	-	1	17
3.	DRPXIICS	X	20	1	1	15	3
4.	CGHSS	X	20	-	2	18	-
	<b>TOTAL</b>		<b>80</b>	<b>8</b>	<b>7</b>	<b>40</b>	<b>25</b>

Question (q) has attempted to find out why the students learn English as a second language. It has been found that out of the 80 respondents, 40 have answered that they learn English since it is mandatory to learn it in the curriculum; 25 have answered that they learn the language as others learn it; 7 have answered that they learn it in order to become enabled to easily pursue their higher studies, while 8 have answered that they learn it for high respect in the society. It suggests that the majority of the students learn it simply because they have to learn it as a compulsory subject in the curriculum. The reasons play a very vital role in the learner's learning English as a second language. Learning English for the purposes of high respect in the society and higher studies is considered to be a very good phenomenon but learning the same

because of its being mandatory in the curriculum and because others learn it is regarded as a very bad phenomenon.

**Table 3.2.r**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. r				
				Do you any read English books outside your English textbook?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	5	10	-	5	-
2.	BHSS	X	20	2	17	1	-	-
3.	DRPXIICS	X	20	-	14	1	5	-
4.	CGHSS	X	20	1	18	-	-	1
	<b>TOTAL</b>		<b>80</b>	<b>8</b>	<b>59</b>	<b>2</b>	<b>10</b>	<b>1</b>

Question (r) has attempted to find out whether the students read English from sources other than their textbooks. It has been found out that out of the 80 respondents, 59 have negatively answered, while 20 ('yes'+ 'often'+ 'sometimes'+ 'always') have positively answered. It indicates that most of the students do not engage in learning English by reading it from besides their textbooks. It means that the students are not autonomous in learning English. If the learner does not autonomously learn the target language, her/his learning does, to a great extent, remain crippled.

**Table 3.2.s**

<b>Sr. Nos</b>	<b>School-Names</b>	<b>Class</b>	<b>Nos of the Respondents</b>	<b>Q. s</b>	
				<b>Can you speak in English reasonably well?</b>	
				<b>Yes</b>	<b>No</b>
<b>1.</b>	<b>KCXIIS</b>	<b>X</b>	<b>20</b>	<b>1</b>	<b>19</b>
<b>2.</b>	<b>BHSS</b>	<b>X</b>	<b>20</b>	<b>-</b>	<b>20</b>
<b>3.</b>	<b>DRPXICS</b>	<b>X</b>	<b>20</b>	<b>4</b>	<b>16</b>
<b>4.</b>	<b>CGHSS</b>	<b>X</b>	<b>20</b>	<b>8</b>	<b>12</b>
	<b>TOTAL</b>		<b>80</b>	<b>13</b>	<b>67</b>

Question (s) has attempted to find out whether the students are able to communicate in English well enough. It has been found out that out of the 80 respondents, 67 have negatively answered and 13 have positively. It suggests that the majority of the students cannot speak in English, which indicates that they are not appropriately learning the target language, because the proper learning of the language must include speaking in the same reasonably well, which is lacking in this very case.

Table 3.2.t

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. t				
				Can you understand others speaking English reasonably fluently?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	1	12	-	7	-
2.	BHSS	X	20	1	16	-	3	-
3.	DRPXIICS	X	20	-	15	-	3	2
4.	CGHSS	X	20	5	15	-	-	-
	<b>TOTAL</b>		<b>80</b>	<b>7</b>	<b>58</b>	<b>-</b>	<b>13</b>	<b>2</b>

Question (t) has attempted to find out whether the students can make out what others fluently speak, using English. It has been found out that out of the 80 students, 58 have negatively answered, while 22 ('yes'+ 'sometimes'+ 'always') have positively. It indicates that most of the students are unable in understanding in the target language. Understanding in the target language is one of the most crucial factors in learning this language. If it is lacking, learning is bound to be extremely disturbed.

**Table 3.2.u**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. u	
				Does your school have any language laboratories?	
				Yes	No
1.	KCXIIS	X	20	-	20
2.	BHSS	X	20	2	18
3.	DRPXIICS	X	20	2	18
4	CGHSS	X	20	1	19
	<b>TOTAL</b>		<b>80</b>	<b>5</b>	<b>75</b>

Question (u) has attempted to find out whether the schools where the field work has been accomplished by the present researcher have language laboratories. It has been found out that out of the 80 respondents, 75 have negatively answered and 5 have positively. It suggests that the said schools hardly have any language laboratories. It also indicates that the students of these schools do not get actively involved in the learning of the target language in the real sense of its meaning because the target language is learnt especially for the effective communication in the same and it is the language laboratory which can effectually train the learner in this matter; e.g., the language laboratory efficiently teaches the learner all the aspects of phonetics and phonology of the target language.

**Table 3.2.v**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. v				
				Does your school organise any activities in which you participate and use only the English language?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	-	19	-	1	-
2.	BHSS	X	20	-	18	-	2	-
3.	DRPXIICS	X	20	1	19	-	-	-
4.	CGHSS	X	20	-	15	-	-	5
	<b>TOTAL</b>		<b>80</b>	<b>1</b>	<b>71</b>	<b>-</b>	<b>3</b>	<b>5</b>

Question (v) has attempted to find out whether the schools where the field work has been conducted organise programmes where the student-participants must use English only. It has been found out that out of the 80 respondents, 71 have negatively answered, while 9 ('yes'+ 'sometimes'+ 'always') have positively. It indicates that the said schools do not arrange for any activities in which the students must use only the target language. Secondary schools should, from time to time, arrange activities that will get the students affluently use the target language before the audience. It thus gradually gives the learner of the target language the confidence in the case of using the target language in any real life situation and also makes her/him a good English public speaker.

**Table 3.2.w**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. w				
				Do you listen to news in English?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	1	12	1	6	-
2.	BHSS	X	20	-	9	-	11	-
3.	DRPXIICS	X	20	1	15	-	4	-
4.	CGHSS	X	20	-	20	-	-	-
	<b>TOTAL</b>		<b>80</b>	<b>2</b>	<b>56</b>	<b>1</b>	<b>21</b>	<b>-</b>

Question (w) has attempted to find out whether the students listen to any kind of English news. It has been found out that out of the 80 respondents, 56 have negatively answered and 24 ('yes'+ 'often'+ 'sometimes') have positively. It suggests that the majority of the students are not used to listening to any English news. The learner should listen to any kind of news in the target language in order to improve her/his vocabulary, pronunciation, syntax, communication, etc. Thus, this is one of the very useful tools in learning the target language.



**Table 3.2.x**

<b>Sr. Nos</b>	<b>School-Names</b>	<b>Class</b>	<b>Nos of the Respondents</b>	<b>Q. x</b>	
				<b>Can you read reasonably fluently?</b>	
				<b>Yes</b>	<b>No</b>
<b>1.</b>	<b>KCXIIS</b>	<b>X</b>	<b>20</b>	<b>6</b>	<b>14</b>
<b>2.</b>	<b>BHSS</b>	<b>X</b>	<b>20</b>	<b>2</b>	<b>18</b>
<b>3.</b>	<b>DRPXIICS</b>	<b>X</b>	<b>20</b>	<b>4</b>	<b>16</b>
<b>4.</b>	<b>CGHSS</b>	<b>X</b>	<b>20</b>	<b>5</b>	<b>15</b>
	<b>TOTAL</b>		<b>80</b>	<b>17</b>	<b>63</b>

Question (x) has attempted to find out whether the students are able to fluently enough read the target language. It has been found that out of the 80 respondents, 63 have negatively answered, while 17 have positively. It indicates that most of the students are not properly taught and trained in reading the target language, thereby attacking the third metal ring “Reading” of the natural chain- ‘Listening-Speaking-Reading-Writing’. To learn the target language proficiently, this very chain ought to be maintained as it is.

**Table 3.2.y**

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. y	
				Do you like your English curriculum?	
				Yes	No
1.	KCXIIS	X	20	9	11
2.	BHSS	X	20	6	14
3.	DRPXIICS	X	20	6	14
4.	CGHSS	X	20	2	18
	<b>TOTAL</b>		<b>80</b>	<b>23</b>	<b>57</b>

Question (y) has attempted to find out whether the English curriculum is liked by the students. It has been found out that out of the 80 respondents, 57 have negatively answered and 23 have positively. It suggests that the majority of the students dislike their English curriculum, which implies that the curriculum is monotonous, non-functional, non-innovative and has not also been revised-cum-modified for a considerable amount of time. The target language curriculum should be revised and modified for being functional and innovative, so that it can help the learner learn the target language very well.

### **3.3 Analysis of the Proficiency Test**

A proficiency test has been taken in order to test the competence in linguistics of the students randomly selected from outside those who have not been asked to respond to the questionnaire. The test carrying 25 questions having 1 mark each from five aspects of grammar- tense, narration, voice, transformation and verb forms- and a period of 20 minutes has attempted to find out how much competent they are in the grammar of the target language. It has been found out that they are very poor in the said grammar, especially in

the tense and verb forms which are considered to be the most important aspects in learning English as a second language. The result of this test is in the table below:

**Table 3.3.1**

<b>Sr. Nos</b>	<b>School-Names</b>	<b>Class</b>	<b>Nos of the Students who sat for the Proficiency Test</b>	<b>Average Marks got out of 25</b>	<b>Average Percentage of Marks</b>
<b>1.</b>	<b>KCXIIS</b>	<b>X</b>	<b>4</b>	<b>12.25</b>	<b>49%</b>
<b>2.</b>	<b>BHSS</b>	<b>X</b>	<b>4</b>	<b>9.5</b>	<b>38%</b>
<b>3.</b>	<b>DRPXIICS</b>	<b>X</b>	<b>4</b>	<b>10.75</b>	<b>43%</b>
<b>4.</b>	<b>CGHSS</b>	<b>X</b>	<b>4</b>	<b>6</b>	<b>24%</b>
	<b>TOTAL</b>		<b>16</b>	<b>Overall Average: 9.62</b>	<b>Overall Average Percentage: 38.48</b>

From the above table, it has become crystal clear that KCXIIS has scored the highest average marks- 12.25 and CGHSS has gotten the lowest average marks- 6. On the other hand, DRPXIICS has scored the average marks- 10.75, while BHSS has got the average marks-9.5. That apart, it has also been found out that KCXIIS has also scored the highest percentage of the marks- 49% and CGHSS has had 24%. On the other hand, DRPXIICS has gotten 43%, while BHSS has scored 38%. In this way, it can be observed that even both the highest average marks and highest average percentage marks are much less. So, it does suggest that one of the most important aspects needed in the case of the

learning of English as a second language is not at all aptly taught and learnt and that is why, learning the target language is bound to be extensively affected.

### **3.4 Informal Discussion with the English Teachers**

From the informal discussion with the 4 English teachers, it has, to the current researcher, been, by them, intimated that the phenomena of the teaching and the learning of the English language as a second language have, since its very inception, been indescribably suffering because of the untrained teachers in English. They said that the teachers of the other subjects than English are quite often entrusted with teaching English, thus adding to the already worsened condition. They further added that they are simply an M.A. in English Literature and have no knowledge of ELT. Not only this but also they have heard about the very term ELT for the very first time from the present researcher only. Besides, it was observed that they have never pursued any courses like PGCTE and PGDTE which could have made them adept in teaching English very proficiently. In addition to that, they said that their salary is not up to the expectation, thereby insinuating that this phenomenon extensively impedes their interest in becoming innovative in any way in teaching. Rather, they have to do private tuition at the cost of teaching properly in the classroom. Also, the students, as they told the researcher, seldom take care of their learning English as a second language. At long last, they informed the said researcher that no apt initiatives have been being taken by the Govt. of the state in order to improve this ramshackle situation.

### **3.5 Class-Observation**

The classroom-observation has, by the researcher, been executed in order to come to know of the conducts, attitudes, making out, etc., by the students and also the approaches, methods, techniques, etc., employed by the teachers. Thus, the researcher could observe the real situation of the teaching-learning of the English language at the time of the English classes. During the said

observations, 60, 64, 58 and 75 students were present in the classes of KCXIIS, BHSS, DRPXIICS and CGHSS respectively.

From the observation, it has been found out that none of the selected schools have any modern aids like audio-visual aid and projector; only the traditional aids, such as blackboard and white chalk, are used. Although the students paid attention to what were being taught and also behaved themselves, they seldom willingly answered any questions posed to them by the teachers. Rather, the teachers had to force them to answer. The classes were not at all communicative; rather, unidirectional: Teacher->Taught and not the vice-versa. All of the teachers were found teaching only in the students' native language. The target language was thereby out and out replaced with the mother tongue even in the English class. That phenomenon was tremendously refraining the students from being adequately exposed to the language they were attempting to learn. It is indeed quite pathetic. The teachers' pronunciation is extremely influenced by the native language.

It ought to be jotted down that it, too, was observed that except only the writing skill, all the other three skills- listening, speaking and reading- which are quite doubtlessly necessary for learning the target language were not being taught and learnt. In addition to it, no innovative ELT methods were found being employed by any of the teachers to teach English to the students. Only and only the traditional and almost outdated Grammar-Translation Method (GTM) was being made use of.

### **3.6 Conclusion**

In fine, it should be stated that all the instruments employed for having the necessitated data have been proved considerably useful in helping the researcher accomplish the very task which he has utilised them for. Furthermore, it ought to be jotted down here that all the pieces of information rendered by the duo students and teachers may not be authentic, for they may

be biased while providing some of them, but it could hardly affect the researcher in getting as much data as are needed. All the students and the teachers have greatly helped the researcher in this mission of his. The researcher is, that is why, wholeheartedly indebted to them both.

## CHAPTER IV

### CONCLUSIONS

#### 4.1 Preliminaries

In this chapter, all the major findings accumulated via the data gathered through the field work the researcher has undertaken have been rendered. In addition, some pedagogical implications have thereafter been proffered and very briefly discussed.

#### 4.2 Major Findings

There are a number of major findings emerging from the field research through the questionnaire, proficiency test, informal discussion with the teachers and class-observation. These are jotted down as follows:

- i. Most of the students at the secondary schools in the North Tripura District are multilingual. This phenomenon affects their learning English as a second language, because their respective native languages influence their learning the target language in different ways, such as pronunciation and syntax.
- ii. The majority of the students want to learn English as a second language, which shows their internal motivation for the learning of the target language.
- iii. Most of the students learn English as a second language. They attempt to gain perfection in the use of the target language.
- iv. There is a positive attitude of the students toward the English language. They realise that it is very necessary to learn English for good job opportunities, better lives, et cetera.
- v. The majority of the students have a fear of English as a second language. Attempts should be made to remove their unnecessary fear of English.

- vi. Most of the students are of the opinion that it is difficult to learn English. Learning English should become fun for them. It should become an easy process for them through various fascinating methods. It should not be taught to them mechanically.
- vii. Teaching English is replete with many problems like poor teaching, non-quality books, disinterest of the learners and their stance towards English, which, to a great extent, damage the teaching-learning of English as a second language. But out of all of these problems, it is the 'poor teaching', which is, by the majority of the students, considered to be the most corrosive one.
- viii. Most of the students cannot make out the English of their textbook without any guidebooks. The teachers do not teach sincerely and carefully, which constrains them to be helped by guidebooks. Furthermore, it clearly suggests that the majority of the students are not capable of understanding English on their own.
- ix. The majority of the students have to be helped by private tutors in order to learn English. It points to the phenomenon that the teachers neither teach properly nor have the ability to do so in the classroom and it compels the pupils to rush to private tutors and simply learn by rote the notes dictated by those tutors, which tremendously weaken them in the use of the target language.
- x. Most students fail to write English on their own using their own words. It brings out the fact that they are poor in the syntax of the target language, which affects not only writing but also speaking in the target language.
- xi. It has been found that the teachers do not communicate in English while teaching English. Rather, they teach the target language in the native language. As a consequence, the students are hardly appropriately exposed to English and resultantly, they remain weak in the communication skills of the target language.



- xii. Most of the students do not enjoy learning English in the classroom. The teachers fail to make their teaching interesting by using innovativeness in the teaching and as a result, the students lose their interest to learn English as a second language.
- xiii. The scientific chain, i.e., listening, speaking, reading and writing, is disrupted in teaching English. Only reading and writing are practised and listening and speaking are neglected and that is why the students remain poor in communicating in the target language.
- xiv. The majority of the students do not practise writing English in their own words, which mars their faculty of being proficient in black and blue in this language and consequently, they fail to practically use English in writing.
- xv. The focus in these schools is on the traditional grammar of English instead of the functional grammar. Therefore, the students are weak in communication, since the former cannot make one proficient in the target language.
- xvi. Most students are forced to learn English simply because it is a compulsory subject in the curriculum. They do not have any willing inclinations to learning it. It makes their learning just a mechanical job and they do not actively participate in their learning.
- xvii. The majority of the students do not read any English books outside their prescribed English textbooks nor are they encouraged to be an independent learner.
- xviii. Most of the students are unable to speak English fluently. They are not taught this very essential skill in learning English as second language. Thus, both teaching and learning English as a whole- listening, speaking, reading and writing- is spoilt.
- xix. Due to the reason stated in (xviii), most students fail to understand those who speak in English reasonably fluently.

- xx. Language laboratory has no existence in the schools and therefore, the correct pronunciation of the target language sounds cannot be practised as a result of which the pronunciation by the students is highly crippled and so jeered at.
- xxi. The schools do not arrange linguistic activities that can encourage the students to be good speakers of English. Their sincere involvement in such activities can boost their communicative skills.
- xxii. The majority of the students do not listen to English news, which could otherwise have strengthened their English vocabulary, syntax pronunciation, etc., to a considerable amount.
- xxiii. Because of the cause mentioned in (xviii), most students are unable to read adeptly.
- xxiv. The syllabus is traditional and monotonous. It has not been rectified and modified for a long time. It is not innovative, too. Thus, it affects the teaching and the learning of English as a second language.
- xxv. The students are very poor in the grammar of English. The most defective areas are tenses, narration, voice, transformation, verb form, etc. It quite dangerously hampers their learning.
- xxvi. The teachers are untrained to teach English as a second language properly. It affects the ELT in the schools. They, ergo, need special training in this case.
- xxvii. Proxy teachers often teach English, as a consequence of which, the students are denied proper teaching and so, they fail to learn the target language successfully..
- xxviii. The Govt. of the state seems to be reluctant enough to take any initiative to improve the ELT situation in the secondary schools of the North Tripura District. Besides, it does not provide the teachers a handsome salary, which greatly mars their willingness to attempt to teach in a result-oriented way in the classroom and they are forced to engage themselves in private coaching.

- xxix. The English class is not interactive. It is unidirectional- teacher->student. In addition, only the mother tongue is used. These phenomena completely close all the doors for the students of becoming communicatively expert in the target language.
- xxx. The teaching and learning of English as a second language out and take place through an age old and almost backdated method- the Grammar-Translation Method.

### **4.3 Pedagogical Implications**

The following are the pedagogical implications extracted from this research:

- i. The eclectic method is found to be very useful and helpful in teaching-learning English as a second language.
- ii. This research work indicates that the students should be exposed to the target language, i.e., the English language and the more they use it in real life situations, the better.
- iii. Audio-visual aids can enable the students to grasp English very well.
- iv. The target language needs to be specially taught and learnt communicatively.
- v. This research points out that teacher's authority in the classroom needs to be curtailed and the learner-centred approach should be adopted.
- vi. This study furthermore implies that if at all the native language has to be used in the classroom as per the demand of the situation, it should be used very carefully, judiciously and only to a very little extent.

### **4.4 Suggestions**

Here, the researcher wishes to provide some suggestions that will help a lot to improve the ELT situation at the secondary schools in the North Tripura District. They have been proffered below:

- a. The Government of Tripura ought to take all the necessary steps at the earliest in order to improve the ELT situation in the secondary level schools of the North Tripura District via supplying enough funds as well as executing relevant plans in this matter.
- b. The School Education Department should make it mandatory for all the teachers of English to pursue any short time ELT courses, such as PGCTE and PGDTE, which will strengthen them in teaching English as a second language with adroitness and ext erity.
- c. All the English teachers ought to have the knowledge of the myriad ELT methods, so that they can be innovative in teaching, which will lead the learners towards learning English much more successfully.
- d. Each and every school should possess a language laboratory, which can teach the students correct pronunciation, which is considered to be one of the most important aspects of the teaching of English.
- e. The students should be trained to write in English, using their own words and refrained from rote learning, thus making them adept in the skill of writing.
- f. The interaction during the English class ought to be in English purely, so that the students can be exposed to the target language and they become proficient in listening and speaking in English. The mother tongue should be hardly used.
- g. The students should be taught only those aspects of grammar which will immediately help them in understanding, speaking, reading and writing. In other words, they should be taught the functional grammar and not the traditional grammar.
- h. The skills of reading ought to be enhanced.
- i. The curriculum-cum-syllabus designers need to ensure that all the four skills- listening, speaking, reading and writing (LSRW, in short), which must be taught and learned appropriately for becoming skilful in using English- are quite aptly taken care of, while teaching English.

- j. The teachers should desperately attempt to make the students independent learners through encouraging them to read anything in English according to their choice, thereby transforming them into a self-dependent learner of English.
- k. Proxy teachers need to be prohibited to teach English. In addition, the English teachers should resist themselves from being perfunctory in teaching at the cost of the students' learning.
- l. Audio-visual aids should be utilised in the classroom so as to make the students much more interested to understand and learn what is taught.

#### **4.5 Scope for Further Research**

The present researcher wishes to provide some topics for further research. They are:

- i. Influence of Native Language on Teaching-Learning English as a Second Language in Vernacular Medium Schools.
- ii. Importance of Inductive Method of Teaching English Grammar.
- iii. English Language Teaching Situations in Secondary Schools.
- iv. Reasons behind Failure of Communicative Language Teaching (CLT) Approach in Secondary Schools.

Thus, there are many possible topics on which research should be carried out for the improvement of English Language Teaching, especially in vernacular medium schools.

#### **4.6 Conclusion**

This is a humble attempt undertaken for the betterment of the ELT situation presently prevailing in the North Tripura District. This research endeavour deals with various factors relating to the teaching and learning of English in the secondary schools of the North Tripura District. Attempts have been made to judiciously select the instruments to conduct the field work and to offer the

findings-cum-credible that might help improve English Language Teaching situation in the state of Tripura.

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## APPENDICES

### Appendix I : Questionnaire for the Student

Name of the Student: .....

Age: .....

Gender: Male/Female

Name of the School: .....

Class: .....

Roll No.: .....

Academic Year: .....

Time Allotted: 20 Minutes

**Encircle the number of the correct option from the options against each of the following questions:**

(a) What is your mother tongue?

1. Bengali 2. English 3. Assamese 4. Manipuri 5. Others

(b) Are you interested in learning English?

1. Yes 2. No

(c) Do you use English at home?

1. Yes 2. No 3. Often 4. Sometimes 5. Always

(d) According to you, is English important to learn?

1. Yes 2. No

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(e) Do you fear English?

1. Yes 2. No

(f) Do you think that English is difficult to learn?

1. Yes 2. No

(g) What problems do you face in learning English?

1. Poor teaching 2. Poor books 3. No interest 4. Not easy

(h) Can you understand the English of your textbooks without any guidebooks?

1. Yes 2. No 3. Often 4. Sometimes 5. Always

(i) Do you have to depend upon any private tutors to learn English?

1. Yes 2. No 3. Often 4. Sometimes 5. Always

(j) Can you correctly write answers in your own words in your English examinations?

1. Yes 2. No

(k) Do/does your teachers/teacher in English communicate with you in English in the classroom?

1. Yes 2. No 3. Often 4. Sometimes 5. Always

(l) Do you enjoy learning English in the classroom?

1. Yes 2. No 3. Often 4. Sometimes

(m) Are you taught all the language skills: Listening, Speaking, Reading and Writing?

1. Yes 2. No

(n) Are you got to practise writing in your own English words?

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1. Yes 2. No 3. Often 4. Sometimes 5. Always

(o) What kind of grammar do you learn?

1. Traditional 2. Functional

(p) Do you like your English class?

1. Yes 2. No

(q) What is(are) the reason(s) behind your learning English?

1. To be highly respected in the society

2. To be able to pursue higher studies with ease

3. Because learning English is compulsory

4. Following others learning

(r) Do you read any English books besides your English textbooks?

1. Yes 2. No 3. Often 4. Sometimes 5. Always

(s) Can you speak in English reasonably well?

1. Yes 2. No

(t) Can you understand others speaking English reasonably fluently?

1. Yes 2. No 3. Often 4. Sometimes 5. Always

(u) Does your school have any language laboratories?

1. Yes 2. No

(v) Does your school organise any activities in which you participate and use only the English language?

1. Yes 2. No 3. Often 4. Sometimes 5. Always

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(w) Do you listen to news in English?

1. Yes 2. No 3. Often 4. Sometimes 5. Always

(x) Can you read reasonably fluently?

1. Yes 2. No

(y) Do you like your English curriculum?

1. Yes 2. No

## Appendix II : Proficiency Test

Name of the Student: .....

Age: .....

Gender: Male/Female

Name of the School: .....

Class: .....

Roll No.: .....

Academic Year: .....

Total Marks- 1x25=25; Time Allotted: 20 Minutes

**(i) Circle the number of the correct tense of each of the following sentences:**

(A) She had been reading a book for a long time.

1. Present perfect tense 2. Present perfect continuous tense 3. Past perfect continuous tense 4. Past perfect tense

(B) My friend has gone to market.

1. Past perfect tense 2. Past indefinite tense 3. Past continuous tense 4. Present perfect tense

(C) What is your name?

1. Present indefinite tense 2. Future perfect tense 3. Past perfect continuous tense 4. Future continuous tense

(D) She had gone to the temple before I went.

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1. Future continuous tense 2. Past perfect continuous tense 3. Future perfect continuous tense 4. Past perfect tense

(E) When did you come?

1. Past indefinite tense 2. Present perfect tense 3. Future perfect tense 4. Past continuous tense

**(ii) Encircle the number of the correct indirect speech of each of the following direct speeches:**

(A) He said to her, “Are you fine?”

1. He asked her if she had been fine.
2. He had asked her if she was fine.
3. He asked her if she was fine.
4. He asked her if she was being fine.

(B) My friend said to his friend, “What are you reading?”

1. My friend asked his friend what he was reading.
2. My friend had asked his friend what he was reading.
3. My friend asked his friend what he had been reading.
4. My friend has asked his friend what he was reading.

(C) She said to her sister, “I was dancing.”

1. She told her sister that she had danced.
2. She had told her sister that she had danced.
3. She told her sister that she had been dancing.

4. She has told her sister that she had danced.

(D) The old man said to his son, "Have you got the book?"

1. The old man asked his son if he had got the book.
2. The old man has asked his son if he had got the book.
3. The old man asked his son if he got the book.
4. The old man asked his son if he has got the book.

(E) The priest said to the devotee, "I had worshipped."

1. The priest told the devotee that he worshipped.
2. The priest told the devotee that he had worshipped.
3. The priest told the devotee that he was worshipping.
4. The priest told the devotee that he has worshipped.

**(iii) Circle the number of the correct passive voice of each of the following sentences:**

(A) I am doing the work.

1. The work is being done by me.
2. The work is done by me.
3. The work was done by me.
4. The work was being done by me.

(B) My friend has read a story.

1. A story is being read by my friend.

2. A story has been read by my friend.

3. A story was being read by my friend.

4. A story was read by my friend.

(C) Her brother was writing a letter.

1. A letter had been written by my brother.

2. A letter has been written by my brother.

3. A letter was being written by my brother.

4. A letter has been written by my brother.

(D) They wrote a poem.

1. A poem was being written by them.

2. A poem was written by them.

3. A poem is being written by them.

4. A poem has been written by them.

(E) He sees him.

1. He has been seen by him.

2. He was being seen by him.

3. He had been seen by him.

4. He is seen by him.

**(iv) Encircle the correct transformation of each of the following sentences:**

(A) This pen costs three rupees. (Use the noun form of 'cost')

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1. The cost of this pen is three rupees.
2. This pen is costing three rupees.
3. This pen has cost three rupees.
4. This pen has been costing three rupees.

(B) He is too obstinate to obey his parents. (Omit 'too.....to')

1. He is so obstinate that he cannot obey his parents.
2. He is so obstinate that he has not obeyed his parents.
3. He is so obstinate that he does not obey his parents.
4. He is so obstinate that he did not obey his parents.

(C) He cannot but go. (Make positive)

1. He will go.
2. He shall go.
3. He is going.
4. He must go.

(D) I must go. (Make negative)

1. I must not go.
2. I cannot but go.
3. I shall not go.
4. I cannot go.

(E) Only he can go. ('Omit only')

1. He can go.

2. He will go.
3. He must go.
4. None but he can go.

(v) Circle the correct verb form for each of the following sentences:

(A) He did not ..... to school.

1. went
2. gone
3. go
4. gone

(B) He had been ..... to market.

1. going
2. gone
3. went
4. go

(C) He has ..... me.

1. tells
2. telling
3. told
4. Tell

(D) The man ..... walking since morning.

1. is
2. was
3. has been
4. will have

(E) The teacher will be ..... the students.

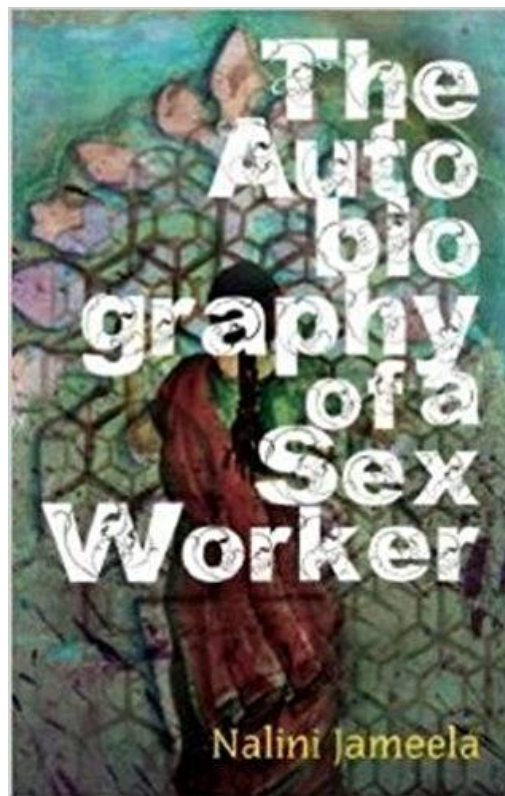
1. teaches
2. teach
3. taught
4. teaching

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**Society and Sex Work in**  
*The Autobiography of a Sex Worker* by Nalini Jameela

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**Abstract**

Sex workers are part of society but they are looked down upon as outcast in Indian society. They are exploited, insulted and humiliated. Even female sex workers are not taken as women rather taken as mere sex objects. Nalini Jameela portrays their plight through her biography *The Autobiography of a Sex Worker*. She herself has worked as a sex worker. She doesn't condemn the sex work rather takes it as a profession. This paper studies the problems faced by the sex workers, dual standards of society, and resilience of the sex workers.

**Keywords:** Sex work, Prostitution, Devadasi, Treatment of Sex Workers in India, Nalini Jameela

## Introduction



**Nalini Jameela**

Courtesy: <http://bookwiseindia.blogspot.com/2010/08/like-any-of-the-r-woman.html>

Indian society is a male-dominated society. Women are considered inferior to men. They are given secondary status. They are marginalized on the basis of color, class, caste, gender, sexuality and ethnicity. But if a woman is a sex worker as well, she faces double oppression- as a woman as well as a sex worker. She is humiliated, insulted, exploited and marginalized. She is treated as an untouchable and looked down upon as outcast.

It is a hard fact that no woman adopts sex work by her wish, rather society and conditions compel her to venture into this trade. But not many try to find the circumstances in which she had to step into this profession. Nalini Jameela portrays the plight of sex workers through her autobiography-*The Autobiography of a Sex Worker*.

## **Sex Work**

“Sex work is associated with the offering of sexual services, performances or products for monetary gain. It includes not only direct physical contact but also the indirect sexual stimulation. It is a voluntary activity and does not involve human trafficking; the coerced or non-consensual sexual transactions.”(Sex work). It has been practiced since ancient times in different forms. “Its history can be traced to 4000 years back to ancient Babylon.”(Goyal). “Proofs of sex work can also be found in ancient Egypt and Greece, where it was practiced at various socioeconomic levels.”(Sex work). “There are a number of references in the Hebrew Bible which prove that sex work or prostitution was common in ancient Israel. Even, in ancient Rome, it was widespread, legal and public.”(History of Prostitution).

“There is a long history of sex work in the United States. It was deeply rooted from Louisiana to San Francisco in the 18<sup>th</sup> century. Though there were certain laws, regulating the sale of sex, but they were ambiguous. The sex workers took the advantage of ambiguity and got free from imprisonment. Gradually, they established the sex work as a profession.”(Sex work).

## **Sex Work in India**

In India, sex work, as a profession, can be traced from the Devadasi tradition. *Devadasi* literally means (Dev) God’s (Dasi) female servant. According to ancient Hindu tradition, young pre-pubertal girls were married off or given away in matrimony to God or local religious deity in the temple. The main reason of this system is/was poverty. The poverty-stricken parents used the tradition to unburden themselves of their daughters and used religion to console themselves. The girls were dedicated to worship and service of the deity and the temple for rest of her life. They were enslaved in the name of tradition or godliness. They served or rather sexually satisfied the priests and inmates of the temple. Their service to them was considered as akin service to God. In addition to taking care of the temple and performing rituals, they learned music, dance and other classical artistic traditions. They worked as singers and temple dancers, and enjoyed high position in society. They were respected and culturally enriched.(BhambriPalak).



But patriarchy forced them to sell their sexuality. The local landlords and men in power started to use them in order to satisfy their lust. They (men) made laws and banned temple dancing. It brought upon economic difficulties and cultural estrangement. They had to join the work of prostitution. The Britishers aggravated it further. They encouraged sex work in order to gratify the sexual urge of their soldiers. They set up comfort zones for British troops wishing to make young girls and women into sex tools to satisfy the British soldiers. After independence, the condition further deteriorated.

“The devadasi system has been part of southern Indian life for many centuries. Despite being made illegal in 1988, the system still continues illegally in southern India in one form or other.”(Kidron). The devadasis are forced to lead a miserable life. They are sold and sent to work in the red light areas. They live in subhuman conditions; suffer sexual exploitations, humiliation, cultural subjugation, and political powerlessness. As per government’s records, in 2010, “there were a whopping 6,88,751 registered sex workers in India. Southern states had the largest number of them. Andhra Pradesh led the list with more than one lakh registered female sex workers while Karnataka had 79,000.”(Dash Dipak Kumar). This is the official number but a large number of sex workers go undetected in the records. “According to the Human Rights Watch report, there are more than 20 million prostitutes in India and as many as 35% of them enter at an age less than 18.” (Goyal). As per India TV News Desk, dated 17 December 2013, “three million women were engaged in commercial sex activity in India.”(Shocking Report).

The rich, influential and men in power ever have/had upper hand. They have/had mistresses, concubines and sex slaves who worked as servants. Their lives have/had little or no value. Their aim is/was to provide comfort and pleasure to their masters. Since sexual urges are not limited to the rich and the powerful, the demand of the common man was satisfied by the prostitutes. The prostitutes sell sex to the person who pays and it becomes their dominant mode of survival. Not only poor but “the girls from high society are also engaged in this profession. They are called as ‘call girls’. They are not stigmatized as long as they ply their trade discreetly, and encounter no problems staying integrated in the society.”(Should Commercial Sex).

## **Role of Patriarchy**

Patriarchy also forces girls to enter into this profession. The male dominance gives secondary status to women in society. They are dependent on men in all respects. They are considered weak and inferior to men. They are ill-treated and mercilessly beaten by their fathers, brothers, husbands, or so. They are taken as only sex objects that can be used for male pleasure. They are abused, tortured, molested and even raped sometimes. Most of them have no way of escape other than entering into the work of prostitution.

A woman carries out double duties. She takes care of household chores as well as earns money for the sustenance of family. She faces dual oppression- at workplace as well as at home. She is molested or sometimes raped by her employers. She cannot open her mouth because she needs money to fulfill her needs. Either she has to become the victim or leave the job. In both the cases, she finds prostitution as an option because it is considered an easy way to earn money.

“No girl enters into this profession by choice. She is compelled to join it. Lack of employment, the realization of being unwanted at home, and the hopelessness often force them to take such a drastic step.”(Chaturvedi).

## **Nalini Jameela and Her Story**

Nalini Jameela, herself, has worked as a sex worker. She writes, “A sex worker is not born as a sex worker’s daughter. These are women who come into the trade after having failed their higher secondary school exams, after failing to get a job, or after being kicked out by a husband ....”(Jameela, 157). The research done by Sanlaap confirms her claim. The study reveals that, in India, ‘the majority of sex workers work as prostitutes in order to support themselves or their children. Most of them choose this profession out of necessity, often after the breakup of a marriage or after being disowned and thrown out of their homes by their families. The children of sex workers also get involved in this kind of work.’(Prostitution in India).

Nalini presents her own story. When she lost her husband, she had been working in a clay-mine and earned not more than three rupees a day. But her mother-in-law asked five rupees everyday to support her children. She had no alternative and had to get into this profession to

bring up her children. She writes, “I had got into this trade to support my kids. Like any other job, this one too had been tiring at times. I’d carried on only for their sake.”(Jameela, 46).

She also describes the story of her friend, Anu. She, too, had to adopt the sex work. She had worked with Nalini in the clay mine. “She had been in love, but her family forced her to marry someone else. The husband had a terrible complex as he was dark and she, fair. The kids born to them were fair-skinned, and that led to terrible fights and beatings.... (She could not bear the torture). She placed her children in an orphanage and became a sex worker.”(Jameela, 103).

### **Social Evils and Sex Work**

Society too has double standards for men and women. Girls are denied education. As a result they fail to secure a respectable job. They have to go for low-paid jobs. Their meager income doesn’t meet the daily needs. They have to enter into this profession in order to earn more money as selling sex is considered a viable means of survival.

There are social evils prevalent in the society. Dowry is one of them. Parents need to pay dowry in marriage. The poor parents do not have enough money for marriage. The ruthless people exploit the poor and misuse the girls. Sometimes the girls fall prey to agents who engage the girls into prostitution. “The All Bengal Women’s Union carried out a survey in 1988 to find the reasons of women’s entry in this trade. The union interviewed a random sample of 160 sex workers in Calcutta. Only 23 claimed that they had come of their own accord, whereas the remaining 137 claimed to have been introduced into the trade by agents. Most of the agents were known people, like neighbors, relatives, etc.”(Prostitution in India).

### **Demeaning?**

Nalini doesn’t find sex-work demeaning. When she finds young sex workers bowed and bent bearing the huge burden of guilt, she tells them, “Once you get into this, it is important to pick yourself up. Stop pitying yourself, hold your head high; tell yourself, ‘This is where I am’ and get a hold on your situation if you don’t want to be exploited.”(Jameela, 170). When, on Asianet News Hour, she was asked what she had been doing to end sex work, she replied “that (her) desire was to maintain it.”(Jameela, 136). She is not against sex work. She refuses to bow

down in shame and refrain from sex work. Even she demands the mainstream society to acknowledge the sex workers.

She takes sex work as a 'profession', but also adds that it doesn't mean that sex workers always enjoy doing it. She presents the example of a construction worker. S/he doesn't take up the work because it is enjoyable, rather takes up to earn the livelihood. Similar is the case with sex workers. They offer sex to the people and earn their livelihood. She asks what's wrong with it. She argues, "... if we ask the teacher to give us (the) wealth of knowledge for free, will he do it? No. He needs a salary. He's accepted teaching as a livelihood precisely for that reason.... So what's the great sin if the sex worker asks for remuneration?"(Jameela, 140-141).

She opines that sex work and sexual exploitation are different from each other. "Sexual exploitation means that people take (a girl) away for their enjoyment and use (her). It is often without (her) consent, or on the false promise of work or marriage."(Jameela, 140). But "if two people want to have sex by mutual consent, if this is in no way a nuisance to others, then it should not be questioned."(Jameela, 137-138).

### **Sex Racket, Sex Work and Feminism**

The 'sex racket' has nothing to do with sex work. In rackets, women are kidnapped and sold to the brothel owners. Even some girls are sold by their parents. The traffickers pay low sums to the parents and rape them repeatedly. Many-a-times, police and NGOs rescue the girls but it is of no use because their families hand them over again to the same broker. "Lalitha Kumaramangalam, the head of the National Commission for Women, has opined that trafficking can be controlled if prostitution is regulated properly."(Samudranil).

J. Devika writes, "Jameela's feminist critics regard her narrative as the neo-liberal Veshya's voice."(Jameela, xvi). But Nalini thinks that "femininity is a woman's strength."(Jameela, 136). She opines that feminists are reluctant to accept sex workers. She believes that sex workers need acceptance, not sympathy or compassion. She views that sex is

not just a man's need; sex is a woman's need as well. She demands that sex work should be decriminalized.

Nalini highlights moral hollowness, pretense, duplicity, and double standards of the society. She exposes the double standard of men. The very same men, both married and unmarried and of all socio-economic status, desire women for pleasure, and at the same time denounce the practice. At a meeting, before the Municipal Office, she delivers an impressive speech, "We aren't the only people to commit this crime. There are lawyers who come to us; there are doctors and businessmen. It isn't fair that all of them are considered respectable and we alone are made into criminals."(Jameela, 87).

### **Woman Alone Is Not Responsible**

She says that woman, alone, is not responsible to become a sex worker, rather men are equally responsible for their plight. When, at Jwalamukhi, other sex-workers speak out about the police arrest, she says that sex-work is not an offence. She raises her voice against discrimination. She argues that man is equally involved in the act. "If sex is the offence then there's one more person who must be punished. How come that fellow is never punished? Isn't he an offender too?"(Jameela, 85).

She presents various incidents of her life which clearly depict the dual character of men. She describes her first encounter with a police officer. It was her first act as a sex-worker. The behaviour of the man was very tender at night, but the same man handed her over to police next morning. It was quite unbelievable for her. She writes, "Men can be both tender and cruel at the same time."(Jameela, 26). She was treated badly and caned at the police station. She shouts, "Police to sleep with by night; police to give a thrashing by day!"(Jameela, 26).

### **Harassment**

The sex workers undergo brutal violence by the police. They are badly harassed, insulted and sexually exploited. If arrested, they need to submit to the demands of the policemen. Young girls are the most vulnerable in this act. Nalini, on Asianet's TV programme, 'Akattalam', exposes dual character of police. The topic of discussion was 'Women and Police'. Nalini was

one of the participants. She writes, “When a senior police officer claimed that they never harassed sex workers, I opposed him with evidence. I cited an incident ... in which twenty-six sex workers had been arrested in Thrissur and put behind bars in Kozhikode....(because) a sex worker had stood next to a magistrate's wife at the KSRTC bus stand. This was thought of as an insult and twenty-six people (sex workers) had been seized from various parts of the town. To my question about the crime for which they had been arrested, he had no reply.”(Jameela, 135).

Women face harassment at the hands of men. Even they earn for their families and toil hard; they do not get basic rights and recognition in the society. Nalini writes that sex workers are exploited by brokers and husbands. Even many husbands are brokers. Irrespective of whether they work or not, they have to be supplied with liquor and money.

### **Koyakka and Nalini**

Koyakka proposes to Nalini. He was a Muslim. He had been married twice, and tells her that since he had no children, he'd divorce both the wives. He promises if they (Nalini and Koyakka) would have children, they would live together for all time. But he had a child from his wife. When Nalini gets pregnant and suggests aborting the child, he doesn't agree. He was good with her until the baby was born, but after child's birth, his interest began to wane. “His argument was that he couldn't accept a child by a woman of a religion different from his own.”(Jameela, 48).

### **Advisors of Sex**

It's not that sex workers are engaged only in physical sex but they also carry out social work. “For many people, sex consists only of talking to each other.”(Jameela, 144). Sex workers give company to the clients and spend time with them. They give them love, care and advice they need. They listen to their problems and advise them. She writes, “A large number of my clients are people who come seeking advice about sex. Some of them want to find out how to keep an excessively eager wife happy. I tell them to find out by experience.”(Jameela, 143). They also make people aware of AIDS and teach them to use condom.

Patriarchy instructs women to preserve their virginity before marriage and be sexually loyal to their husband. Sex workers defy the idea of sex after or within the confines of marriage. Sex work makes them emancipated, economically independent and strong. Nalini takes sex work as strength to women. At a programme by the Kolkata Sex Workers' Forum, She views that sex workers are different from other women. She says, "We are free in four respects. We don't have to cook and wait for a husband; we don't have to wash his dirty clothes; we don't have to ask for our husbands' permission to raise our kids as we deem fit; and we don't have to run after our husbands claiming rights to their property to raise our kids."(Jameela, 106-107).

She points out that many women choose sex work willingly as it helps them to get rid of the male domination. Sex workers have freedom of choice that is absent for most women because they need to follow the dictates of their husbands. She emphasizes on the point that many of the sex workers enter the profession by their choice, so, sex work should be respected like other professions.

### **Mentality of Indian Male**

In her writing, she exposes the mentality of Indian male. She compares the situation with another country- Male. She finds difficulty in getting her daughter married. She accepts the proposal from a boy who was ten years older than her daughter and lived at Male. He had a two-storey house with his own bakery on the ground floor. In spite of being the daughter of a sex worker, he gets ready to marry her. In fact, he needed the girl to work as a sales-girl for the bakery. She compares the conditions of women in two countries. She writes, "In Male, women have more value and status than men. This man's family, however, was from Kerala, so it was just the reverse. To him the wife was only a slave."(Jameela, 116).

She reveals the rotten male mentality in her narrative. Once, during the discussion programme on the Asianet TV channel, about the problems of women, "When a sex worker said that (they) too had husbands and kids and that many of (them) had adopted kids, the Panchayat member, a Congress leader, claimed that (you) wanted to make the children sex workers in the future and that was why (you) had adopted them."(Jameela, 134). But when she tells that she had adopted a boy, he had no answer.

She talks about male domination. Her mother had been working somewhere but she had to quit the job because her (Nalini's) father was a political activist. "After that, Father, and later, (her) older brother, made all the decisions."(Jameela, 125). She writes about her mother, "Father used to beat her when he was in a temper."(Jameela, 125).

She describes not only males but entire society has double standards for girls and boys. Nalini reflects this point when she narrates the incident of her childhood. Both she and her brother were admitted to school. But she was denied education after third standard while her brother was allowed to continue his studies. Vallyamma declares, "This girl has finished the third class, she needn't go anymore.... This will do, she has learned enough to keep paddy-accounts."(Jameela, 2).

She gets into this profession because her mother-in-law asked five rupees a day to support her children. The children also belong to her. She could make compromise, but she didn't. But later, when her children grow up, her mother-in-law refuses to accept the money sent by her so that she (Nalini) could not claim her children.

She narrates another incident. She had settled in Bangladesh colony. There was provision of free distribution of rice porridge to the residents. But she was denied the porridge by telling that she does not belong to the place. "Nalini can't be given porridge.... She's not from this place."(Jameela, 119). The distribution was organized by the government as well as the prohibition committee. But when she goes to film the first meeting of the Prohibition Committee, "These very fellows who'd not give (her) porridge, the very same chaps, served (her) lentil vadas and chutney ..."(Jameela, 120). Even they coax her, "Madam, please eat!"(Jameela, 120).

People have different parameters for different persons. She describes the incident when one young woman was murdered. She was an orphan and mentally disturbed. Sometimes she did sex work in order to meet her financial need. She was raped by eight men and later killed. The local people knew who had done so but no one spoke out. The murderers were not arrested. Society did not move because the deceased was a sex-worker. Another sex worker, Ammu, was



murdered by the thugs. Despite strong evidence, no investigation was made since the dead person was a sex worker. Her murder was erased from the records on the grounds of 'poor evidence'.

Society doesn't recognize a sex worker as a woman. In an interview with J. Devika, she tells, 'If you remember, I had made a short film a while ago. What did many people say? 'A sex worker has made this film', or 'a village bumpkin has made this film', or 'an uneducated person...', and so on. It was not even 'a woman has made this film'! When they say that 'a sex worker has made this film', they try to define me only as a sex worker.'"(Jameela, 167).

## Conclusion

*The Autobiography of a Sex Worker* exposes the forces of oppression, hegemony and domination. It pulls off the mask of hypocrisy from the so called morally conscious elite society. It is open rebellion against the hegemonic norms of society. The narrative is bold explication of the courage of the oppressed and marginalized women. The narrative talks of the community of sex workers who are tied by the common denominator of moral degradation and promiscuity. The text is future-oriented rather than the reflection of past. It is not mere narrative of pain but the oppression transforms into resistance. The sex workers fight against the inhuman suppression and oppression of the society, find enough courage and strength to fight against them. Nalini narrates action rather than words, courage rather than meekness, strength rather than weakness, resilience rather than pain and suffering.

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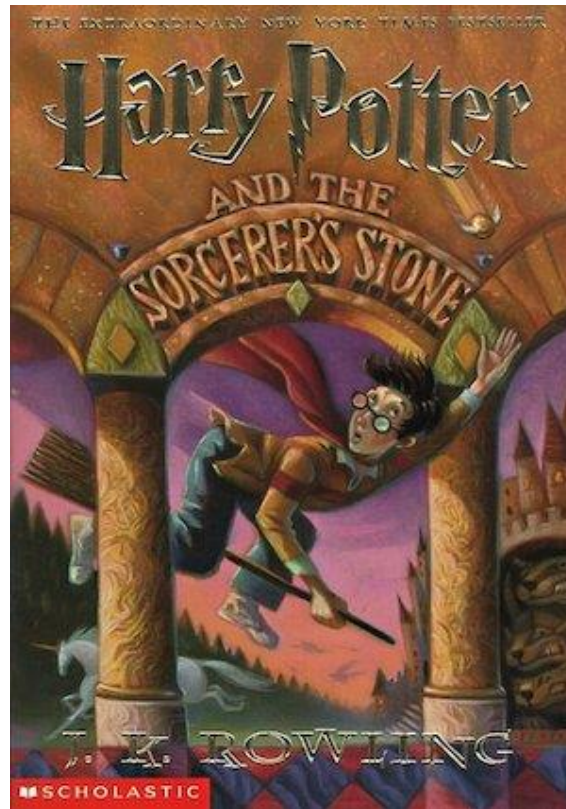
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**Casting the Spell of Friendship:  
Bacon's Tenets in J. K. Rowling's *Harry Potter***

**Meenakshi Srihari, M.A. English**

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**Abstract**

*Harry Potter*'s claim to fame is multifaceted. At the root of these claims is that the series appeals to children and adults alike because of the basic universal values it reflects. One of these is friendship. The paper evaluates the portrayal of friendship in the series through the lens of the aphoristic tenets of friendship presented in Bacon's essay "Of Friendship". Bacon's objective appraisal of friendship deems it sentimental, practical and at times Machiavellian. The paper surmises that the series perfectly defines and unravels notions about the abstract concept of friendship, much like Bacon's essay does.

**Keywords:** Rowling, Bacon, Friendship, Philosophy

### ***Harry Potter* – Focus of the Series**

The *Harry Potter* series was never merely a set of children’s books; it was and remains one author’s determined effort to show that the extraordinary stems but from the ordinary, and that intrinsic human values form magical relationships. To put it simply, the books are an earthly journey on a magic carpet. At the end of every book, one might as well exclaim that Harry is like a normal boy, except that he is a wizard. The plethora of characters in the series makes it a study of relationships, and friendship is one theme that is explored exhaustively.

The universality of friendship is undisputable, and its nature has been meticulously studied by philosophers and writers. Of these studies, Francis Bacon’s essay “Of Friendship” stands apart because of his unique aphoristic style- the simplicity of friendship shines through even as he explains its intricacies. The maxims that he puts forth serve as markers to what friendship should or should not be like, and this paper serves to vouch for these guidelines in exploring the theme of friendship by applying them to J.K.Rowling’s *Harry Potter* series.

### **Bacon on Friendship**



**Francis Bacon (1561- 1626)**

Courtesy: <https://www.biography.com/people/francis-bacon-9194632>

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Bacon begins his essay by citing the philosopher Aristotle- “Whosoever is delighted in solitude, is either a wild beast or a God” (280). It is not very difficult to identify the loner in Harry Potter. The Dark Lord, The One Who Must Not Be Named and You-Know-Who- the villainous dark wizard of the series, Voldemort is known by many names in the books. The group of wizards that always follow him, better known as the Death Eaters, can hardly be deemed his friends, and he has been described in *The Prisoner of Azkaban* as being “alone and friendless” (238). Not only does Voldemort fall into step with Aristotle’s views on friendship but also Nietzsche’s philosophic ruminations when he says that there is no good, but only power and those that are weak enough not to use it. There is no disputing that Voldemort is indeed the wild beast of the series.

But Bacon’s dark and foreboding opening paves way to a delightful discourse about the fruits of friendship. Though there are papers that call Bacon’s attitude typically Machiavellian, alluding to an assumption that his treatise is about the advantages of friendship rather than about how a friend feels ennobled by the deed of friendship (Kabir 127), a closer look at his essay shows us that the fruits aren’t materialistic - rather they are Bacon’s way of convincing the reader that friendship is much more than the simple feeling of satisfaction.

### **First Fruit of Friendship**

The first fruit of friendship that Bacon mentions- that it helps in the “ease and discharge of the fullness and swellings of the heart” can find no better representation than the friendship between Harry Potter, Ron Weasley and Hermione Granger. Harry is burdened by the responsibility of saving the wizarding world (and himself) from Voldemort’s incessant threats. This is no mean feat, and as an adolescent, Harry’s coping mechanism would nearly have failed had he not had Hermione Granger and Ron Weasley to unburden his troubles to and seek advice from. This is particularly seen in *The Goblet of Fire* where Harry has to take part in the dangerous Triwizard Games. It is an amalgamation of Hermione’s wit and Ron’s solidarity that get Harry through the tasks successfully. In fact, it is in the same book that the three have an altercation of sorts- a misunderstanding that makes Ron pick a fight with Harry, and a spat of jealousy between Hermione and Ron. The trio discovers that it cannot exist as a duo, a fact beautifully explained in C. S. Lewis’ “*The Four Loves*” where he quotes Charles Lamb – “Lamb

says somewhere that if, of three friends (A, B, and C), A should die, then B loses not only A but “A’s part in C,” while C loses not only A but “A’s part in B.” In each of my friends there is something that only some other friend can fully bring out” (95). Thus theirs is a bond complemented by each other, and defective when either one is missing.

### **Futility of the Bond**

Bacon talks of the futility of the bond formed when men choose their favourites, or *privadoes*, and call them their friends, a term that should be reserved only for the most intimate of relationships. Something of this manner can be seen in Horace Slughorn’s *Slug Club*, an informal name for his favourite students, almost always famous, in Hogwarts. However, his intentions have little to do with forming real bonds, as Albus Dumbledore tells Harry in *Half Blood Prince* -

He used to handpick favourites at Hogwarts, sometimes for their ambition or their brains, sometimes for their charm or their talent, and he had an uncanny knack for choosing those who would go on to become outstanding in their various fields. Horace formed a kind of club of his favourites with himself at the centre, making introductions, forging useful contacts between members, and always reaping some kind of benefit in return [...] (75)

It is to be remembered that so blinded was Slughorn to be in the midst of students who were illustrious or from illustrious families, that he unwittingly gave Voldemort, then a student, the secret to keeping his soul from dying- a folly he would bitterly repent in the years to come.

### **An Acquaintance Not Necessarily a Friend**

Bacon’s staunch refusal to call an acquaintance a friend is a wakeup call to modern day relationships that are arbitrarily called friendships. An article that appeared in the newspaper *The Hindu* terms this phenomenon “Calling the Spade a Clover” (April 28, 2015). The modern age of the social media pays little heed to real relationships. People are made friends and “unfriended” in the gap of a few hours. The true friendships that Emerson talks about which “when they are



real, they are not glass threads or frost-work, but the solidest thing we know” (180) are sorely missing. The reason is of course, that few value it because few experience it.

### **True Friendship**

“Friendship [...] maketh daylight in the understanding, out of darkness, and confusion of thoughts” (284), says Bacon, and this vital understanding of oneself is the second fruit of friendship. Emerson, in the same vein as Bacon, has spoken about the two pillars of friendship- truth and tenderness (181), and these two qualities blend together beautifully as the friend holds up a mirror to us, helping us recognize ourselves. There can be no better illustration of this from the series than the unique bond between Dumbledore and Harry. The impressive old headmaster of Hogwarts takes Harry under his wing and helps him understand what the fragments of his past mean, and gives him the courage to face his future. In *The Chamber of Secrets*, Dumbledore tells Harry, “It is our choices that show what we truly are, far more than our abilities”(18), helping the young Harry reflect on what is truly important to life, thereby stirring up the real Gryffondorian values of courage and sound judgement in him.

### **Reflecting one’s Blemishes**

The mirror of understanding is never complete without reflecting one’s blemishes- what Bacon seems to term “dry ice”. One of the touching moments in the series is when Neville Longbottom, a fast friend of the trio, refuses to let them get into any more trouble. The meek Neville shows considerable spunk by exerting his sense righteousness here, and Dumbledore aptly describes what he did in the end-of-year feast in *Philosopher’s Stone* – ““There are all kinds of courage,’ said Dumbledore, smiling. ‘It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends. I therefore award ten points to Mr. Neville Longbottom’” (245).

### **A Fair Share of Treacherous and Meaningless Friendships**

While there are the trio, Dumbledore, Dobby and Hagrid on one hand embodying true friendship, a fair share of treacherous and meaningless friendships also abounds in the series. Harald Thorsrud titles his chapter in a book “Voldemort’s Agents, Malfoy’s Cronies and Hagrid’s Chums” and that is, in a nutshell, the three kinds of bonds that are formed throughout

the series. Stripped to the bare essentials, Voldemort's followers are nothing but his agents-though the wicked Bellatrix Lestrange does die fighting for Voldemort's cause, she does not incite in him any more feeling than his victims dying painful deaths in his hands do. In the same category fall Quirrel and Wormtail, the latter having betrayed his real friends out of loyalty to Voldemort. Their friendship though can only be termed corrupt, and by that virtue, not be termed friendship at all. On the other hand, Malfoy's cronies Crabbe and Goyle are in the relationship out of the true pleasure of being with their sharp tongued friend. Theirs is a pathetic plight, for the trueness of their friendship is not reciprocated, and Malfoy's treachery towards their friendship is only seen when he abandons them to flee during the FiendFyre (*Deathly Hallows*, Ch 31).

### **To Conclude**

All the illustrations given so far will suffice in showing that the third fruit - "bearing a part in all actions and occasions" (286) is fully justified by the friendship of Harry, Ron and Hermione, who stick together through prosperity and adversity alike. Friendship in the *Harry Potter* series is thus a reflection of the myriad shades that the bond can take. It is not looking for a companion, no, but the unfolding of destiny, for true friends never have to seek out each other, they're always there. Perhaps Bacon's tree grows at the moment somewhere near us, its fruits readily at our disposal. As C. S. Lewis says, "*Friendship is born at that moment when one man says to another: 'What! You too? I thought that no one but myself. . .'*". The spell has been cast, and the world waits for its magic to unfold.

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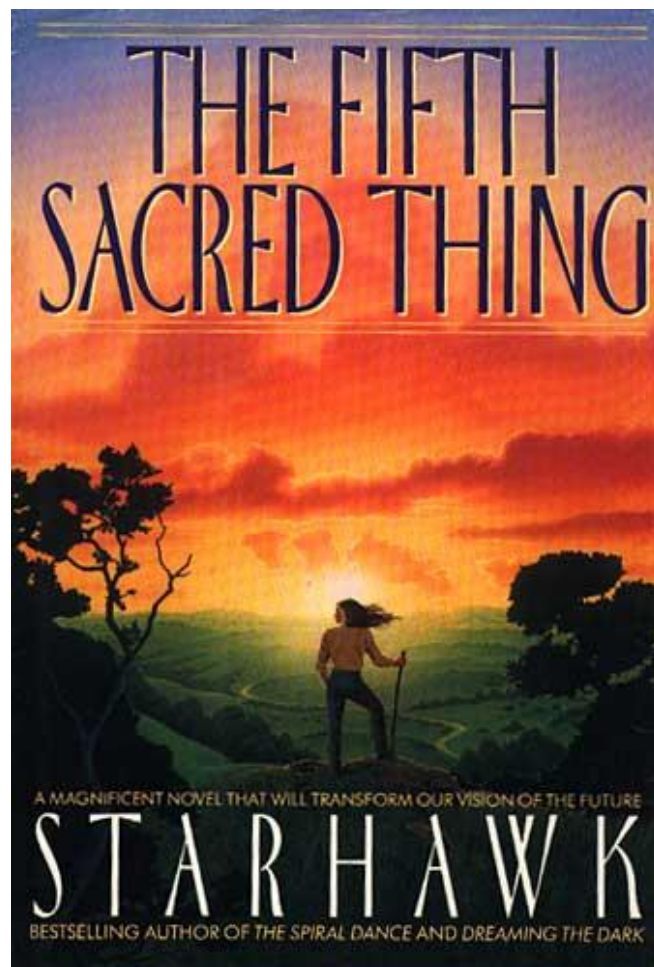
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**The Sustainability of Women with Eco-feministic Elements in  
Starhawk's *The Fifth Sacred Thing***

**Ms. M. Pavithra, M.A., M.Phil. (F.T), PGDCA, DKMT**

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**Abstract**

Feministic literature focuses on the vulnerable inequalities and atrocities faced by women on day to day basis. Their need for support and protection against the ruthless predicaments imposed on them by the society makes them appear a weaker sect of the society. This paper analyses the capacity of women in facing problems standing on the opinion of Starhawk with special reference to her *The Fifth Sacred Thing*. The apocalyptic utopian vision of Starhawk is well exhibited in this novel. This novel gives a great

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introduction to Ecofeminism. Ecofeminism is a movement that makes connection between environmentalists and feminism. All the female characters are interconnected with the environment and spirituality. Spirituality leads to respect and sustainability of women. They do not control the nature for their profit; instead they cultivate and protect the environment. Starhawk explores the characters in two ways. While one sect is affected by extreme poverty and corruption in society the other is projected to help the other through the five cosmic elements namely earth, water, air, fire and soil. Starhawk concentrates on ecological feminism that is fundamentally related to the plot of novel. This paper intends exploring those two facets of projections given on women with an aspiration to create awareness to the society which in turn may result in learning the protective avenues.

**Keywords:** Starhawk, Ecofeminism, Sustainability of Women, *The Fifth Sacred Thing*

### **Features of Feministic Literature**

Feministic literature addresses appropriate political issues, current attitudes toward women in society or attempts to break down gender- specific misconceptions. It is not restricted across culture or religion; it is from politics to race, religion, and the institution of marriage, among others. Feminist Writing portrays characters or ideas that effort to change gender norms. It strives to modify inequalities between genders across societal and political arenas. Finally, it needs to change societal and political issues often overlooked feminine-specific voice and tone to gender and social inequalities where a feminine voice is needed to make an impact.

Feministic literature focuses on the capacity of women and their need for support and protection against the ruthless predicaments imposed on them by the society makes them appear weaker sect of the society. This paper exploring two facets of projections given on women with an aspiration to create awareness to the society with in turn may result in learning the projective avenues. This paper analyses the capacity of women in facing problems standing on the opinion of Starhawk with special reference to her *The Fifth Sacred Thing*. It is a post- apocalyptic novel set in 2048 in California. Starhawk is well- known as a global justice activist and organizer.

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## Starhawk's Writings



**Starhawk**

Courtesy: <http://starhawk.org/blog/>

Starhawk's writings include twelve books including the classics *The Spiral Dance* (1979), the ecotopian novel *The Fifth Sacred Thing* (1993), and her latest novel *The Empowerment Manual: a Guide for Collaborative Groups* (2011). These are mostly about spiritual practice for surveillance of nature. As mentioned, in this study Starhawk's *The Fifth Sacred Thing* is under analysis through eco- feminist theories. This novel is about a community that is diligent, sympathetic and has respect for reliability of non-human animals, nature and natural elements such as air, water, fire and earth. Another part of society resource insufficiency leads to poverty, illness, drug addition, violence and death. Among all these crises, Starhawk provides strategies for sustainable development through the perspectives of her main characters Maya, Madrone and Bird.

### Exploration of Characters

Starhawk explores the characters in two ways. While one sect is affected by extreme poverty and corruption in society the other is projected to help the other through the five cosmic elements namely earth, water, air, fire and soil. Starhawk concentrates on ecological

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feminism that is fundamentally related to the plot of novel. It focuses on women's role in achieving sustainability on earth, which demands using water sustainably, utilizing renewable energy and protecting the biodiversity of lands. According to author, In this Utopian/Dystopian novel, natural elements such as air, water, fire and earth that sustain all life are considered sacred in the Utopian North which its management and defense groups' members are mostly women.

### **Feminism in *The Fifth Sacred Thing***

Feminism is concentrated in this novel in two ways. There are societal and ecological perspectives. The term "social evil" refers to a broad number of problems deemed dangerous or descriptive to society. In twentieth century, Rowntree explains the worst evils are "gambling, war, slavery and poverty". In societal perspective, Farnaz Mirjalali analyses "the character of Bird, Maya's grandson has been imprisoned by the stewards in the south for ten years when the novel opens. Initially, his memory is foggy and he is uncertain of who he is. However, he overcomes the physical and mental pain incurred by his captors and manages to escape and return to the North.

Bird's return to the city coincides with rumors of a pending invasion by the stewards and in order to learn more and to make alliances with rebel groups, the council and the community decide to send Madrone south. While on her journey, Madrone acts as an evangelist of sorts, spreading the message to both active rebel groups in the hills and dissenters within the city that there is a viable alternative to the racist, sexist and fundamentalist system of the stewards and Millennialists. While she is gone, the Steward army invades but residents of the City resist using nonviolent non-cooperation rather than violence. Although the army does respond with violence nonetheless and many residents are killed, some of the soldiers, seeing the racial and cultural harmony of the City as well as the equitable access to water and other resources, begin to question their leaders and some desert. The Stewards recapture Bird and attempt to force him to betray the City by revealing its "secret weapon." The Stewards can neither break the spiritual strength of Bird nor of the City's residents. A widespread mutiny among the soldiers alongside the City's nonviolent resistance blocks the Stewards' plans to destroy the City.

### **Working against the Moral Fabric and the Sway of Authoritarianism**

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All of them work against the moral fabric to degrade the human experience and encourage the vice. The classic example of some people's social and religious attitudes identifying something as a social evil and another set of the population's as doing the opposite. In this novel the place of social evils called southern California, people are forced to obey the corrupt official religion, dying of hunger and thirst and suffering from even greater crimes of humanity. The environment was totally collapsed and everybody was negatively affected.

In authoritarian country, the voice of women in society, Madrone is a main character and helping or healer of the rebel groups. She imagines the city as a "fairytale". She gave respect to the environment and people also. She hardly helped everyone has drink and eat and that everyone has equal respect and opportunities. Healthcare is free to everyone and marriage is not institutional and everything contributes sustainability and justice system. Lily, as the main member of defense council, she refuses perpetuating violence and the great waste war.

### **The Voice of Women on Medical Perspective**

Madrone is one of healers in the city; her knowledge of medicine goes beyond an understanding of traditional and herbal treatments. She connects with her patients spiritually, entering a trance state in order to evaluate her patients on a metaphysical level. A powerful healer and dreamer, Madrone's services are in high demand, both in the city and as the novel progresses in southern California, among other rebel groups. She tries to save the life of fevered pregnant women. Madrone rescues Katy that was arrested by stewards. Madrone explains,

"... [we try] healing of the earth, or at least not being destructive...we make papers from hemp, not from trees." (*The Fifth Sacred Thing*, p.275)

As Farnaz Mirjalali depicts a good example of this, is the women of the utopian North, who in providing food and nourishment of their families do sustainable agriculture, in protecting their lives and environment prevent war and military waste, and in order to save the depleting natural resources, use them sustainably. In the societies which women are deprived from their rights and oppressed, Environmental Sustainability is a farfetched aim. Madrone explains:

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“...We plant a garden, we create an ecosystem that can sustain itself...” (*The Fifth Sacred Thing*, p.296)

### **Ecological Feministic Perspectives**

Starhawk's ecological feministic perspectives are based on the four sacred things. As Starhawk clarifies the cosmic elements as “The earth is a living, conscious being. In company with cultures of many different times and places, we name these things as sacred: air, fire, water and earth. These sacred things compared to the breath, energy, blood and body of the mother or as the blessed gifts of a Creator or as symbols of the interconnected systems that sustain life. All people, all living things, are part of the earth life and so are sacred. No one of us stands higher and lowers than any other. Only justice can assure balance: only ecological balance can sustain freedom. Only freedom can that fifth sacred thing we call spirit flourish in its full diversity”. Author honored the four sacred things as

“To honor the sacred is to create conditions in which nourishment, sustenance, habitat, knowledge, freedom, and beauty can thrive. To honor the sacred is make love possible”. (*The Fifth Sacred Thing*)

### **Distinct god and goddess**

In this novel, all natural elements had separate god and goddess. There are the crone-goddess of Harvest, Gaia or Tonantzin- Goddess of Earth, goddess of love, goddess of river, goddess of sea and many shrines like earth shire, air shire, water shrine and fire shire. The upper slopes of the hill were dotted with shrines to goddess and gods, ancestors and spirits. Some were elaborately sculpted and painted some as simple as an offering basket under a tree. They encompassed an eclectic mixture of traditions. Maya the central character spends much time communicating with the spirits of those from her life who have died particularly Johanna and Rio, two of her lovers.

All sacred things connected with living beings like the ritual fire was lit by four masked figures bird, fish, coyote and deer that symbolized the four directions and the four sacred things. In fire season (summer) the moon brings a time of hope and danger to the people. All are part of earth, part of the air, the fire and the water and part of one another.

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Women gave respect for spiritual ideas and values of natural elements. Their knowledge also saves the world from the change of modern. In this novel author used the technique play with in a play “one act can change the world”. A young girl was blessing the food and drink while others thanked. The ancestors and spirits and the four sacred things are to end the formal part of the ritual. Madrone narrates that,

“The four sacred things are earth, air, fire, and water. Nobody can own them or profit from them, and it’s our responsibility to heal them, t hat’s the basis of our policy and our economy”. (*The Fifth Sacred Thing*, p.272)

### **Productive Gardens, Corruption, Poverty, Etc.**

The city was filled with productive gardens growing on street corners, flowing streams, gondolas as public transport, and a happy, engaged community that fosters cultures, roots, and ideas. Energy healers, witches, engineers, strong female leaders, and all kinds of people- young and old- live in multicultural neighborhoods where everyone speaks more than one language and all religions are honored. It is look like a magical city.

One part of life is full of corruption, poverty and violence and other part of life is different- live a life in harmony and appreciation for the environment. They have chosen to honor the four sacred things that sustain life. Starhawk connected the story with spirituality in nature, pagan rituals and rich cultural diversity. She created the story to show how the Ecofeminism can promote our species and world. This book *The Fifth Sacred Thing* is an earth based spirituality and it teaches more about the movements. It teaches how love can save the world.

### **Two Societies in Opposition to One Another**

In this novel are about two opposed societies in the year of 2048. In the Utopian North, people are living in peace and harmony with nature. Madrone explains,

“We say that there are four sacred thing, (earth, air, fire and water), and the fifth is Spirit. And when you live the right relation to the four, you gain the power to contact the fifth”. (*The Fifth Sacred Thing*, p.300).

In the South, sexism, racism, and the oppression of lower class exist as a result of power hierarchy. The population in the utopian North which its main managers and consultants are women do not suffer from environmental pollution and has enough to drink

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and eat. In her travel, Madrone who is a healer from the north describes their lives for the South's women in this way:

“Everybody has enough food and water. Everybody has a place to live and care when they're sick ... we share and we have enough. Because everybody works, and works hard” (*The Fifth Sacred Thing*, p.272)

## To Conclude

Women always thought about the reuse of all the natural elements like how to use and reuse every drop how to feed chickens on weeds and ducks on snails and let worms eat the garbage. As eco feministic vision, women's oppression is linked to environmental deprivation. The relationship between human and non-humans, and men and women in patriarchal society results in the view of nature and women as the lower level. Women are oppressed in this society; the educated and skillful women are depressed with the struggle to retain their right to maintain their occupations.

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## **Phonological Processes in Typically Developing Tamil Speaking Children**

**Radhakrishnan Chella Perumal, Vaidyanathan Raghunathan,  
Prakash Boominathan and Sreedevi N.**

### **Abstract**

Aim of the study was to profile the type and frequency of occurrence of phonological processes in Tamil speaking children. 450 typically developing 2 to 5 year old Tamil speaking children participated in this study. Speech samples of these children were elicited using spontaneous picture naming task. Speech samples were then phonetically transcribed by a qualified speech language pathologist. Transcribed samples were analysed to determine the type and frequency of occurrence of phonological processes. Results of the study revealed occurrence of 15 different types of phonological processes. Frequency of occurrence of all the phonological processes declined as age increased. Most of the processes were suppressed by age of 3 years except cluster reduction and stopping of liquids which persisted beyond 3 years.

**Key words:** Phonological processes, typically developing, Tamil

### **Introduction**

Speech Language Pathologists (SLPs) often encounter clinical dilemmas in process of diagnosing speech sound disorders and typical speech language development in children. Literature evidence and knowledge of speech sound acquisition and phonological error patterns guide SLPs in this decision making process. Knowledge of phonological pattern is important for SLPs to estimate if the development of phonological skills of children is in par with age or delayed. Phonological patterns are systematic errors in child's speech. These error patterns are commonly referred to as phonological processes. Phonological process is a systematic nature of child's simplifications and restructuring of adult's words (Macken & Ferguson, 1981). Estimating frequency of occurrence of these phonological processes through phonological process analysis is a recommended procedure for obtaining clear picture of phonological skills in children.

Normative data on phonological error patterns (Hodson & Paden, 1981; Stoel-Gammon & Dunn, 1985; Haelsing & Madison, 1986; Holm & Dodd, 1999; Dodd, Holm, Hua & Crosbie, 2003; Morrow, Goldstein, Gilhool & Paradis, 2014) have been reported in English and other European languages. In India, there have been attempts to explore the frequency of occurrence of phonological processes across different age groups from 2;6 to 6;6 years (Sunil, 1998 in Kannada; Ranjan, 2001 in Hindi; Sameer, 1998 in Malayalam, Srilakshmi, 2005 in Telugu, Barathy, 2001; Nisthar, 2005; Sivapriya, Perumal & Savitha, 2009, Jisha, 2009; Venkatesh, Ramsankar, Nagaraja & Srinivasan., 2010; Kala & Lalitha, 2016 in Tamil). Majority of these studies have been carried out on typically developing children. Findings of studies related to Tamil language are described briefly in Table 1.

Table 1:

*Studies on Phonological Processes in Tamil*

Author	Age group (in years)	No. of subjects	Task and Test	Findings
Barathy (2001)	3;0 to 4;0	30	Picture naming , Test of Articulation in Tamil (TAT)	Unstressed syllable deletion, Nasal assimilation, Gliding, Metathesis, Initial consonant deletion, Backing, De-affrication and Affrication were observed in 3 year old children and Cluster Reduction, Epenthesis and Stopping persisted beyond 3 years of age.
Nisthar (2005)	2;6 to 5;0	54	Repetition and Conversation, TAT	Fronting, Backing, Cluster reduction, Assimilation, Initial consonant deletion, Stopping, Lateralization, Affrication and De-affrication were observed in this age group
Sivapriya, Perumal and Savitha (2009)	3;5 to 4;5	15	Answering to probe questions in simple sentence	Metathesis, Final consonant deletion, Gliding, Stopping were observed in this age group. Frequency of occurrence was more in 3;5- 3;11 year old children than in 4;0- 4;5 year old children
Jisha (2009)	4;0 to 6;0	20	Repetition and Narration of stories, TAT	Backing, Assimilation, Stopping and Lateralization were observed in 4 to 5 year old children and assimilation was suppressed in 5 to 6 year old children in repetition task. More processes such as Medial syllable deletion, Fronting, Cluster reduction and Affrication were evident in narration task than in repetition task
Venkatesh et al., (2010)	4;0 to 6;6	60	Picture Naming, TAT	Initial consonant deletion, Final consonant deletion, Syllable reduction, Cluster reduction, Affrication, Gliding of liquids, Fronting, De-affrication, Vowel assimilation and nasal assimilation were observed to be operating in the speech of monolingual children in the age group of 4-5 years. Gliding of liquids and Cluster reduction alone was observed in monolingual children above the age of five years
Kala and Lalitha (2016)	2;6 to 6;0	30	Repetition of words	37 processes were observed to be operating in speech of children. Most frequently operating processes were substitution processes followed by syllable structure and assimilatory processes

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Most of the phonological processes studies in Tamil and Indian languages have been attempted at master dissertation level with small sample size. Error patterns in these studies have also not been analysed in different context (different consonant-vowel combinations, sound positions, linguistic units (word/sentence/connected speech level), tasks (spontaneous/imitation tasks) as these are important factors which can influence speech sound production. Data obtained from these studies have not been published and henceforth remain inaccessible for the SLPs. In the absence of such published studies in Indian languages, SLPs use the norms reported elsewhere as reference guide in their clinical practice. Moreover, exploration of phonological error patterns is more relevant in the younger age group as early as 2 years of age as there has been increased parental concern on clarity of their children's speech at very young ages. No study till date has explored the error patterns in very young children between 2;0 and 2;5 years.

This study was planned to void this gap and to provide clinically useful information on phonological patterns in Tamil speaking children. The outcomes from this study will help SLPs to assess, analyse, diagnose and design intervention for articulatory/phonological disorder in Tamil speaking children.

### **Aim**

To profile the type and frequency of occurrence of phonological processes in 2 to 5 year-old Tamil speaking children

### **Method**

Current study was approved by Institutional Ethics Committee (Ref: IEC-NI/11/FEB/21/08) of Sri Ramachandra University, Chennai

### **Participants**

450 typically developing Tamil speaking children ranging in the age between two and five years participated in this study. They were sub grouped in 6 months age interval, namely, a) 2;0-2;5 b) 2;6-2;11, c) 3;0-3;5, d) 3;6-3;11, e) 4;0-4;5, f) 4;6-4;11. Seventy five children in each age group participated in the study.

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All children were native speakers of Tamil and used Tamil as language of communication at home. However, they had exposure to English language at school. All children were screened for age adequate expressive and receptive language skills using Assessment of Language Development tool (Lakkanna, Venkatesh & Bhat, 2008). All participants in the study had normal cognition, hearing, motor and sensory development ascertained through informal assessment by the first author.

## Procedure

### Step 1: Material Development

Eighty-eight Tamil words were selected from school text/picture books considering the vocabulary levels of each age group. These words had twenty four consonants of Tamil (Refer table 2) in all possible contexts, i.e., word positions and consonant vowel combinations. Consonant [h] was not included as it is not used frequently in spoken form in Tamil language. Some words in the list assessed two target consonants. A professional artist was commissioned to draw the words as coloured pictures. The pictures were drawn in a 20 x 12 cm sized flash card using colour paints.

Table 2:

**Consonants in Tamil Language (Consonants within brackets are allophones).** (R. Vaidyanathan, Personal Communication, July 26, 2016)

	Bilabial	Dental	Alveolar	Retroflex	Palatal	Velar	Glottal
Stops	p [b]	t̪ [d]		t̠ [ɖ]		k [g]	
Nasal	m	[n̪]	n	ɳ	[ɲ]	[ŋ]	
Fricative			s				[h]
Affricate					tʃ [dʒ]		
Flap/Trill			r	(ɽ)			
Laterals			l	ɭ	ʎ		
Semivowels	w				j		

## Step 2: Finalisation of Words through Familiarity Testing and Validation

The word list was subjected for familiarity testing on five children in each age group (Totally 30 children) to ensure that these pictures elicited intended target responses. The eighty eight pictures corresponding to the words in the list were shown one after the other to the participants and they were instructed to name the picture spontaneously. Prompts and cues were also provided to elicit the target word if children were unable to name the picture spontaneously.

### Final Stimuli List

Forty three pictures which elicited the intended target word by 75% of the children after familiarity testing served as stimuli for picture naming task and the other words were discarded. Final list consisted of twenty four consonants with front, central and back vowels combinations (see Appendix).

### Content Validity

These forty three words were further validated by two qualified SLPs for verifying suitability in terms of content and usage with participants. Content validity was estimated using Cohen kappa test of reliability. Kappa value of 0.64 indicated good reliability for naming material.

Table 3:

#### Content Validity for Naming Task Material

Material	Kappa Value	P value
Word list	0.64	0.00

## Step 3: Data Collection

Consent was obtained from the parents/ caretakers of the participants for enrolment in the study. Data was collected from these participants at different settings such as schools, day care centres and paediatric clinics at Chennai city. Spontaneous picture naming task was used to elicit the speech samples. Prompts and cues were also provided to elicit the target word when children were unable to respond appropriately. The speech samples were audio recorded using Sony digital voice recorder ICD-UX533F in single sitting for each child.

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Speech sample elicitation using picture naming task took approximately 4 to 7 minutes per child.

#### Step 4: Phonetic Transcription

Recorded speech samples were phonetically transcribed by the investigator by listening to the samples using the headphones. To estimate reliability of transcription, eight speech samples were randomly picked from each group and were subjected for phonetic transcription by a qualified Speech Language Pathologist who was not related this study. Interclass correlation coefficient (ICC) was obtained to estimate transcription reliability. ICC value of 0.91 indicated high reliability between the transcribers.

Table 4:

#### Reliability of Transcription

Transcription Reliability	Interclass correlation coefficient (ICC)	95% confidence Interval		P value
		Lower bound	Upper bound	
Transcriber 1 and Transcriber 2	0.91	0.83	0.94	0.00

#### Step 5: Data Analysis

The investigator analysed the transcribed samples for occurrence of processes. Several other processes listed in the literature were consciously omitted in this study as they were deemed to be not applicable for Tamil language. For instance, final consonant deletion process is not applicable to Tamil, as in the spoken form words always end with a neutral vowel, and never with a consonant (though different in the written form). Unstressed syllable deletion is another example of a process that is not applicable to Tamil. Tamil does not have any stressed syllabic pattern, and syllabic stress is typically not distinctive in most Indian languages. Hence, only error patterns relevant to Tamil phonological system were considered for phonological process analysis in this study. Words in which these error patterns were found to be observed served as target stimuli for phonological processes analysis. Score of one was assigned for occurrence of process and zero for absence of process across age groups.

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Frequency of occurrence was estimated using percentage analysis. The percentage of occurrence of each process was determined using the following formula,

$$\frac{\text{Number of occurrence of the process}}{\text{Total number of possible occurrences of process in the list}} \times 100$$

Error patterns were identified as phonological processes only if it,

- i) was used in one or more words within the speech sample, and if a sound change had occurred even once (Lowe, 1994)
- ii) affected a class or sequence of sounds

### **Statistical Analysis**

Mean percentage of occurrence of phonological processes within 2 to 2;5, 2;6 to 2;11, 3;0 to 3;5, 3;6 to 3;11, 4 to 4;5 and 4;6 to 4;11 age groups was determined using IBM.SPSS statistics software 23.0 version.

## **Results**

### **Types of Phonological Processes**

On analysis of the transcribed samples, 15 different types of processes/ phonological error patterns such as Initial Consonant Deletion, Medial Syllable Deletion, Cluster Reduction, Backing, Fronting, Stopping of Fricatives, Stopping of Liquids, Affrication, Deaffrication, Gliding of Liquids, Lateralization, Vocalization, Nasal assimilation, Velar assimilation, Labial assimilation were observed in the speech of children in the current study.

### **Frequency of Occurrence of Phonological Processes**

Frequency of occurrence of the above mentioned 15 types of phonological processes are classified and presented under following three headings,

- I) Frequency of occurrence of syllable structure processes
- II) Frequency of occurrence of substitution processes
- III) Frequency of occurrence of assimilation processes

### **I. Frequency of Occurrence of Syllable Structure Processes**

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Table 5:

**Percentage of occurrence of Syllable Structure Process**

Age (in years)	N	ICD	MSD	CR
2;0 to 2;5	75	23	16	41
2;6 to 2;11	75	10	03	20
3;0 to 3;5	75	01	01	09
3;6 to 3;11	75	01	00	07
4;0 to 4;5	75	00	00	04
4;6 to 4;11	75	00	00	02

ICD- Initial Consonant Deletion; MSD- Medial Syllable Deletion; CR- Cluster Reduction

It is clear from the Table 5 that, most frequently occurring process among the syllable structure category was cluster reduction. Frequency of occurrence of ICD and MSD was observed to drastically decline after three years indicating the fact that these processes disappears by age of three years. However cluster reduction was observed to persist in older groups with frequency of occurrence declining as factor of age.

**II. Frequency of Occurrence of Substitution Processes**

Table 6:

**Percentage of Occurrence of Substitution Processes**

Age	N	Back	Front	SoF	SoL	Aff	De Aff	GoL	Lat	Voc
2;0 to 2;5	75	13	33	23	22	22	39	15	09	06
2;6 to 2;11	75	09	17	11	10	20	22	06	09	02
3;0 to 3;5	75	04	07	01	13	06	02	03	07	00
3;6 to 3;11	75	02	03	01	07	05	02	02	03	00
4;0 to 4;5	75	02	02	01	06	04	02	01	03	00
4;6 to 4;11	75	01	02	00	06	02	01	01	01	00

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Back-Backing; Front – Fronting; SoF- Stopping of Fricatives; SoL- Stopping of Liquids; Aff- Affrication; De Aff- De Affrication; GoL- Gliding of Liquids; Lat- Lateralization; Voc- Vocalization

In substitution process, it was observed that de-affrication was the most frequently occurring process followed by fronting, stopping of fricatives and stopping of liquids in the younger age groups 2;0 to 2;5 and 2;6 to 2;11 years. Table 6 reveal that de-affrication and stopping of fricatives were suppressed after three years. However, stopping of liquids persisted in the older age groups. Backing, gliding of liquids, lateralization and vocalizations were found to be occurring in lesser frequency in older age groups highlighting the fact that these processes disappear by age of 3 years.

### III. Frequency of Occurrence of Assimilation Processes

Table 7:

#### Percentage of occurrence of Assimilation Processes

Age	N	Nasal	Velar	Labial
2;0 to 2;5	75	08	12	06
2;6 to 2;11	75	02	12	04
3;0 to 3;5	75	01	01	01
3;6 to 3;11	75	01	01	01
4;0 to 4;5	75	01	00	00
4;6 to 4;11	75	01	00	00

Analysis of the data revealed that velar assimilatory process appeared to be most frequently occurring process than nasal and labial assimilation in younger age groups. However, there was reduction in the frequency of occurrence of all the assimilatory processes after 3 years of age.

### Discussion

Cluster reduction was found to occur in all the age groups and was persistent even above age of 4 years as observed in other Indian and Western studies (Venkatesh, et al.,

2010; Sunil, 1998; Sameer, 1998; Ranjan, 1999; Barathy, 2001; Nisthar, 2005; Hodson & Paden, 1981; Haelsig & Madison, 1987) Tamil language predominantly consists of geminated clusters, e.g., (*mottai* ‘bald’, *laddu* ‘sweet’) unlike typical blending of two phonemes as observed in other Indian languages and English, e.g., (*sku:l*, *clap*). Individual analysis of data also revealed that errors were more observed on words such as *askattri:ko:l* ‘scissor’; *te:ngga:* ‘coconut’ than on words such as *mottai* ‘bald’; *pu:fffi* ‘insect’ indicating that cluster reduction operated more on typical sound blends than in geminated forms. The declining pattern of Initial Consonant Deletion (ICD) and Medial Syllable Deletion (MSD) after 3 years was observed in Nisthar (2005); Barathy (2001) who also had reported ICD and MSD as initial processes to be eliminated before 3 years. Analysis of data indicated that only children in the younger age group below 3 years exhibited these errors. This could be because that words which were considered for analysis of these processes had semivowels *ja:nai* ‘elephant’, flap *ra:dza:* ‘king’ as initial consonant and *tava|ai* ‘frog’; *seruppu* ‘footwear’ as medial syllable. Children in the younger age group found difficult to produce semivowels and laterals hence could have omitted these sounds during production. These errors were suppressed by 3 years as more than 90% of children could produce these sounds correctly by 3 years.

Frequency of occurrence of de-affrication, e.g., *dannal* for *dzannal* ‘window’, stopping of fricatives (e.g., *ti:ppu* for *si:ppu* ‘comb’, stopping of liquids, e.g., *madam for maram* ‘tree’, affrication, e.g., *penfil* for *pensil* ‘pencil’ and gliding of liquids, e.g., *taja* for *tala* ‘head’) was more in younger age groups 2;0 to 2;5 and 2;6 to 2;11 years. This could be due to delayed acquisition of affricates, fricative, laterals, flaps and trills. These processes were eventually suppressed after complete acquisition of these sounds. Persistence of stopping of liquids and lateralization in the ages above 3 years highlighted the fact that flaps, trills and laterals were still being acquired by the children. Stopping of liquids was more on non-initial position when compared to initial position of words, e.g., *pu:a:* ‘dove’ versus *rabbar* ‘eraser’. Sounds were lateralized more especially when preceded by lateral sounds over non lateral sounds, e.g., *la:ri* ‘lorry’ versus *karat* ‘carrot’. With respect to placement, backing was eliminated by 3 years and persistence of fronting process beyond 3 years indicated that some mid sounds were not yet acquired by age of 3 years. Findings of this study are in concordance with Sameer (1998); Ranjan (1999); Barathy (2001); Nisthar (2005)

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and Venkatesh, et al., (2010) who reported elimination of backing, de affrication by three years and persistence of fronting, stopping of liquids beyond three years.

Assimilatory processes were rarely observed in children in the current study as reported in other studies (Barathy, 2001; Haelsig & Madison, 1987). Among the assimilatory processes, greater number of children in younger age group below 3 years exhibited velar assimilatory process (e.g., ka:kkar for *qa:kʃar* ‘doctor’ *ganʃan* for *raŋʃan* ‘name of a person’) when compared to nasal and labial assimilation. This could have been due to the presence of retroflex stop [ɖ] and [ɽ] in the words considered for analysis of this process. Frequency of occurrence of retroflex stops [ɖ] is less than other stops and moreover acquisition of [ɽ] is delayed. This would have influenced the occurrence of this process in the younger age group.

In summary, frequency of occurrence of processes declined as age increased. Most of the processes were suppressed by age of 3 years except cluster reduction and stopping of liquids which persisted beyond 3 years in the current study. While this study has provided clinically relevant information, however the findings of this study needs to be carefully interpreted considering the task, material and criteria used for phonological process analysis. Efforts could be taken in future to analyse speech at a connected speech level which would provide clear information on the phonological error patterns as it mimics the natural speaking situations. Future research could also attempt on longitudinal exploration of data in children to obtain accurate information on developmental pattern.

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**Appendix  
word list**

S.No	Words	words (IPA)
1	கண்	kaɳ
2	காது	ka:dɨ
3	கோழி	ko:ʎi
4	டாக்டர்	da:kʈʈar
5	கத்தி	katti
6	கதவு	kadavɨ
7	கத்ரி	katri
8	நாக்கு	na:kki
9	குதிரை	kudirai
10	கேரட்	keratʈ
11	கப்பல்	kappal
12	தேங்கா	te:ŋga:
13	கை	Kai
14	சிங்கம்	singam
15	சாவி	sa:vi
16	சீப்பு	si:ppi
17	சோப்பு	so:ppi
18	செருப்பு	seruppi
19	மஞ்சள்	mandzaɻ
20	தட்டு	tattɨ
21	பூட்டு	pu:ttɨ
22	லட்டு	ladɨ
23	மொட்ட	motta
24	தலை	tala
25	தவளை	tawaɻa
26	தொப்பி	toppi
27	பாம்பு	pa:mbɨ
28	பல்லி	balli
29	பென்சில்	pensil
30	பலூன்	balu:n
31	பூனை	pu:na
32	பேனா	pe:na:
33	வீடு	wi:ɖu
34	பூச்சி	pu:ʈʈi
35	மாடு	ma:ɖɨ
36	மரம்	maram
37	மீன்	mi:n
38	மழை	maʎa
39	யானை	ja:na
40	ரப்பர்	rabbar
41	லாரி	la:ri
42	ஜன்னல்	dzannal
43	புறா	puɻa:



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## **The Influence of Intrapersonal Skills Intervention Program on Happiness State of Adolescents**

**RabiyaAnees, M.Sc. and Dr. Vijayalaxmi A.H.M, M.H.Sc, Ph.D.**

### **Abstract**

Intrapersonal skills are talents or abilities that reside within the individual and aid an individual to know, understand and manage one's emotions, behaviour and helps in problem solving. These skills are very important for every individual to enable setting personal goals and achieve personal empowerment, but more so for an adolescent because he/she is in a transition phase and if learned at this stage can shape the overall personality. Hence the study was taken up to find out "The Influence of Intrapersonal Skills Intervention Programme on Happiness State among Adolescents". A total of 100 adolescent girls and boys in the age group of 13-15 years were identified for the study, of which, 35 respondents were selected for the intervention programme. Modified version of Susyn and Joan, et.al. (2009) "Intrapersonal skill questionnaire" and Peter Hills, (1998) "Oxford Happiness Questionnaire" were used to elicit information from the respondents. A basic data sheet was used, to collect information regarding demographic details. The data was concluded, tabulated and analysed. Statistical analysis was done using Student t test (two tailed, independent), chi-square test, paired t test. The experimental group was exposed to an intervention programme for fostering intrapersonal skills. The intervention programme was focused on three major intrapersonal skills dimensions, self-esteem, self-control and assertiveness. The intervention effect was expected on the total intrapersonal skills score and improvement in the dimensions identified, as well as the happiness state of the respondents. The study concluded that, the modules and the intervention programme were very effective in enhancing the intrapersonal skills and happiness state among adolescents

**Keywords:** Adolescents, Intrapersonal Skills, Self-Esteem, Self-Control, Assertiveness  
Happiness.

## Introduction

Adolescence is the period of transition between childhood and adulthood that involves biological, cognitive and socio emotional changes. It is also a stage of rapid growth and development. All the domains undergo a remarkable change during this period. The changes that take place at this stage are particularly important as they have future implications on an individual's behavior and interaction with the society.

Adolescents during this stage are expected to build social relationships. To build social relationships, adolescents need to possess strong interpersonal and intrapersonal skills. Interpersonal skills are the skills needed to interact with others. Most of the adolescents may have developed interpersonal skills but these skills are greatly influenced by intrapersonal skills. Intrapersonal skills are talents or abilities that reside within the individual and aid an individual to know, understand and manage one's emotions, behaviour and helps in problem solving.

Without intrapersonal skills, adolescents are less likely to be able to develop good interpersonal, presentation and leadership skills. These skills are needed to enable setting personal goals and achieve personal empowerment.

According to **Baron's Emotional Inventory (1997)**, some of the intrapersonal skills are self image, self awareness, self regard, self regulation, self confidence and assertiveness. A person's internal monologue or inner critic impacts intrapersonal skills. The inner is the somewhat consistent voice in a person's head that reflects positive or negative thinking. Someone with strong intrapersonal skills tends to have a more positive internal monologue, such as a "can do" attitude. Intrapersonal abilities also enable a person to sense when someone is upset, offended or sad, and to react appropriately.

Examples of intra-personal skills include such things as self-esteem, self-confidence, self-discipline, self-motivation, being persistent, having a positive attitude, and being a good manager of time, to name but a few.

Hence these skills are very important for every individual but more so for an adolescent because he/she is in a transition face and if learned at this stage can shape the overall personality.

In view of the above discussion, the present study has made an attempt to study the **“Influence of Intrapersonal Skills Intervention Program on Happiness State among Adolescents in Bangalore city”**.

### **Objectives of the Present Study**

The broad objective of the research study was to provide a comprehensive need based **intervention programme** which would help **adolescents** to nurture their **intrapersonal skills and to find out its influence on happiness state**.

- To profile the intrapersonal skills of the selected adolescents.
- To design and develop appropriate modules for fostering intrapersonal skills.
- Administration of the developed modules for the selected experimental group adolescents.
- To assess the influence of the intervention program on the intrapersonal skills and happiness state of the adolescents

### **Hypotheses**

1. There is no significant difference in the pre and post assessment of the intrapersonal skills in the experimental group.
2. There is no significant association between intervention program and the happiness state of the respondents.

### **Research Design**

The entire study was divided into 7 phases:

#### **Phase I – Identification of appropriate tools**

The tools identified and selected for the present study are:

- 1) Modified version of **Susyn and Joan et.al, (2009) “Intrapersonal skill questionnaire”**
- 2) **Peter Hills, (1998) Oxford Happiness Questionnaire.**

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## **Phase II – Identification and Selection of Centre for the Intervention Programme**

The institutions that showed keen interest in the study were enlisted. The researcher for the present study, needed similar respondents with similar socio-demographic characteristics to maintain homogeneity in the research. After considering all the factors, an institution which showed keen interest, namely, Udaya High School, Kilari Road, Bangalore was selected. The school showed keen interest and willingness and also was eager that their students benefit from the intervention programme. The management of this school was very encouraging and supportive in providing their infrastructure, and time to the researcher (first author) for conducting the programme.

## **Phase III - Selection of the Sample**

For the experimental group, the respondents belonging to the age group of 13-15 years studying in class 8 of state syllabus from Udaya High School, Kilari Road Bangalore were identified for the intervention programme. Among these, 35 respondents 17 boys and 18 girls who were falling in the moderate and inadequate intrapersonal skill levels were selected with purposive random sampling method. The sample selected for the study belonged to middle income group.

## **Phase IV – Pre-Test**

The 35 adolescents identified in the phase III for the intervention programme were administered with Modified version of Susyn and Joan et.al, (2009) Intrapersonal questionnaire and Peter Hills , (1998) Oxford Happiness Questionnaire .

The socio-demographic information of the respondents was obtained using the simple questionnaire developed by the researcher (first author).

## **Phase V– Implementation of the Intervention Program**

- The respondents in the experimental group received an interactive intervention program for duration of one and half month, wherein the designed modules were executed to foster the intrapersonal skills.

## **Phase VI– Development of Intervention Modules**

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The modules developed were focused on 3 intrapersonal skills dimensions namely, self-esteem, self-control and Assertiveness.

### Phase VII: Post-Test

The post-test data collection was carried out for the experimental sample after the completion of the intervention program. The same tools used for the pre-test data collection were re-administered during the post test.

### Results and Discussion

**TABLE – 1**  
**Classification of Respondents by personal Characteristics**

n=35

Characteristics	Category	Respondents			
		Males		Females	
		N	%	N	%
Age group (years)	13 years	6	35.29	12	66.67
	14 years	8	47.06	4	22.22
	15 years	3	17.65	2	11.11
Ordinal position	First	6	35.29	5	27.78
	Second	6	35.29	7	38.89
	Third	5	29.42	6	33.33
Number of Sibling	No	3	17.65	1	5.55
	One	7	41.18	5	27.78
	Two	6	35.29	7	38.89
	Three+	1	5.88	5	27.78
Total		17	100	18	100

Table 1 depicts the demographic characteristics of the experimental group respondents namely, age, education level, ordinal position and number of siblings.

Majority of the male respondents (47.06%) were 14 years old, while majority of the female respondents (66.67%) were 13 years old.

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When the ordinal position was considered, majority and equal percentage of the male respondents (35.29% each) were either first born or second born, while majority of the female respondents (38.89%) were second born.

Regarding the number of siblings of the respondents, majority of male respondents had one sibling (41.18%), whereas majority of female respondents (38.89%) had two siblings.

**TABLE-2**  
**Classification of Respondents by Family Characteristics**

Characteristics	Category	Respondents			
		Males		Females	
		N	%	N	%
Type of family	Nuclear	9	52.94	13	72.22
	Joint	8	47.06	5	27.78
Religion	Hindu	17	100	18	100
	Muslim	0	0	0	0
Family income/month	Below Rs.10,000	2	11.76	1	5.56
	Rs.10,001-20,000	5	29.42	2	11.1
	Rs.20,001-30,000	3	17.65	1	5.56
	Rs.30,001-40,000	4	23.52	1	5.56
	Above Rs.40,001	3	17.65	13	72.22
Total		17	100	18	100

**n=35**

Table 2 depicts the family characteristics of the experimental group respondents. Majority of both the male and female respondents (52.94% and 72.22% respectively) belonged to nuclear family. Regarding religion of the respondents, cent percent of both the male and female respondents were Hindus.

With respect to the respondents' family income, majority of the male respondents (29.42%) belonged to the income range of Rs.10,001-20,000 per month, while majority of the female respondents (72.22%) belonged to the income range of Rs.40,000 and above.

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**TABLE – 3****Pre- and Post-assessment of Intrapersonal Skills Level****n=35**

Intrapersonal skill Level	Category	Respondents			
		Pre test		Post test	
		Number	Percent	Number	Percent
Inadequate	≤ 50 % Score	0	0.0	0	0.0
Moderate	51-75 % Score	26	73.8	8	22.9
Adequate	> 75 % Score	9	25.7	27	77.1
Total		35	100.0	35	100.0

Table 3 depicts the influence of intervention programme on intrapersonal skills level. It is evident that, majority of the respondents (73.8%) belonged to the moderate level during the pre-test, where as in the post-test majority of the respondents (77.1%) moved to adequate level of intrapersonal skill, indicating a strong influence of the intervention programme in nurturing intrapersonal skills.

**TABLE – 4****Influence of Intervention Programme on Intrapersonal Skills Level by Gender**

Intrapersonal Level	Respondents							
	Males				Females			
	Pre test		Post test		Pre test		Post test	
	N	%	N	%	N	%	N	%
Inadequate	0	0.0	0	0.0	0	0.0	0	0.0
Moderate	14	82.4	5	29.4	12	66.7	3	16.7



Adequate	3	17.6	12	70.6	6	33.3	15	83.3
Total	17	100.0	17	100.0	18	100.0	18	
$\chi^2$ Test	9.66*				9.26*			

\* Significant at 5% level,

$\chi^2$  (0.05, df) = 3.841

Table 4 depicts the influence of intervention programme on intrapersonal skills level by gender. The table clearly shows that in the pre-test, majority of both male and female respondents (82.4% and 66.7% respectively) belonged to the moderate level of Intrapersonal skills. Whereas the post-test results reveal that majority of both male and female respondents (70.6% and 83.3%) belonged to adequate level of Intrapersonal skills.

When the above data was subjected to statistical analysis, a significant association was observed (3.841) between the male and female respondents with respect to intrapersonal skills at 5 % level.

**TABLE – 5**

**Pre- and Post- tests' Assessment of Total Intrapersonal Skills Scores**

n=35

Aspects	Max. Score	Scores				Paired 't' Test
		Mean	SD	Mean (%)	SD (%)	
Pre test	210	144.40	14.5	68.8	6.9	14.96*
Post test	210	172.63	14.7	82.2	7.0	
Enhancement	210	28.23	11.1	13.4	5.3	

\* Significant at 5% level.

t (0.05,34df) = 1.96

Table 5 reveals the overall average intrapersonal skills scores of the pre-test and post test of the experimental group respondents.

The post-test mean score (82.2%) was found to be higher than the pre-test mean score (68.8%). Further, the analysis also reveals an enhancement of 13.4% mean score. Hence, the statistical analysis of the above data shows significant difference between the pre-test and post-test scores of the respondents at 5% level.

**TABLE – 6**  
**Gender wise Pre- and Post- tests' Assessment of Intrapersonal Skills Scores**

n=35

Gender	Aspects	Scores				Paired 't' Test
		Mean	SD	Mean (%)	SD (%)	
Males (n=17)	Pre test	136.94	13.5	65.2	6.4	11.10*
	Post test	166.29	9.4	79.2	4.5	
	Enhancement	29.35	11.0	14.0	5.2	
Females (n=18)	Pre test	151.44	11.6	72.1	5.5	10.04*
	Post test	178.61	16.2	85.1	7.7	
	Enhancement	27.17	11.2	12.9	5.3	

\* Significant at 5% level,  $t(0.05, 34df) = 1.96$ , Max. Score = 210

Table 6 represents the overall average intrapersonal skills score of pre-test and post-test by gender. The pre-test and post-test scores of the female respondents (72.1% and 85.1%), was higher than that of the male respondents (65.2% and 79.2%). Further, when the effect of intervention programme in nurturing intrapersonal skills was analysed, it is evident that the average post test scores for both male and female respondents was higher than that of the pre-test score.

When the enhancement in the intrapersonal skills was analysed, the table clearly shows that both the male and female respondents have benefitted from the intervention programme. However, male respondents (14%) have benefitted more than the female

respondents (12.9%). The paired ‘t’ test values for the pre assessment and post assessment shows 11.10\* for males and 10.04\* for females, indicating there is significant difference at 5 % level.

**TABLE – 7**  
**Pre- and Post- Assessment of Intrapersonal Skill Dimensions**

n=35

No.	Aspects	Response (%)						Paired ‘t’ Test
		Pre test		Post test		Enhancement		
		Mean	SD	Mean	SD	Mean	SD	
I	Self Esteem	72.2	9.6	85.5	8.2	13.3	7.3	10.78*
II	Self Control	65.3	9.3	81.9	9.4	16.5	8.8	11.09*
III	Assertiveness	68.1	7.9	79.2	7.5	11.1	7.4	8.87*
	Combined	68.8	6.9	82.2	7.0	13.4	5.3	14.96*

\* Significant at 5% level,

t (0.05,59df) = 1.96

Table 7 depicts the average pre and post assessment of intrapersonal skills dimensions. The table clearly shows that the mean scores of the post test for all the dimensions of the intrapersonal skills considered for the study were higher than the pre test scores, indicating significant improvement in the dimensions after the intervention programme. However, the highest enhancement was observed for the self-control dimension (16.5%). This was followed by self-esteem (13.3%) and assertiveness (11.1%) respectively.

It was hypothesized that there is no significant differences in the pre and post assessment of the intrapersonal skills dimensions in the experimental group. The statistical paired ‘t’ test value showed a significant pre-test and post-test difference for all the dimensions of the intrapersonal skills. Hence, the hypothesis was rejected.

**TABLE – 8****Influence of Intervention Programme on Happiness Level**

Happiness Level	Category	Respondents				$\chi^2$ Test
		Pre test		Post test		
		Number	Percent	Number	Percent	
Inadequate	$\leq 50$ % Score	16	45.7	0	0.0	42.13*
Moderate	51-75 % Score	19	54.3	11	31.4	
Adequate	$> 75$ % Score	0	0.0	24	68.6	
Total		35	100.0	35	100.0	

\* Significant at 5% level,

$\chi^2 (0.05, 2df) = 5.991$

Table 8 depicts the influence of intervention programme on happiness state level of the respondents. It is evident that in the pre-test, majority of the respondents belonged to the moderate level of happiness (54.3%).the next highest percentage (45.7%) belonged to inadequate happiness state level. The analysis of the post-test assessment shows that the majority of the respondents belonged to the adequate level (68.6%) when compared the respondents observed in the pre-test, which were none.

The number of respondents was found to decrease in the moderate level of happiness state (31.4%), when compared to pre-test results (54.3%).

The statistical value for the association was found to be 42.13\*, which clearly indicates that the intrapersonal skills intervention programme has an influence on the happiness state of the respondents.

**TABLE – 9****Pre- and Post-assessment Mean Happiness Scores**

n=35

Aspects	Max. Score	SCORES		Paired 't' Test
		Mean	SD	
Pre test	145	76.09	8.7	19.80*
Post test	145	114.00	12.1	
Enhancement	145	37.91	11.4	

\* Significant at 5% level,

t (0.05,34df) = 1.96

Table 9 reveals the Pre and Post assessment Mean Happiness scores. It can be observed from the table that, the average post-test scores of happiness state (114.00) was higher than that at the pre-test (76.09). Hence, an average enhancement of 37.91 was observed.

The paired 't' test value was found to be noted 19.80\* which indicates that there is significant difference in the pre-test and post-test scores of the respondents, signifying the effectiveness of the intrapersonal intervention programme on the happiness state of the respondents.

**TABLE – 10****Over all Pre-test and Post-test Mean Happiness Scores**

n=35

Gender	Aspects	SCORES		Paired 't' Test
		Mean	SD	
Males (n=17)	Pre test	72.76	9.0	17.56*
	Post test	111.06	9.7	

	Enhancement	38.29	9.0	
Females (n=18)	Pre test	79.22	7.1	12.08*
	Post test	116.78	13.3	
	Enhancement	37.56	13.2	

\* Significant at 5% level,  $t(0.05, 59df) = 1.96$ , Max. Score = 145

Table 10 represents the overall average happiness scores of pre-test and post-test by gender. It is evident that the average post test scores for both the male and female respondents was higher than that of the pre-test, (males = 111.06 > 72.76; females = 116.78 > 79.22) respectively. However, the average enhancement of the scores was higher among male respondents (38.29) when compared to that of female respondents (37.56).

When the above data was subjected to statistical analysis, paired ‘t’ test value shows 17.56\* for males and 12.08\* for females, indicating significant difference in the average happiness scores of the pre-test and post-test, represents the effectiveness of the intervention programme. When male and female respondents’ scores are compared, it can be observed that the intrapersonal skills intervention programme was more influential on male respondents.

### Conclusion

The intervention programme was very effective in nurturing the intrapersonal skills among the respondents considered for the study. The modules developed for the intervention programme have brought significant improvement in the intrapersonal skills level as well as the happiness state of the respondents, and the statistical results of the post-test representing significant differences in the respondents’ intrapersonal skills level and happiness state are noteworthy.

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The Influence of Intrapersonal Skills Intervention Program on Happiness State of Adolescents

**Literature as Protest:  
Thematic and Interpretative Analysis of  
Siddalingaiah's Select Poems**

**Dr. S. Ramanathan, Ph.D.**

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**Dr. Siddalingaiah**

Courtesy: <http://www.deccanchronicle.com/current-affairs/250116/non-dalit-poor-too-must-get-quota-dr-siddalingaiah-dalit-poet.html>

**Siddalingaiah, a Leading Kannada Poet**

Siddalingaiah is a leading Kannada poet and public intellectual and the founder of the Dalit Sangharsha Samiti. He has played a powerful role in Dalit movement in Karnataka in the 1970s and 1980s. He has also participated in many agitations. His lyrics which are published as *HolemaadigaraHaadu* (Songs of Holey and Madiga) are often sung at public meetings and demonstrations. He has published several collections of poetry and an autobiography,

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*OoruKeri*(in two volumes). Like all other Dalit writings, Sinddalingaiah's writings are also translated into English by many scholars; his autobiography is also rendered in English as *A Word With You, World: The Autobiography of a Poet*. He has been the Head of the Department of Kannada at the Bangalore University and a Member of Legislative Council. He is currently the chairman of Kannada Book Authority.

### **Ostracizing Dalits**

The atrocities committed by non-Dalit castes against the Dalits even in modern days in spite of laws against such atrocities, trigger vehement anger in the minds of Dalit Intellectuals. For them, literary discourses are no longer the aesthetic entertainments than tools. They use literature to express their anger. Their anger is against the society which has subjugated them. Whenever so-called upper caste people need the service of Dalits they make them enter their homes through the backdoor and in all other times their entry is prohibited

Siddalingaiah's poem entitled, "A Song" expresses anger against the society's double standard:

Bash them, kick them,  
Skin these bastards alive!  
God is one, they claim  
But build a different temple on each street  
We are all God's children, they say,  
Yet they shrink from us holeya as if we're snakes  
No entry for us to their inns, their wells, their houses  
But dogs that lick our shit may share their rooms. (1-8)

Siddalingaiah alludes to Gandhian term, "Harijan", which means the "God's people" by saying "We are all God's Children". The uppercaste people should think whether it is correct to burn or behead a Dalit who is also a son of God.

## **Life Sans Dalit Help Impossible**

The upper caste people need the help of Dalits in all their walks of life -- to clean the houses and lavatories, to look after the cattle, to do household works and to work in their fields in sowing seeds, planting, weeding, spraying pesticides, harvesting and the like. They need Dalits in order to live because Dalits attend to agriculture work more than any other caste, and agriculture provides all food. Dalits are the producers and people from the upper castes are consumers. They need the food stuff but not Dalits, after production. Siddalingaiah writes:

They eat what we grow, take the sweat of our brow  
It's only us people they shun  
We are not holeya and madiga any more, my brothers,  
They call us harijan and laugh, my brothers! (A Song 9-12)

## **Clever, Cunning and Dirty Politics of Upper Caste Leaders**

Siddalingaiah also attacks Indian politics and politicians. In India political system has become a puppet in the hands of the upper caste people. Dalits are the laymen who mount flexes and paste wall papers for political parties. Dalits' service is needed and is utilized at the grassroots level but they are not given any key positions in the party. Even in governance the key ministries like home, finance, and the like are allocated to the upper caste people whereas some ministries like the SC/ST welfare departments are allocated to the Dalit representatives and they too are not in a position to act freely for the welfare of their people. Yet the politicians hold meetings on the theme of obliterating casteism and caste-based ostracism and oppression, whereas Dalits are desperately left out to live on the edges. Siddalingaiah writes:

*They hold "meetings" about us, they declare in papers*  
Pat each other's backs in our name,  
how they yell from their mikes'  
Yet no *ischool* forus, my friends, only drudgery.  
No one can hold our head up  
They are playing games with us, these bastards! (A Song 13-19)

## Literature as a Record and Tool

Literature is the tool that enlightens people about their basic rights and also it is a tool to record the social inequalities. Siddalingaiah provokes Dalits to protest against the upper caste culprits who tend to uphold the caste hierarchy and caste-based atrocities. He instructs Dalits to “break these whoresons’ bone!” (A Song 20).

Literature is not only revolt in nature but also a testimony to Dalits’effort to rewrite history. Historically they feel that their position is ostracized. Their heroes are assigned a secondary position. Dalits too have many dreams of their future. They want to make their paths on their own, not devised by anyone. Siddalingaiah states:

Minds burning with countless dreams,  
Slogans like thundering and lightning,  
.....  
here comes the dalit procession,  
witing [history] with their feet  
.....  
on the path they struck for themselves. (The Dalits Are Here 3-10)

## Dalit Struggle for Equality: Retaliate!

Every Dalit wants to free himself from the traditional, tyrannical clutches of casteism. Their minds sparkle with the sense of revolution. They do not want their subordinated status of the past to continue. Obviously, the problem of untouchability perennially exists. The practice has been originated during the time of Aryan settlements. Dalits stand in front of the upper caste people with bowed head and folded hands with towels in their armpit. But presently they have understood the need for realizing and obtaining their basic rights and consequently they have started their movement of revolution which may promptly lead them to liberation. Many Dalit organizations instruct Dalits to retaliate. Dalits want to wreak vengeance.

Since Rama’s time and Krishna’s time  
unto the time of Gandhis

They had bowed low with folded hands

Now they have risen in struggle

.....

Bullet for bullet, blood for blood,

shoulder to shoulder, lives bound together. (The Dalits Are Here 19-26)

## **My People**

Siddalingaiah also visualizes the governance of Dalits saying “Under the flag of Dalit India / stood the farmers and workers” (The Dalit Are Here 27-28).

Behind every mansion and bungalow, one can witness the work of a Dalit. But he is homeless. Dalits starve to death but they produce crops, Dalits are unrelentingly the agricultural workers. They are exploited in all the way without giving their dues. The upper caste forbids them equality. Siddalingaiah declares in his poem, “My people”:

They who plough and sow and harvest the crop

They who sweat and fry in the sun, my people

Empty-handed they came and sat down with a sigh

and wrapped their empty bellies in cloth, my people

.....

They who dig up gold and have never seen food,

they who weave cloth and go naked,

they do as they are told, my people

They are content to live on air, my people. (5-20)

All religions ill-treat the Dalits in one form or the other. As Arundati Roy observes, “It didn’t take them long to realize that they had jumped from the frying pan to the fire.” (74) Dalits have realized the need for protest against the socio-political, sociocultural and socio-religious clutches that hitherto made them subservient. Dalits,

Marching like ants, roaring like lions

Down with inequality!

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Forever down with  
the arrogance of the rich!  
Like countless snakes they crawled in  
and filled the town;  
descended to the lower depths  
soared high in the sky. (Siddalingaiah: Thousands of Rivers 8-15)

Siddalingaiah's creative poems focus on the need to demolish the established superstructure saying, "They caught by the neck those / who had beaten them with sticks" (Siddalingaiah: Thousands of Rivers 28-29).

### **Role Model: Ambedkar**

Modern Dalit protest culture began in Maharashtra with Ambedkar. Ambedkar, a Dalit political philosopher, paved the way for liberating Dalits from the tyranny of casteism. He taught that education, unity and revolution would bring freedom for Dalits. His life itself is a valiant and valid lesson for the modern day Dalits. Siddalingaiah writes:

You showed with your life  
the way of struggle  
You called us to come and see  
the cracks in the mansion. (Ambedkar 9-12)

### **Subdued Protest of the Past**

Here Siddalingaiah refers to the established and senescent values through the phrase "Cracks in the mansion". The revolts of many Dalit poets and social philosophers in the past were subdued and eventually their writings reflected the sense of despair and mere acceptance of their position as fate. Dohaara Kakkayya, a Dalit Saint voiced against casteism during the eleventh century itself. He moans in his poem for his low birth, and invokes Lord Shiva to relieve his pains and anxieties of being a Dalit.

O, linga father you made me take birth in a mean caste

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I am undone as I touch you and yet do not touch  
If my hand cannot touch you can't my mind too touch you. (Kakkayya 1787)

The poet believes that the meanness of his birth can only be rectified through the touch of God.

### Questioning Religious Values

Much contradictory to such views of Dohaara Kakkayya, Ambedkar questions the values of religions, that too particularly Hinduism. He believes that the religion which invariably ostracizes Dalits cannot relieve them from any subjugation. Ambedkar asked Dalits to lead a prestigious life.

You sowed the barren land  
with plough of self respect,  
.....  
you woke up the sleeping  
.....

The need for strength to back resolve (Siddalingaiah, Ambedkar 21-31)

### To Conclude

Siddalingaiah is a Dalit activist who raises his voice for the betterment and liberation of Dalits. Siddalingaiah's poems protest against subjugation of Dalits from time immemorial and lead Dalits towards the path of liberation.

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## **Adopting Augmented Reality for English Language Teaching and Learning**

**Ramya. G., Full-Time Ph.D. Scholar  
Dr. P. Madhumathi**

### **Abstract**

English language teaching and learning have utilized the newer possibilities afforded by technology. This utilization is achieved by implementing Computer-assisted language learning (CALL) which has altered the traditional way of teaching the English language. One of the emerging technologies in CALL is Augmented Reality (AR). AR is a technique which helps to augment the real world with virtual data. It is a blending of the real and virtual world, real-time interaction and 3D registration of virtual and real objects. This novelty is initially used in the field of entertainment and advertisement. Its unique characterization has driven many educators to employ it for teaching purpose. Education in today's scenario uses this new upcoming technology to create a better learning environment. The present paper is going to discuss the advantages of the adoption of Augmented Reality in the English language teaching (ELT) and also a review of the implementation of AR in learning. Adopting AR into education results in better understanding and a higher level of motivation among students. The overall effect of the incorporation of Augmented Reality fetched positive results for effective teaching and learning of English language.

**Keywords:** Computer-assisted language learning, Augmented Reality, English language teaching, Technology.

### **Introduction**

English is the common language very much used by a large number of the people around the world. India, being the country of diverse language, a common language is necessarily important for the medium of communication between people who have a different mother tongue. Learning English as a second language (ESL) and also as a foreign language (EFL) among the learners has been increasing rapidly. Various methods and pedagogical

approaches have been introduced in the field of English language teaching (ELT). Innovative methods for teaching and learning have transformed the way English being taught today. One of the most important innovations brought into teaching is the technological interference in education.

The world of the 21<sup>st</sup> century is equipped with technology which has influenced every aspect of the life of the people. The use of technology is inevitable since it has become a part of everyone's life. In many disciplines, the application of technology has been explored to a greater extent. Technological influence did not spare even the field of education and it has gradually penetrated into education through devices like Computers, Smartphones, laptops etc. The technology is consistently been used in ESL and EFL classrooms. Computer - Assisted language learning (CALL) emerged in, with the rapid development of technology, to enhance language teaching and learning.

In CALL, Augmented reality (AR) is one of the latest technologies that starts to creep into the limelight. This paper is about Augmented Reality and discusses its adoption into ELT. It further extends itself into a review paper about how far the implementation of AR resulted in effective language learning.

### **Computer-Assisted Language Learning (CALL)**

Levy (1997) defines CALL as "the search for and study of applications of the computer in language teaching and learning". CALL was introduced through mainframe computers initially around the 1960s. In a decade, the invention of microcomputer paved way for the development of many CALL programs. Computer, as an educational tool, entered into schools and colleges in the second half of the 20<sup>th</sup> century. Computers were not only considered as a device for storage of data but it was regarded as a powerful tool for delivery of information and also used for communicating purpose.

Computer-mediated communication (CMC) and the internet connectivity have redesigned the usage of computers in English language learning. With the aid of the internet, learners can communicate easily with others around the world. The introduction of Language laboratories has extended the scope of CALL. Language laboratories have become an essential element for foreign language programs (Hardisty & Windeatt (1989), Nazlı Gündüz

(2005)). For nearly three decades computers have been used as an aid in language teaching and learning. Warschauer & Healey (1998) divided CALL into three stages, they are behavioristic CALL, communicative CALL, and integrative CALL.

Any field is subjected to change, so with the technological innovations, CALL also underwent many changes. Today CALL has extended itself into a new branch called Mobile assisted language learning (MALL). One of the technologies that started in 1960 is Augmented Reality. Though it had started very early, its implementation was made difficult with the limited usage of computer technology. But in this era which is technology bound, everyone has with them handheld computers that have given immense room for the implementation of AR into language learning.

### **Augmented Reality**

Azuma (1997), Zhou, Duh, and Billingham (2008) define Augmented Reality (AR) “as a technology that allows computer-generated virtual imagery information to be overlaid onto a live direct or indirect real-world environment in real time”. It was Tom Caudell who had coined the term Augmented Reality in 1990 though the concept was already there in late 1960s and 1970s. In the beginning, AR was used only for visualization and training purpose but with the rapid development of computer technology AR is also been applied in the field of education (Johnson, Levine, Smith, Stone (2010), Diegmann, Kraepelin, Eynden, and Basten (2015)).

The difference between Augmented Reality and Virtual Reality is that the real world in AR is not replaced by an artificial environment. Milgram (1994) puts forth that “AR lies in the region called mediated reality, in the physical environment and an entirely virtual environment. Mediated reality includes augmented reality, which lies closer to physical reality, and augmented virtuality which lies closer to virtual reality”. “AR supplements reality, rather than completely replacing it” (Azuma, 1997).

Adding digitalized information to the real world is what characterizes AR and this added information or details include 3D images, graphics, audio or GPS. In a broader sense, AR is considered as a powerful and more flexible tool that may easily implement through technological devices like mobile devices, desktop computers, head-mounted displays etc.

The new branch which has emerged in the field of AR is Mobile Augmented Reality (MAR). Mobile Augmented Reality refers to the mobility of the devices, which are small and portable, involved to produce AR. This leap in Augmented Reality has made its adoption much easier and convenient.

### **Augmented Reality in Education**

Many researchers have begun exploring the application of AR in education (Chen & Tsai (2012)). AR increases student interaction and decreases the cognitive load of the students (Magalhães, *et al.*). Adoption of augmented reality for educational purposes has several benefits. To mention few of them will reinforce the advantages of AR,

- State of mind
- Teaching concepts
- Learning type
- Presentation

### **State of Mind**

Augmented reality increases motivation, attention, concentration and satisfaction of the learners. “Students have been satisfied and motivated by these new methodologies, in all cases” (Redondo, Fonseca, Sánchez, Navarro). AR increases the attention of the students and they seem more focused and involved. Concentration plays an important role in student’s learning and the application of AR results in “higher level of concentration” (Ibáñez et al).

### **Teaching Concepts**

Collaborative learning and Student-Centered learning are enhanced through the implementation of AR. Here “teacher acts as a facilitator” and the student, in turn, works independently with the support of technology (Kama-rainen et al. [14, p. 554]). In collaborative learning, AR application creates effective learning environment (Wang et al. [29, p. 57]).

### **Learning Type**

Memory power of the students is increased when augmented reality is used in learning. Hou, et al. reinforce the aforementioned by saying that “trainees with AR training could remember or recollect more assembly clues that were memorized in the former training

task than those trained in the manual”. Creativity is developed immensely and the ability to explore for new knowledge is also enhanced with AR (Liu et al.). On the whole, learning becomes faster and very much easier for students who involved in the process of AR.

### **Presentation**

Accessibility to acquire information for teaching and learning is very well improved by the adoption of AR. Augmented reality facilitates “new ways of interaction with the learning tool, through concepts such as context-aware information on the device. Increased Interactivity can be seen as a precondition for other presented benefits”.

### **Simulation in Augmented Reality**

“Simulation is the imitation of the operation of a real-world process or system over time”. There is a wide use of educational technologies like Participatory Simulations (PARTSIMs) and Participatory Augmented Reality Simulations (PARS) in today’s classroom (Berland, 2008; Colella, 2000; Dunleavy et al.,2009; Fies and Langman, 2011; Klopfer et al., 2005; Wilensky and Stroup, 1999a, b;Davis and Berland,2016) . Participatory simulation allows the student to participate in the software-based simulation. Here the students have the control over the simulation process. For instance, students are given the opportunity in a science-based software simulation to take the control of atom with the use of electricity. Participatory Augmented Reality Simulations (PARS) has become common in science classrooms. PARS enhances student’s comprehension of learning.

Mobile Augmented Reality (MAR), though it’s in the stage of infancy, lays a very good platform for learning. The combination of MAR and situated simulation provide new ways for teaching and learning in educational field. Gunnar explains the advantage of the combination as, “It extends to any discipline or subject matter that may benefit from making present what is absent, be it past, current or future topics. The combination of the real and the virtual (what it simulate) also provides added experience and value”.

### **Review of Augmented Reality in Language Learning**

T. Y. Liu (2009) in his article “A context-aware ubiquitous learning environment for language listening and speaking” conducted a case study with 64 high school students by constructing “sensor and handheld augmented reality (AR)-supported ubiquitous learning (u-

learning) environment called the Handheld English Language Learning Organization (HELLO)". A course was developed by him called 'My Campus' and it had three activities, they are 'Campus Environment', 'Campus Life' and 'Campus Story'. The results show that the experimental group outperformed the control group and AR enhanced the listening and speaking skills of the students.

Paweł Beder (2012) in his thesis "Language Learning Via An Android Augmented Reality System" conducted an experiment with 20 people for his research question "Is MAR language learning system a viable solution for language learning?" he designed AR Language Learning tool for Android Smartphones to enhance vocabulary skill. The statistical data and the feedback from the student fetched positive answer for the research question. "With tools that are available for the developers today AR is not that hard to achieve for a competent team of developers and good polished applications can be developed in a matter of months".

Ekrem Solak and Recep Cakır (2015) in their work "Exploring the effect of materials designed with augmented reality on language learners' vocabulary learning" tested the motivational level towards vocabulary learning of 130 undergraduate students from turkey with augmented reality technology. They also created a learning material with the integration of AR to teach new vocabulary for the students. The experiment proved that the "AR technology materials had a positive impact on increasing undergraduate students' motivation towards vocabulary learning in the language classroom".

Jessica Salmon & Julianne Nyhan (2013) commented in their paper that "augmented reality has been widely tipped as the next big thing in education". Their review paper evaluated the application of Augmented Reality in language teaching and learning. They developed a framework based on this evaluation with the aim to form a basis for those who desire to implement AR into language learning.

Sophio Moralishvili discussed the efficacy of AR in the paper "Augmented Reality in Foreign Language Learning". She raises a research question "Is augmented reality valid option for learning?" and tries to find the positive answer through qualitative method. There are two forms of AR mentioned in the paper they are location-aware and vision-based. Location-aware AR is possible with devices which have GPS facility to move around the



physical world in order to augment it with digital information like navigation, and/or academic information relevant to the location. Vision-based AR presents digital media to learners after they point the camera in their mobile device at an object. She concludes in her paper that “Augmented Reality has great potentials in education, more specifically in language learning. It can create a new era for situated learning by integrating itself with mobile learning and other concepts and technologies”.

## Conclusion

Augmented Reality which is otherwise called ‘blended learning’ unlocked many ways for today’s teachers to transform the traditional setup of language classrooms. The reviewed articles and dissertations focused mainly on the application and testing of Augmented Reality. Since AR is very new in the field of ELT many studies have discussed or raised questions about how far the implementation or adoption of AR prove a benefit for effective language teaching and learning. The aforementioned studies did wide research on the adoption of AR and produced a positive result which favored the efficiency of Augmented Reality. AR is, in fact, a powerful learning tool and this novelty of technology may create a new teaching and learning environment for the language students.

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## **Explicit Teaching of English Idioms to Tertiary Learners to Enhance Idiomatic Knowledge: An Experimental Study**

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### **Abstract**

This paper examined the impact of explicit teaching of idioms to undergraduate learners to enhance their idiomatic knowledge. It was an experimental study and subjects of the study were undergraduate second year students (n=60). Idioms were taught explicitly in context using proper teaching material. Learners were motivated in the present study to learn idioms. Teaching activities and techniques were used to develop learners' idiomatic knowledge. Pre and post tests were conducted to evaluate the impact of teaching intervention. The research data was test scores (pre- and post-test) and the data was analysed using quantitative method (paired T-test). The experimental study results suggest that explicit teaching of idioms to undergraduate learners can improve their knowledge and use of idioms.

**Keywords:** Idioms, lexical units, multi-word units, formulaic language, explicit teaching, figurative language, experimental and control group.

### **1.0 Introduction**

The present study claims that it is possible to enhance the vocabulary of the tertiary learners by developing their idiom knowledge. It assumes that the tertiary learners are less proficient in figurative language in general and specifically idioms which would help them in L2 fluency and in the creative use of language. In such context, the present study attempts to enhance tertiary learners' knowledge of idioms, which might in turn result in better performance of the learners in English (ESL).

According to Sinclair (1987), idioms are an important class of pre-constructed phrases and are ubiquitous in language and many of them have a very high frequency use. Idioms can help speakers convey their messages in a way non-idiom expressions are unable to do. Idioms

not only may allow L2 speakers to communicate more effectively but might also assist L2 learning by offering learners language input that can be segmented and analyzed. Many idioms are language and culture specific. Encouraging students to learn and use such idioms creates more language input and practice opportunities and L2 learner's grasp of idioms is a good indicator of his or her language proficiency level.

### **1.1 Review of Literature**

Most studies carried out in the area of lexis argue that vocabulary should be placed at the centre of language teaching/learning because language consists of grammaticalised lexis, not lexicalized grammar and lexis is central in creating meaning, and grammar plays only a secondary role in meaning making. As Lewis (1997) puts it, "language consists not only of traditional grammar and vocabulary, but often of multi-word prefabricated chunks" (p.3). These chunks include idioms, collocations, fixed and semi-fixed expressions and these chunks used frequently in the language. Chunks, which enable L2 learners to acquire "collocational properties", include collocations, idioms, fixed and semi-fixed expressions. According to Lewis, they play a crucial role in facilitating language production and they are the key to language fluency.

According to Nattinger & De Carrico (1992), Moon (1998) and Wray & Perkins's (2000), idioms are the most important subcategory of lexical phenomena of formulaic language (as cited in Tajali & Tehrani, 2009). Wray supported Fernando's claim, adding that the absence of formulaic sequence in learners' speech results in unidiomatic sounding speech. On the other hand, ESL learners who only learn individual words will need a lot more time and effort to express themselves. Consequently, it is essential to make students aware of (idiomatic) chunks and their usage in language production.

### **Acquisition of Idioms**

Adkins (1968) and Carter et al., (2001) argued that idioms are useful devices, which provides users of language with readymade phrases that communicate a clear and agreed meaning; idioms add colour and variety to the language. Since most idioms are structurally and lexically fixed, they function more like words than phrases, and in any discussion or analysis of words and meanings, it is useful to treat idioms as words. Learning idioms enriches learners' spoken or written communication. In the context of second language

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vocabulary acquisition, like words, idioms can also be acquired. Irujo (1986) considered that idioms are subcategory of vocabulary and stated that learning and teaching of idioms must be regarded as an integral part of vocabulary learning and teaching.

In idiom acquisition process, comprehension of an idiom is a prerequisite. According to Cacciari & Levorato (1995) to comprehend idioms we need cognitive and linguistic skills. These skills especially promote the ability to comprehend idioms in children. They observed facts regarding idiom acquisition in two groups of learners. A comparison of the responses of the two groups showed a significant difference between the learning process of familiar and unfamiliar idioms in different contexts.

According to Liu Dilin (2008) “to fully acquire an idiom, one needs not only to understand it but also to produce it correctly and it is proved that comprehension before production principle is perhaps even more evident in L2 idiom acquisition than in L1” (p.102). In general, idioms that are transparent in meaning and simple in structure are likely to be grasped before those that are opaque in meaning and complex in structure, because the latter often require higher cognitive ability or culture specific knowledge to be understood. Idioms are considered a difficult aspect of language for L2 learners to acquire.

Second language acquisition (SLA) theory supports the claim that a learner’s knowledge can move from explicit (taught) to implicit (known/understood) if the learner has reached the necessary stage of acquisition, and is sufficiently motivated (Ellis, 1997). So first, the learner has to be ready, and then perhaps be taught to ‘notice’ (Ellis, 1994) the idiomatic MWU.

This ‘noticing’ is likely to occur first through reading. It has been shown that learning to read in a second language centrally involves learning words and that extensive reading – including that of authentic materials – contributes to L2 vocabulary acquisition of both adults and children (Coady, 1997). Therefore, reading materials, preferably those containing authentic examples of idiomatic MWU’s could be used. It has been argued that vocabulary including core idioms should not be taught in a ‘lexical set’, out of context (Nation, 2000). Yet according to McCarthy (1998), while idioms are highly interactive and best studied in context, they tend to be taken out of context and taught as separate items. Because of the

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difficulty of constructing the appropriate interactional climate for the teaching of idioms, McCarthy proposes the raising of students' awareness of idiom usage as a first step. Simpson & Mendis (2003) study also found that students responded positively to an approach to learning idioms that began with consciousness-raising and moved to idioms used in authentic discourse contexts (Simpson & Mendis, 2003).

In addition, certain strategies can be used for vocabulary learning, including the learning of idiomatic MWUs. These include guessing in context, keyword technique, especially with words that can be perceived visually (Nation, 2001; Hulstijn, 1997), mnemonics (Nation, 1990, 2001; Hulstijn, 1997), plus exercises involving strong word partnerships and correct word partnerships, matching half phrases, putting idiomatic MWU parts into the correct order, completing sentences by adding a word missing from the idiomatic MWU, matching half idiomatic MWUs with the correct half and with their meanings and so on (Lewis, 1997). Therefore, if the desire to learn some idiomatic MWUs exists, including even the infrequent core idioms, some guidelines for their comprehension, retention, and usage may be useful. There are certain reasons to relate the importance of idioms in language use for language learning and development.

### **Teaching Idioms**

Lewis (1997) argued that the explicit teaching of vocabulary can develop learners' proficiency levels (p.72). The syllabus designers have to make some guidelines on the explicit teaching of vocabulary in the course. Fernando argued that non-native speakers' fluency is often equated with mastery of idioms (as cited in Tajalli & Tehrani, 2009, p.17) but it is difficult for language teachers and material writers to make principled decisions about which idioms should be taught. McMordie (1909) pointed that a good dictionary or a reliable book explaining English idioms will be a valuable help to learners. It is important to note that selection of idioms is of utmost priority to language teachers and material writers.

According to McCarthy (1998), idioms are highly interactive, engaging both the speaker and the listener, and are therefore best studied in context, yet they tend to be taken out of their contexts and taught as disembodied items. The use of real speech samples from contexts is one best method. Therefore, learners will have distinct advantage over using conventional methods of teaching idioms. Wu Yueh Su (2008) also emphasized the role of

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context as central in language learning. He further argued that it is fundamental for teachers to provide a rich context for students' language learning and practice. Although the highly interactive nature of idioms calls for a discourse-oriented pedagogical approach, I think for practical reasons such an approach may not be possible in every classroom.

A significant point here is, many applied linguists also suggest that formal instruction in classes ought to be based on teaching/learning of chunks of language instead of functions, notions or grammar (Richards and Rodgers 2001). Here the emphasis on lexical approach is inevitable and it plays a key role in language teaching. The lexical approach emphasizes collocational components of words. This is an influential breakthrough in learning second language, since the word combinations are at the heart of teaching in this approach. Sugano's (1981) study emphasizes the basic strategies or specific stages of the instruction. These could be implemented in the classroom at the present time as a supplement to existing textbooks and these strategies are able to provide paragraphs, exercises, and other materials containing idiomatic expressions, such instruction will certainly help the learners to improve idiomatic knowledge.

Lin (2003) argued that most teaching and reference materials on English idioms are primarily intuition based. According to Celce-Murcia & Larsen-Freeman (as cited in Lin, 2003) idioms are very useful feature of ESL/EFL learners because learning a collection of idioms can be a great asset to learners in acquiring a new language.

Teaching idioms with more classroom activities and strategic teaching using contextual approach can help L2 learners' to understand and use idioms. There are certain classroom activities like story contexts, role of illustrations, group discussions, readers' theatre, retelling activities, dialogue writing and role play, which certainly help ESL/EFL learners (Yueh Su.Wu, 2008). Freeman & Freeman (as cited in Yueh Su. Wu, 2008) argued that group tasks can provide learners with rich opportunities to acquire the social and linguistic knowledge necessary for understanding new texts they encounter. Kalinger & Vaughn (as cited in Yueh Su. Wu, 2008) stressed that ESL students engaging in collaborative talk during content reading assist one another in understanding the meaning of words in context. Irujo (1986) suggested that infrequent, highly colloquial idioms with difficult vocabulary should be avoided; activities which compare literal and figurative meanings of

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idioms help students to realize the absurdity of the literal meanings and provide a link from the literal words to the non-literal meaning. He further stressed that making up stories or dialogues with idioms would be particularly useful to the learner.

Eltahir's (2003) study was intended to examine the teaching and learning of idiomatic expressions and multi-word verbs of English in the context of Sudan. Eltahir's study revealed that the teaching/learning of idiomatic expressions and multi-words of English in the context of Sudan faced various and different problems and difficulties which are the result of several external and internal factors such as the inherent / potential difficulty and complexity of these multi-word lexical items in the system of the target language (English) as well as those related to the students' mother tongue (Arabic) and the general situation of English and ELT in Sudan. Guduru's (2011) study was an attempt to enhance the first generation learners' idiom comprehension strategies. In his study learners were trained to explore and exploit the resources that are readily available in their immediate context.

Lazar. G. (1996) stated that in many classrooms, it is likely that most idioms are taught formulaically as 'chunks' of language to be digested whole. But perhaps alerting the student to the figurative meaning implicit in the idiom is a helpful way of making idioms more meaningful and more memorable.

Teachers of English have to understand the importance of teaching idioms and the approach/method of teaching idioms. According to Grant & Nation (2006) idioms can be called multiword units (MWU). These can be divided into –core idioms, figuratives and literal sequences and suggested that each of these categories requires a different approach to learning. Core idioms need to be learnt as whole units; there are not many core idioms and few of them are reasonably frequent. Learners need to learn core idioms after learning high frequency words of language.

## **1.2 Method**

### **Aim and Assumptions of the Study**

The aim of the study is to enhance tertiary learners' knowledge of idioms by explicit teaching of idioms. The knowledge of idioms is one of the core components in language.



Teachers' efforts can help tertiary learners' idiomatic English, which will promote language proficiency and fluency. The assumptions of the present study are presented below.

The present study is based on the following assumptions:

- 1) Tertiary learners have less classroom exposure of idiomatic English.
- 2) The explicit teaching of idiomatic English will enhance tertiary learners' knowledge of idioms.

## **Research Questions and Hypotheses**

### **Research Question**

The following is the research question of the study:

- a) Does explicit teaching of idioms promote idiomatic knowledge of undergraduate language learners?

### **Hypothesis**

The following is the research hypothesis of the study:

- 1) Teaching idioms will help ESL learners to understand and promote idiomatic knowledge.

### **Subjects**

The subjects of the study were undergraduate second year students. The subjects were studying in Osmania university constituent colleges, aided colleges and private colleges. Some of the colleges have autonomous status, but for academic purposes they follow the university syllabus. The subjects were studying B.Com & B.Sc courses in colleges affiliated to Osmania University. The subjects' L1 too varied, but majority of learners had Telugu as L1.

### **Teaching Intervention Study**

The teaching intervention was designed to prove that teaching idioms with specific techniques and activities helps ESL learners to understand and improve English idiomatic knowledge of idioms. The ability to use idioms will improve the learners' overall language fluency. The researcher conducted teaching intervention in a few colleges affiliated to Osmania University. The study was done in three colleges and students from B.Sc and

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B.Com participated in the study. The researcher completed this study with the help of college management and cooperation of English faculty.

To conduct the intervention study (experiment), the researcher's aim was to teach two groups—one *experimental group* and one *control group*. Due to unavailability of time and college restrictions, the researcher taught one hundred learners in each group, these learners were from three colleges. For the final analysis of the data, sixty learners were considered due to poor attendance of the students for pre- and post-tests.

### **The Experiment**

The experiment consisted of teaching and testing. According to Nunan “it is not always possible to carry out a true experiment—that circumstances such as the impossibility of randomly assigning subjects to experimental and control groups sometimes dictate that a quasi or pre-experiment rather than a true experiment be conducted” (Nunan 1992, p.40). The experiment adopted for this study was a quasi-experiment. For true experiment both control and experimental groups need to receive training at the same time with similar conditions and the experiment need to be ideal experiment whereas for quasi experiment there is some relaxation. The experiment in the present study has both pre- and post-tests, and experimental and control groups.

The researcher spent twenty days to conduct the experiment for each group. The researcher had prepared pre-test and post-test question papers for the experiment. The teaching material was developed in order to teach idioms in the course book. The frequent idioms were selected for explicit teaching of idioms in the context.

### **Experimental Group**

In the present research, experimental group consisted of sixty students. The experimental group learners received focused instruction on idioms which was lacking in the control group. The researcher prepared lesson plans for both the groups but the experimental group lesson plan was more focused on language activities with idioms. Further, the example sentences prepared with authentic sentences in the text. The explicit teaching is the only variable in present experiment. Certain strategies like noticing idioms, guessing idiom meaning in the context, raising learners' awareness and interest in idiom learning were used

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in teaching. The experimental group received instruction with attention primarily on idioms. Motivation of the learner was one of the strategies used by the researcher. Before every class instruction, the researcher did a review of previous day's teaching. The researcher taught idioms explicitly to the learners in the experimental group to promote their idiomatic English. The researcher purposefully developed teaching material for experimental group learners. The teaching material had a few chapters and in every chapter idioms were incorporated in a suitable context. At the end of each chapter language activities like matching idioms with corresponding meaning, rewriting the idioms (underlined) in a sentence, selecting suitable meaning for the idiom (underlined) and writing the meaning of the idiom (underlined) were given for practice. Learners were given time to practice language activities of each lesson. In language activities, idioms were repeated to promote learning.

### **Control Group**

The control group consisted of sixty learners which is equal in number to the experimental group learners. The control group received the same amount of instruction as experimental group, but the focus of instruction was different. The control group did not receive explicit teaching of idiom instruction; it received the traditional method of instruction with focus on vocabulary, grammar and reading comprehension. The language activities in the control group material were different from experimental group material. It mainly focused on general vocabulary and reading comprehension. The instruction in the control group was not explicitly on idioms.

### **Pre-test and Post-test**

The pre-test and post-test papers were prepared with similar types of question patterns. Pre-test question paper was set for thirty marks. For testing idiomatic English there were four types of questions.

In section (a) of the test there were four types of questions. Question 1 was to identify the meaning of the underlined idioms in the given sentences. This was a Multiple Choice Question (MCQ) type (choosing from the options given). The marks allotted to the question 1 type were five. Question 2 was to identify the meaning of the underlined idioms in the passage from the meanings given. The marks allotted for question 2 were five. Question 3 was to choose the appropriate idiom from the list given and fill in the blanks. The marks

allotted for question 3 were ten. Question 4 was matching the idioms with their corresponding meanings. The marks allotted for question 4 were ten.

### **Administration of the Test**

In the context of research the major uses of test scores are related to evaluation. The interpretation of test results can assist in our understanding of the nature of language proficiency, and may have implications for language learning and language teaching (Bachman, 1990, p.54). The pre- and post-tests were administered in three colleges. The researcher spoke to the head of the department of English before conducting the test. The pre-test was conducted first. Before the researcher started the test he took the attendance of the class and distributed the question papers to all the students. The time allotted for the test was thirty minutes. Post test was conducted in a similar manner as the pre-test. The post test was conducted after teaching intervention. One test type has presented below.

### **Match the following idioms with their corresponding meaning.**

- |                      |       |                                 |
|----------------------|-------|---------------------------------|
| a) bread and butter  | [   ] | i) to die                       |
| b) a stumbling block | [   ] | ii) an obstacle                 |
| c) kick the bucket   | [   ] | iii) livelihood or basic income |

### **Material for Classroom Teaching**

The researcher developed material for teaching and learning. The aim of the teaching material was to make learners to learn idioms in context. The material consisted of a few lessons which aimed to develop the learners' idiomatic knowledge. The idioms were incorporated in the text to promote learning in context. All the lessons aimed to improve idiomatic knowledge of the learners and the text preparation was based on current issues related to India. Each lesson incorporated reading comprehension questions, and a few language activities on matching idioms, rewriting sentences using idioms and multiple choice questions.

### **Experimental Study Data Analysis Procedure**

The data was analysed based on learners' scores using the statistical method paired T-test. The procedure of data analysis is discussed below.

### **Paired T-test**

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The paired t-test is used to compare the mean values from two related samples, e.g., comparing the marks of tests. The test marks are continuous (scale) data. Continuous data are often summarized by giving their average and standard deviation (SD), and the paired t-test is used to compare the means of the two samples of related data. The paired t-test compares the mean difference of the values to zero. The test results depend on the mean difference, the variability of the differences and the number of data.

The difference between the means of the samples is unlikely to be equal to zero (due to sampling variation) and the hypothesis test is designed to answer the question: “Is the observed difference sufficiently large enough to indicate that the alternative hypothesis is true?” The answer comes in the form of a probability - the p-value.

The significance of p-value decides whether the result is significant or not. The general p-value is between 0.05 – 0.01. If p-value is >0.05, it means the experiment is non-significant. If p-value is <0.001 (\*\*\*), it indicates that the result is highly significant.

### **1.3 Analysis of Teaching Intervention**

The teaching intervention consists of the experiment. The teaching intervention was conducted for a period of five weeks after the pre-test. The sample plan of students for the instruction was sixty. The pre-test was conducted for one hundred students but for the final analysis of the data only sixty students’ data were considered because some learners were absent in some of the classes and did not write both the pre and the post-test. The main focus of the researcher was on the experimental group. The main focus of the instruction was explicit teaching of idioms to the experimental group. The control group received traditional method of instruction and there was no explicit instruction of idioms in the control group. The language activities in control group teaching material were not similar as experimental group teaching material. There was no repetition of idioms in the control group language activities. In the following section pre and post-tests are discussed.

#### **Pre- and Post-tests**

In the present study the experiment design had three phases--the pretest, teaching intervention and post-test. A pre-test was conducted before teaching intervention to ascertain the level of the students and a post-test at the end of the teaching intervention to see the

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impact of teaching. The pre and post-tests for experimental and control groups have same number of sections and questions. In pre and post-tests there were two sections.

The techniques and activities that preceded the actual teaching are: selection of idioms, raising learners' awareness and interest in idiom learning, identifying and noticing idioms in a text, guessing meaning from the context and teaching activities.

#### **1.4 Evaluation**

This section evaluates the difference between pre and post-test. The presentation and comparison of the pre and post-test data of experimental and the control group results analysis have been discussed in the following sections.

#### **Data Analysis**

The experimental and control group data results are discussed below.

#### **Pre-test**

The marks allotted for the idiom knowledge test was thirty. For the final analysis sixty subjects' data was considered (n=60). The maximum score in pre-test of experimental group was twenty seven and the minimum score was four. Ten learners scored in the range of one to ten. Thirty four learners scored in the range of eleven and twenty, and sixteen learners scored in the range of twenty one to thirty. The pre-test mean score of experimental group was 16.9 and control group pre-test mean score was 20.43. Normally in experimental study it is desirable to have the pre-test score of the experimental and control group in the same range but since there was a difference found after dividing the groups, this study will quantify the development from pre-test to post-test differently in the case of both the groups. It is evident that control group pre-test score was higher than experimental group pre-test mean score.

#### **Post-test**

The post-test was conducted after teaching instruction. The experimental and control group post-test scores vary among learners. The minimum score of experimental group's post-test was thirteen and the maximum score was thirty. The control group's minimum score was twelve and maximum score was twenty nine. Twenty learners scored in the range of eleven and twenty. Forty learners scored in the range of twenty one and thirty. The mean

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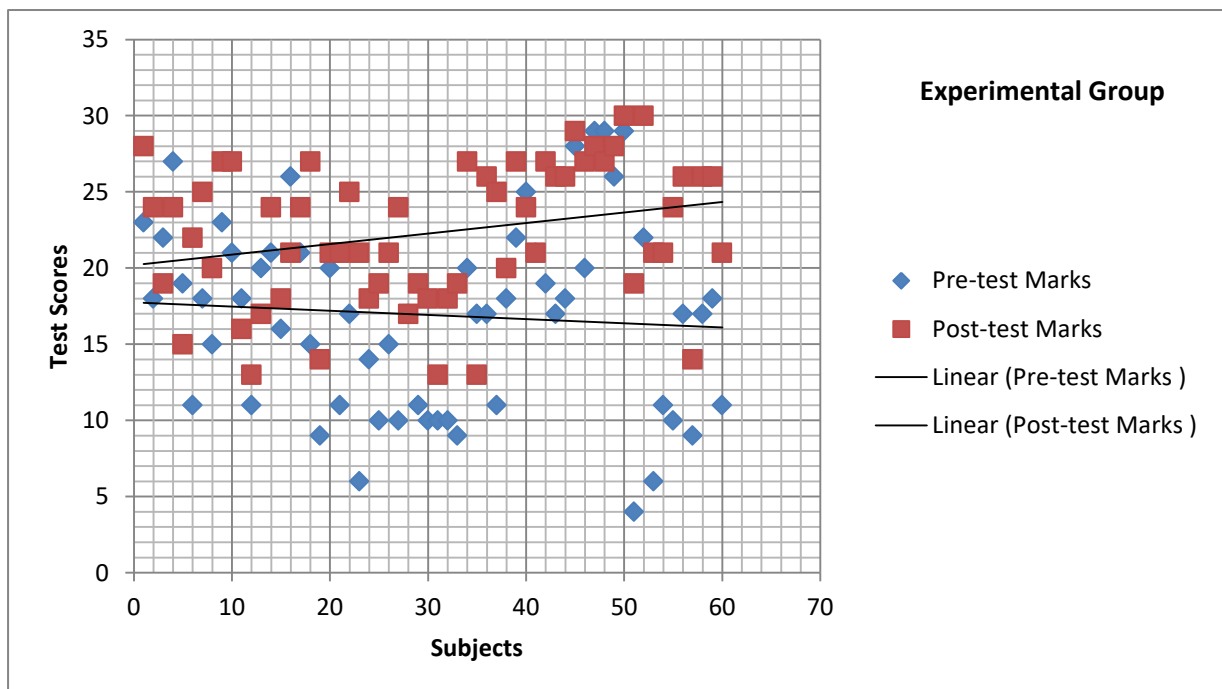
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score of the experimental group's post-test was 22.3 whereas the control group post-test was 20.6. After teaching intervention the experimental group's mean score improved significantly from 16.92 to 22.30. But in the control group, the improvement in scores was not significant (20.43 to 20.64).

### Experimental Group Data Analysis

The test scores of the experimental group are presented below in the form of a scattered graph.

**Figure 1: Experimental Group Test Scores in Scattered Graph**



The results of the pre and post-tests of the experimental group are presented in tabular form below.

**Table 1: Pre-test, Post-test Results of the Experimental Group**

Pre-test	Post-test
Mean= 16.92	Mean= 22.30
Standard Deviation =6.26	Standard Deviation =4. 63
Higher Score =29 ; Lower Score = 4	Higher Score =30 ; Lower Score = 13
Median= 17	Median= 23

**Table 2: Paired Samples Statistics****Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Marks	16.92	60	6.258	.808
	Post-test Marks	22.30	60	4.626	.597

The test results of the experimental group prove that the explicit teaching of idioms would promote the knowledge of idioms. The mean value difference between pre and post-test varies (6) and it was significant. The experimental group pre and post-test results shows that the p-value is significant (p-value: <0.0001). The summary of the pre and post-test results with p-value are presented in the table below.

**Table 3: P-value & Mean difference of Experimental Group**

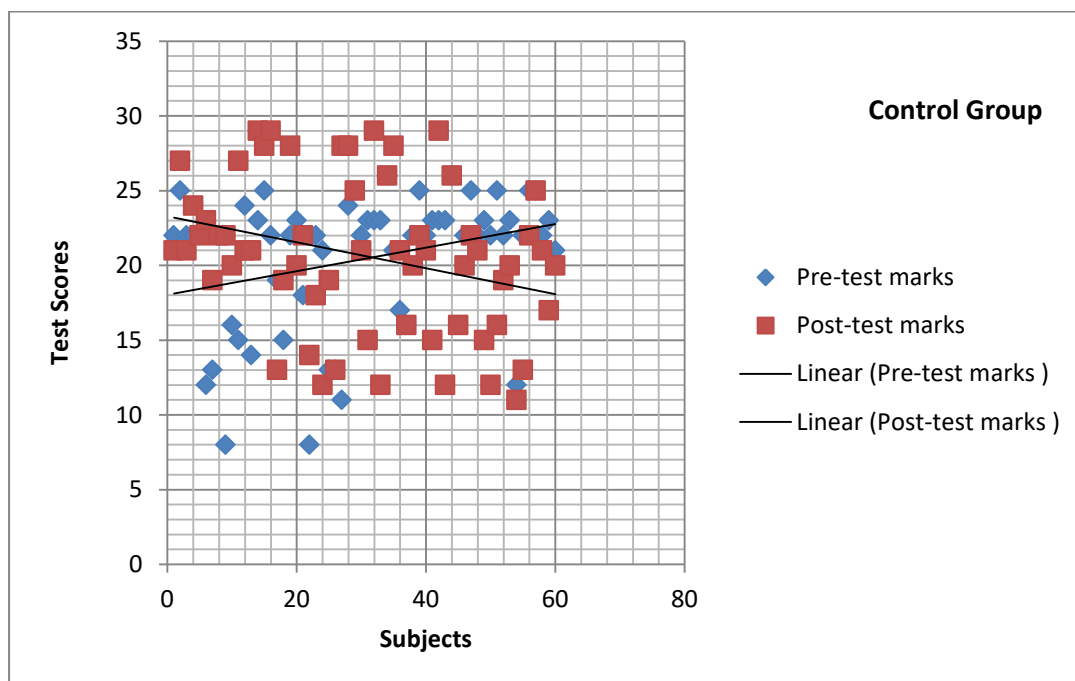
Paired t test	
P value	< 0.0001
P value summary	***
Are means signif. different? (P < 0.05)	Yes
One- or two-tailed P value?	Two-tailed
t, df	t=7.866 df=59
Number of pairs	60

### Control Group Data Analysis

The control group did not receive explicit idiom teaching. The teaching for this group followed the regular method of instruction. The test scores of the pre and post-test of the control group are presented in the scattered graph below.



**Figure 2: Control Group Test Scores in Scattered Graph**



The results of the pre-test and post-test of the control group are presented in tabular form below.

**Table 4: Pre-test, Post-test Results of the Control Group**

Pre-test	Post-test
Mean= 20.43	Mean= 20.63
Standard Deviation = 4.61	Standard Deviation = 5.14
Higher Score =26 ; Lower Score = 8	Higher Score =29 ; Lower Score = 11
Median= 22	Median= 21

**Table 5: Paired Sample's Statistics**

**Paired Sample's Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Marks	20.43	60	4.612	.595
	Post-test Marks	20.63	60	5.145	.664

The summary of the pre and post-test results with p-value is presented in the table below. The p-value of the control group is not significant (p-value: 0.8001).

**Table 6: P-value & Mean difference of Control Group**

Paired t test	
P value	0.8001
P value summary	Ns
Are means signif. different? (P < 0.05)	No
One- or two-tailed P value?	Two-tailed
t, df	t=0.2544 df=59
Number of pairs	60

### 1.5 Results from Pre-test and Post-test

The test result shows that there is improvement of idiomatic knowledge through explicit teaching of idioms in the experimental group. The paired t-test analysis shows that the learners' knowledge of idioms has improved significantly. The findings from the t-test disclose that the experimental group significantly (i.e.  $p < 0.0001$ ) outperformed the control group in the English idioms test. The table below illustrates the findings from the paired t-test.

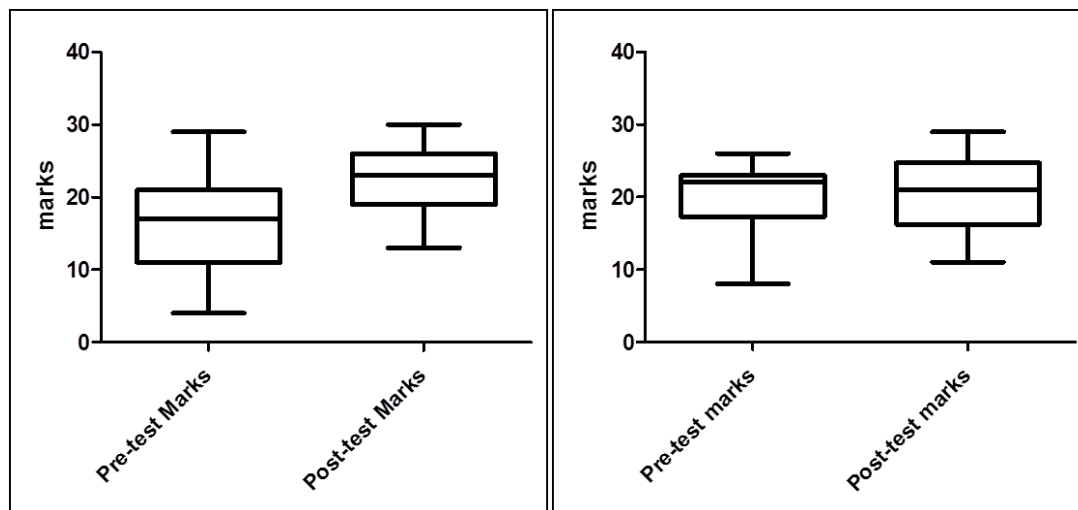
**Table 7: Mean differences between the Pre and Post-tests (n=60)**

Group	Pre-Test	Post-Test	Paired t-test (Sig.<0.05)
Experimental	16.92	22.30	< 0.0001
Control	20.43	20.63	0.8001

The pre- and post-test results of experimental and control group are presented in the plots graph below. The graph clearly indicates that there is a significant improvement in the performance of learners in the experimental group. In the given graph the post-test box of the experimental group is higher than the pre-test box. It indicates that the difference in scores were significant in the experimental group. Control group graph post-test plot is a little above the pre-test plot graph. It indicates that there was very little improvement in control group post-test. And as compared to the experimental group, the learning of idioms was not very

much significant. Therefore, the results proved that the explicit teaching of idioms can improve the learners' idiomatic knowledge.

**Figure 3: pre and post-test results of experimental and control group in the plots graph**



## 1.6 Discussion and Conclusion

Hypothesis is that teaching idioms will help ESL learners to understand and promote idiomatic knowledge of undergraduate learners. The present research shows that there is a significant relation between teaching of idioms and improvement of undergraduate learners' idiomatic knowledge. The results of the present experimental study are similar to previous studies such as Eltair, 2003; Liu, 2008; Guduru, 2011; Gass & Selinker, 2008; Liontas, 2002. The finding that the explicit teaching of formulaic sequences using task-based language teaching can develop the knowledge of the formulaic sequences is in line with that of McGuire, 2009. Therefore, it provides evidence that the explicit teaching of idioms could promote the knowledge of idioms in the English language. Similarly vocabulary studies, such as Ellis (1999), Barcroft (2009), Paribakht & Wesche (1997) (as cited in Gass & Selinker 2008) found that inferences such as guessing from context is the most common strategy. Schmitt (2000), Nation and Meara (2002) emphasized the importance of explicit vocabulary learning. Nation and Meara (2002) as well as Schmitt (2000) acknowledge the fact that incidental learning is effective. But, according to Schmitt (2000), "incidental learning is slower and more gradual, lacking the focused attention of explicit learning" (Schmitt, 2000, p.102). Ellis (2002) points out that even though language learning is implicit by nature, one cannot deny the role of explicit instruction. Certain teaching techniques and activities have

helped the learner to improve idiomatic English. Such tasks have been used in similar research (Schmidt, 1990), which mentioned ‘noticing’ target vocabulary which was used as a teaching technique. In the present study, it has been proved as one of the best ways of promoting vocabulary. McCarthy (2008) proposes the raising of students’ awareness of idiom usage as a first step which has been proved in the present study to enhance learners’ idiom knowledge. Nation (2001) and Hulstijn (1997) study on guessing meaning in the context technique and similar techniques were used in previous studies. A similar study of Patricia Adkins, “Teaching Idioms and Figures of Speech to non-native Speakers of English” (as cited in Sugano, 1981) suggests that teaching frequent idioms can promote better learning of idioms and idiom knowledge.

Explicit teaching of idioms has an effect on the improvement of the learners’ idiomatic knowledge. Interestingly, all the students have been enthusiastic about explicit idiom learning.

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**Appendix: Post-test Question Paper**

**Post-test Question Paper**

**Time: 30 min**

**Total Marks : 30**

**Section - A**

**I) Identify the meaning of the underlined idioms in the following sentences.**

**Choose from the options given.**

**5M**

- 1) My neighbours always poke their nose into others' matters
  - a) do not get involved in others' matters
  - b) show too much interest into others matters
  - c) discussing others' matters
  - d) none
  
- 2) The arrival of a brand new electronic washing machine is a red letter day in the life of any household.
  - a) a holiday
  - b) a special day
  - c) a festival
  - d) an unhappy day
  
- 3) When my grandfather reached home after many years he was delighted to have his kith and kin around him.
  - a) only close friends
  - b) only close relatives
  - c) close friends and relatives
  - d) family
  
- 4) These days onions cost an arm and a leg.
  - a) are low-priced
  - b) are very expensive
  - c) are not available
  - d) are available
  
- 5) One EC official said the French government, now isolated in the rest of Europe because of its stubborn stance, finds itself between the devil and the deep blue sea.
  - a) between two equally acceptable choices.
  - b) between two equally unacceptable choices.
  - c) between two unequally acceptable choices.

d) none of the above

**II) Identify the meanings of the underlined idioms in the passage from the meanings given below. 5 M**

Alf **hit the ceiling** [ a ] this morning for no reason at all. I thought he'd just **got out on the wrong side of the bed** [ b ], but then his girlfriend tried to explain his unreasonable behaviour saying that he'd been **burning the candle at both ends** [ c ] because of his exams. I'm glad she **put me in the picture** [ d ] because now I can understand why he reacted so crossly. However, I wish Alf would **take a leaf out of his girlfriend's book** [ e ] and go to bed at a reasonable time.

- 1) get up in a bad mood ( )
- 2) keep someone informed ( )
- 3) copy something from someone to gain advantage ( )
- 4) react angrily ( )
- 5) stay up late and get up early ( )

**III) Choose the appropriate idiom from the list below and fill in the blanks. ( in places, you might have to change the tense, person etc., of the idiom to suit the sentence).**

**10 M**

1. caught in the cross fire
2. put the cart before the horse
3. call a spade a spade
4. count chickens before they hatch
5. build castles in the air
6. bull in a china shop
7. actions speak louder than words
8. in the doldrums
9. on cloud nine
10. can't judge a book by its cover

i) My brother was \_\_\_\_\_ when he passed S.S.C with distinction.

ii) Some people don't look very intelligent, but we \_\_\_\_\_.



- iii) I think buying a ticket before we make any plans is \_\_\_\_\_.
- iv) I should warn you that Swamy \_\_\_\_\_, so if he thinks you say something wrong or make a mistake, he'll say so.
- v) A friend of mine was competing in a race, but before it had even begun he was already planning his victory celebration. I warned him not to \_\_\_\_\_ and to instead focus on just finishing the race.
- vi) When I heard some bad news last week, it put me \_\_\_\_\_.
- vii) My colleague is like a \_\_\_\_\_ when it comes to dealing with people's feelings.
- viii) Government makes all sorts of promises to people but as we all know, \_\_\_\_\_.
- ix) Unfortunately, my friend often dreams to \_\_\_\_\_ and doesn't do much to improve his situation.
- x) We don't want this institute to be \_\_\_\_\_ between proponents and antagonists.

**IV) Match the following idioms with their corresponding meanings. 10 M**

- |                                     |   |
|-------------------------------------|---|
| 1) once in a blue moon              | [ ] i) be very sad                                      |
| 2) think out of the box             | [ ] ii) an obstacle                                     |
| 3) monkey business                  | [ ] iii) to die   |
| 4) feel blue                        | [ ] iv) agree about something                           |
| 5) add insult to injury             | [ ] v) very rarely                                      |
| 6) high time                        | [ ] vi) complete a difficult activity very successfully |
| 7) kick the bucket                  | [ ] vii) silly behavior                                 |
| 8) see eye to eye                   | [ ] viii) make a bad situation worse                    |
| 9) come through with flying colours | [ ] ix) appropriate or urgent moment                    |
| 10) stumbling block                 | [ ] x) think freely                                     |

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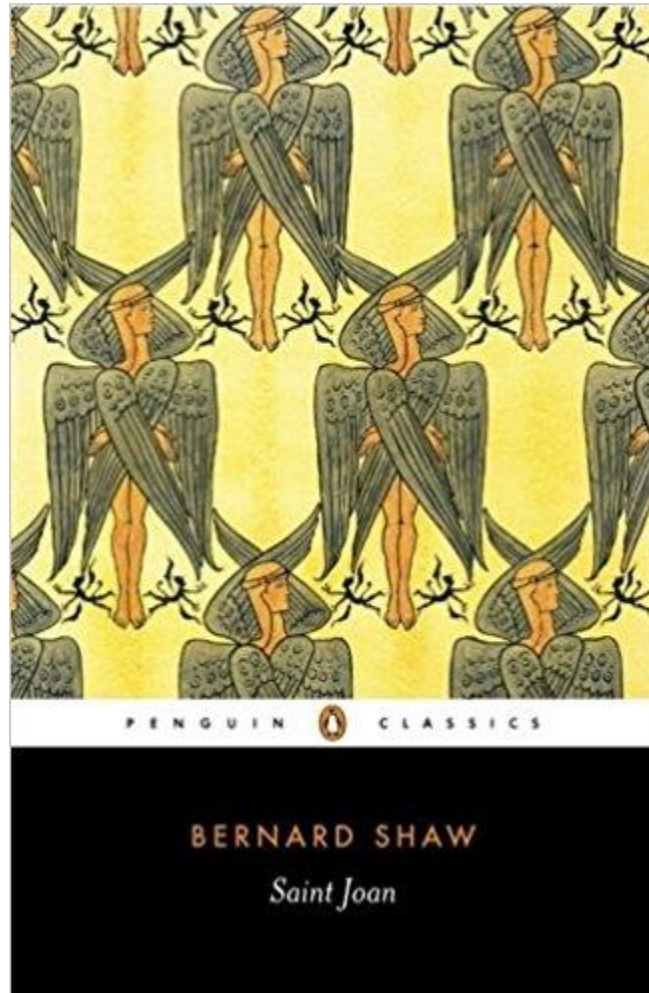
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**Cognitive Approach for Comprehending the Art of Drama  
with Special Reference to *St. Joan***

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**Abstract**

Interpretation of texts is a cognitive activity. Cognitive science, which concerns thinking process, leads to the criticism of literary text. The application of Cognitive science in Literature and Performance studies is still a nascent school of thought. A trusting relationship is built up between the audience and characters on the stage through the process of developing empathy. When this empathy is evoked, the audience respond as they would do the corresponding

situations in real life. Drama arouses aesthetic interest from the education it imparts and it is possible to foster aesthetic cognition and sensibility by viewing drama. G. B. Shaw expresses his point of view through various characters and he fixes the audience's attention on exactly the detail, opinion or emotion he wants to emphasize in the play *St. Joan*. This is the success of the play *St. Joan*.

### **Keywords:**

**Mirror neuron:** A neuron that fires both when an animal acts and when the animal observes the same action performed by another. Thus, the neuron mirrors the behaviour of the other, as though the observer were itself acting.

**Sensory motor skills:** Activity involving both sensory & motor co-ordination in nerve centres.

**Embodied knowledge:** It is action oriented and consists of contextual practices. It is more of a social acquisition as how individuals interact in and interpret their environment which creates this non-explicit type of knowledge. In general, information our bodies know and use without conscious thought. Executed as routines, habits and tasks.

### **Introduction**

Enormous thought goes into the production of texts and perhaps even more into interpreting them. Cognitive scientists, have much to learn from literary criticism, which examines the text in depth. Literary Criticism concerns the meanings of, in, and evoked by literary texts. Cognitive science concerns thinking, and extracting and evoking meanings, while reading and writing requires thinking. Hence, there is a wide expanse of ground common to literary criticism and cognitive science. We should explore at length what the author intended when in the process of writing down certain words and explore what interpretations of that sequence of words are consistent with the syntax and semantics of the language. (ie. of the community that uses it).

### **Cognitive Science and Drama**

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Cognitive Approach for Comprehending the Art of Drama with Special Reference to *St. Joan*

The still nascent application of Cognitive Science to literature and performance studies has demanded that scholars use this methodology by using ‘embodied knowledge’ acquisition such as sense-perception, emotional responsiveness, memory, intuition and imagination. It will bypass the need for verification via logical analysis. By ‘embodied knowledge’, Rokonitz appeals to ‘primary emotions’ and ‘affective states’ which are the pillars of cognitive analysis of literature and performance studies. She studies ‘mirror neurons’ and the interpretation of actions via mirrored motor processes; the generation and manipulation of concepts through a reciprocal relation between sensorimotor information and abstract conceptual process; the empathetic simulation of other’s emotions.

### **Empathy and Emotion**

Empathy is frequently augmented by a conscious rational sympathetic identification with the object of one’s empathetic response. For Rokonitz, ‘embodied knowledge’ serves as the primary epistemic ground for developing trusting relationship and sees it as one of the primary strengths of live performance. “Drama presents the tangible actions of living bodies on stage to living bodies in the audience. In addition to and by no means instead of the intellectual simulations of the narrative argument and its linguistic dimensions, dramatic performance arouses and co-opts both performers and audiences embodied receptiveness, often opening new avenues for communication and encouraging trust.” (Rokonitz, 3)

In drama, as in music, emotion is usually evoked not by talking about happiness or sadness. Some of the basic ways of accomplishing this are obvious enough. Create a character, describe a character’s behaviour in such a way to secure audience’s empathy with him or her and expose the character to events of the kind that produce emotions in those experiencing them and those observing them. If this is done skilfully, one may expect readers or audience to respond as they would do the corresponding situations in real life.

### **Audience**

Audience watching a play is cognitively active and always engaged in figuring it out. Grasping a play doesn’t differ in principle from any other cognitive activity. At one end of the creation process stands the dramatist who projects the various aspects of the world in symbolic

scenes and acts unique to the play. At the other end stands the viewer who tries to decode the art work symbols based on hypotheses that he raises and which are based on flexible schemes he has in mind. Drama arouses aesthetic interest and it stems from the education it imparts to the viewer. This approach to the theory of drama is the assumption that it is possible to foster aesthetic cognition and sensibility by viewing drama.

### **Different Arts Require Different Kinds of Intelligence**

It seems that the developmental cognitive process described by Parsons is common to all arts. However, different arts require different kinds of intelligence. To understand a song needs linguistic intelligence whereas painting and drama need spatial intelligence. Drama needs kinetic intelligence in addition to spatial intelligence as Scenes and Acts changes. Therefore, an artistic design like this requires the development of different cognitive abilities for different arts in the frame work of the general process of artistic cognitive development.

### **Bernard Shaw's Point of View in Drama: Revealed through His Characters**

Literature provides a lens through which readers look at the world. Point of view is the way the author "see and hear" what is going on. Skilful authors can fix their reader's attention on exactly the detail, opinion or emotion the author wants to emphasise by manipulating the point of view of the story.

G. B. Shaw expresses his point of view in *St. Joan* through various characters. Shaw's definition of a miracle is expressed through the words of the Archbishop. La-Tremoille asks the Archbishop the definition of a miracle for which he answers that it is an event which creates faith. La-Tremoille questions how it could be differentiated from frauds. The Archbishop gives the distinct answer that frauds deceive whereas an event which creates faith doesn't deceive. Bluebeard and Charles switch their roles, Bluebeard pretending as Charles and Charles saying that if the maid doesn't pick him out, he would have nothing further to do with her. The miracle was performed when Joan picked out the king from the crowd.

Through Shaw's point of view we get a really good picture of Charles. In a light and funny scene in which the plot to fool Joan fails and the mood of mirth still persists, Joan asks

Charles whether he is scared of Duke La-Tremouille and he answers in the affirmative and says that he pretends to be the commander of the army. Charles states that whenever he finds a friend he could care for, La-Tremouille kills him. Charles goes on to tell that he is a quiet and sensible person and he is against fighting because he doesn't want to kill anybody. He only wants to be left alone as he never wanted to be King. It was thrust upon him. It is Shaw's view point that we hear through Joan's words when she does the hard task of coercing the weak-willed Dauphin to accept Kingship at Rheims Cathedral. At last, he is ready to take the risk.

When Shaw makes a nobleman say that the Jews generally give value and when they make you pay, they deliver the goods and it is the Christians who want something for nothing it is Shaw's personal opinion about Christians that is being expressed. According to Bishop Cauchon, witchcraft and heresy are sins which could be forgiven "except only this sin; for it is the sin against the holy ghost and if she doesn't recant in the dust before the world, and submit herself to the last inch of her soul to her church, to the fire she shall go if she once falls into my hand."

Shaw expresses his viewpoint about religion through the words of the Earl of Warwick, "As a travelled man, I know that the followers of Mahomet profess great respect for our Lord and are more ready to forgive St. Peter for being a fisherman than your lordship is to forgive Mahomet for being a Camel driver." In scene 4, the Earl of Warwick, Richard de Beuchamp, the Chaplain John de Stogumber and Bishop Cauchon express their own view points by accusing Joan for bringing her to the stake. There is a resonance from the Bible when the Chaplain ends the scene with the note, "It is expedient that one woman die for the people." G. B. Shaw quotes from the New Testament, Gospel according to St. John Chapter 18- Verse 14, "Now it was Caiaphas who advised the Jews that it was expedient that one man should die for the people." The cognitive power of Shaw is superb as this quotation occurs only in St. John's Gospel. St. Matthew, St. Mark and St. Luke have omitted it in their gospels.

## **Conclusion**

In the final Epilogue, Shaw makes his point clear when he opines through the words of Ladvenu that after a period of 25 years that a great wrong is set right before all men. Joan

appears in a dream and tells him, “It is the memory and the salvation that sanctify the cross, not the cross that sanctifies the memory and the salvation. I shall out last the cross, I shall be remembered when men will have forgotten where Rouen stood.” (Shaw, 116) Shaw expresses his opinion about the war when he makes the soldier from hell say that hell was a treat compared to the French wars. When the executioner himself steps forth to say that he could not kill the maid and she is up and alive everywhere, we are able to read the mind of G. B. Shaw. Through Dunois, Shaw states that St. Joan is the soul of France. Shaw speaks through St. Joan when he draws the curtains down with the last words, “O God, that madest this beautiful Earth, when will it be ready to receive Thy saints? O Lord, how long?” (Shaw, 124). Here Shaw takes the position of the omniscient point of view of the author.

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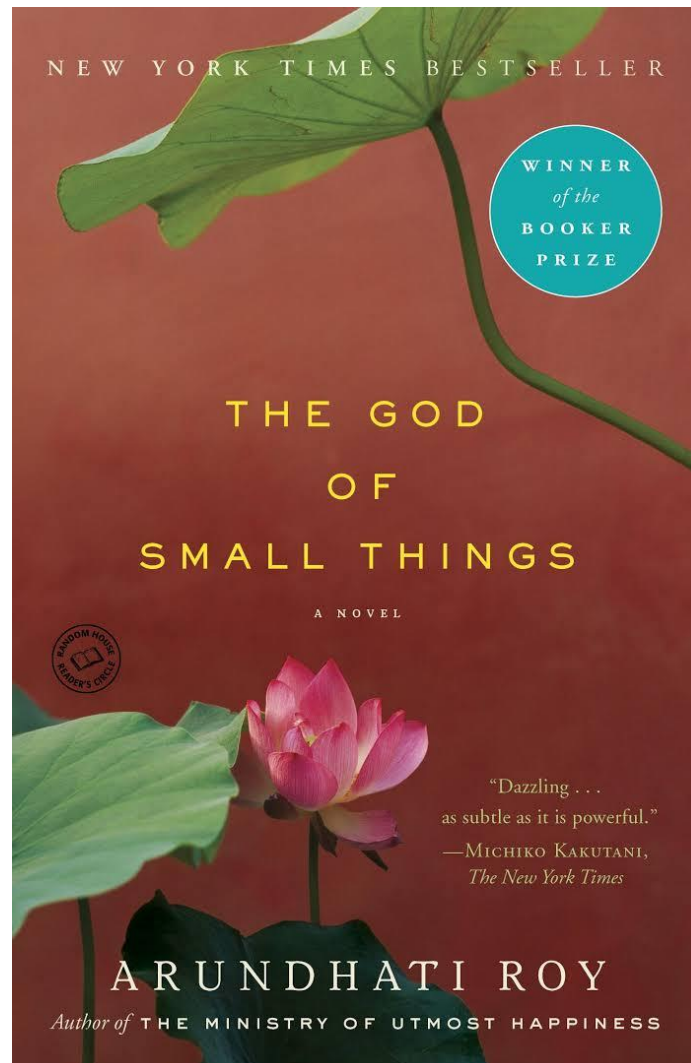


## Journey Motif in Arundhati Roy's *The God of Small Things*

Vivek Dinkar Khabde, M.A., N.E.T

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### *Abstract*

The motif of journey has long standing history in the world of literature. It is the prime motif of quest and exploration of the self. The journey motif can be seen in the world's most celebrated works of fiction achieving significant effect. The diaspora literature uses it for expressing the angst of displacement, homelessness, feeling of alienation and the concepts related to migration. Indian diasporic writing has extensively used this motif for expressing



various issues related to displacement. Arundhati Roy's debutant novel *The God of Small Things* has elements of journey which can be analysed in terms of journey motif. The renowned, prestigious award winning novel has gems of journey elements in it.

**Keywords:** Diaspora, Displacement, Journey, Homelessness, women's struggle.

### ***The God of Small Things***

*The God of Small Things* is a seminal novel by Arundhati Roy. The novel deals with various journeys of the characters and their return to the center i.e. home. The novel discusses certain important issues like – the divorced and estranged women in a society like India and the problems arising out of caste issues. The novel has journey motif which are obvious in the delineation of the characters and the narration. The characters in the novel move out and undertake journeys towards their destinations and ultimately return to the center i.e. their native place 'Ayemenem'. The novel deals with the diasporic theme of 'home' and 'alienation'. The characters in the novel feel homelessness though they return to Ayemenem. The unrest and isolation from the roots which the characters in the novel suffer are the distinct characteristics of diasporic writing. The character of Ammu suffers alienation from family and society. The novel records the diaspora within a country.

### **Ammu's Character and Patriarchal Society**

The journey of Ammu's character is most touching and remarkable. It is a touching journey of a woman who fights against all odds in her life continues her struggle and move on. Ammu is a victim of the patriarchal Indian social structure. The end of Ammu's journey is most saddening but the struggle of hers is the winning side of the novel. Ammu sets out to get an escape from the patriarchal attitude of her family in Ayemenem. Ammu could not take further education as her interest in studies was rejected by her father and was kept at home. The very home of hers became a center of exploitation for her. She decides to move out and eventually marries a man from Calcutta. He was working as an assistant manager in Assam. Ammu was ready to accept her as a husband rather than returning to her home which she hated the most.

“She just weighed the odds and accepted. She thought that anything, anyone at all, would be better than returning to Ayemenem” (19).

Her desperation is obvious in marrying a man of her choice and moving out of Ayemenem. Ammu wanted to lead an independent life and preserve her own identity and so she married a man of her own choice and moved out. Her journey was hazardous. The marriage proved to be a futile escape for Ammu as he was a drunkard and was not of loving and caring attitude. Ammu returned to Ayemenem after being divorced from her husband. In Ayemenem was the only option left with Ammu to return to as the parent's home is the only place where a divorced wife can live. Living with her in laws in Ayemenem was humiliating and torturing experience for Ammu. The life of her became more hazardous. She had to work in the pickle factory and was treated just like a worker in their own factory.

### **Voice for the Downtrodden of the Indian Society**

Arundhati Roy has given voice to the downtrodden of the Indian society in the novel. Velutha is character from the lowest strata of the Indian society. Roy underlines the caste issue in India. The Ipe family could accept everything about Ammu but they could not digest the idea of Ammu having any relationship with Velutha who is a low caste person. Ammu is thrown out of the house because of her relation with Velutha. This brings the tragic end for Ammu. The forbidden love between Ammu and Velutha has tried to break the walls of castes. The ultimate end of their union meets tragic end. When Velutha's father came to know about the blunder of forbidden love of his son, he tells it to the Ipe's. Velutha is beaten to death and Ammu is thrown out of the house. Ammu after being thrown out of the house moves out to find job in some distant places in South and eventually surrenders to the blows of the destiny and dies. This brings the tragic end of Ammu's life journey. The tragic journey of Ammu begins with Assam where her husband was working, then she returns to Ayemenem with her two children after being divorced from her husband. She again moves out of Ayemenem when her brother Chacko expels her from home when her relationship with Velutha is surfaced. After expulsion from her home in Ayemenem she goes to South-West part of India to survive. Her journey of life is intensely tragic but she fights with her destiny. The ultimate end of her journey may not be successful for her but she struggles with it.

### **Other Characters Part of the Journey**

Other significant characters which undertake journeys in the novel are Estha and Rachel. Estha, after the divorce of her parents goes to Calcutta with his father. Both the kids

Estha and Rachel suffer the separation of their parents. Rachel remains in Ayemenem with her mother. Estha could not decide his course of journey on his own. The saddening separation of the Estha and Rachel has adverse effect on their psyche. Estha returns to Ayemenem after twenty three years after being sent by his father. Estha enters into the adulthood and the journey to adulthood is saddening.

Usha Bande remarks' "Estha's journey into the world of adult aberrations is painful and tragic. He is exposed to sodomy which leaves him physically sick and mentally paralysed. His "exit" through the "EXIT" of the Cinema Hall (P. 107), is symbolic of his exit from the world of mental peace and health." (29). The upbringing of the twins is hampered. The effect of Sophie Mol's death and the relationship of Ammu and Velutha on the banks of the river, the tragic life of his mother has had an adverse effect on Estha's psyche. Estha bears the burden of Ammu's death, feeling responsible for her death. Both Estha and Rachel are affected by the death of Ammu and Sophie Mol. Estha becomes more introvert and Rachel develops more manly qualities opposite to natural order. Rachel suffers from the guilt of Sophie Mol's death

### **Rachel's Independence - A Tragic, Parentless Child**

Rachel is more independent in her decision than Estha. This might be probably because she was not much looked after at her mother's home in Ayemenem and so took her decisions on her own. She marries a American person and goes to Boston

"Rachel grew up without a brief. Without anybody to arrange a marriage for her. Without anybody who would pay her a dowry and therefore without an obligatory husband looming on her horizon." (9).

Roy shows Rachel as a tragic, parentless child which suffers and drifts away with the passing of time. "Rachel drifted into marriage like a passenger drifts towards an unoccupied chair in an airport lounge. With a sitting down sense. She returned with him to Boston" (10).

Rachel returns to Boston to meet her brother Estha in Ayemenem. The peculiarity about the characters in the novel is that they return to the center i.e. Ayemenem in some time later in their life. Chacko has studied in Oxford and returns to Ayemenem.

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## Symbol of River

The river is symbolic of journey of life. The constant movement of the river water is symbolic of the flow of life which struggles and moves beyond overcoming every possible obstacle. Many things are related to the river in the novel. Sophie Mol's death, Ammu and Velutha's union at the bank of the river are some of the important happenings which are related to the river. In the novel the river is symbolic of life as well as death.

## Physical Journey on Road

As regards to the journey on road the physical journey which are obvious signification of travel as Usha Bande in her book *Journey Metaphor in Indian Women's writing marks*, "as regards physical journey, there are almost all the modern modes of conveyance – bus, car, boat, rail and aeroplane- which the characters board to reach their geographical destination".... She further remarks that the names of the chapters in the novel also traces and indicate travel, "... Some chapters are titled, 'The Madras Mail, The Crossing, Cochin Harbour Terminus....'" (25).

## Questioning the Idea of Home

Arundhati Roy interrogates or questions the idea of home in the novel. Does the twins and Ammu in the novel got love, care and affection at home? The twins undertake journeys to find solace from the saddening memories of their past life. Ammu moves from place to place to find a living. Moved to Delhi she remembers her native place with saddening memories. The diasporic distance from the native place is of less importance so as to experience the diasporic conditions. Living in the same country one can experience the same. The novel charts various journeys, journeys which lead to life as well as death - the final merging with the eternity.

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Material Survival, Hierarchal Exploitation and Urban Space  
in Ben Okri's *Converging City*

Sarah Abdullah

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Ben Okri

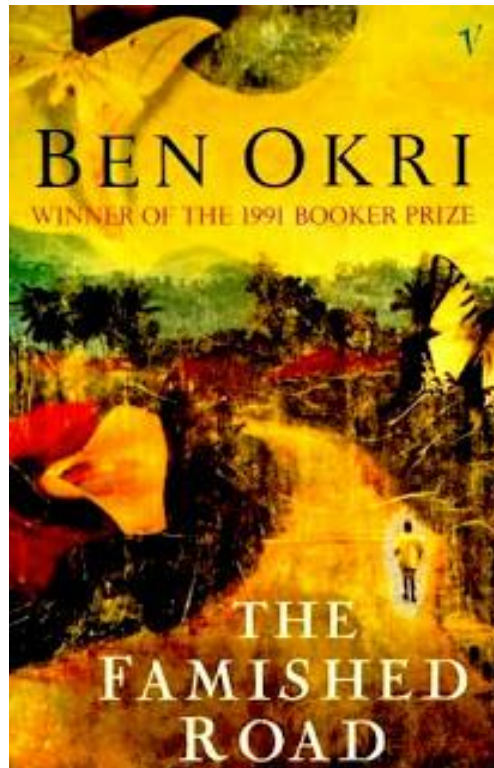
Courtesy: <http://freduagyeman.blogspot.com/2012/05/25-famished-road.html>

**Abstract**

Though Ben Okri's acclaimed novel *The Famished Road* has been much under discussion, his short stories have not been processed enough by academics and researchers alike. Taking one of his short stories "Converging City", this article explores how the urban setting of the narrative reveals the nature of post-colonial societies that only allow an individual to change

his inferior position through counter-hegemonic strategies as he can not step outside the chain of exploitation that marks his place in society and thereby define his position within larger socio-political milieus.

**Keywords:** Ben Okri, Converging City, material survival, urban setting



Being Nigerian, Ben Okri's consciousness has developed in a community where struggle of a personal and communal nature existed since the time of its independence. Nigeria has gone through many phases both turbulent and transitional. It has been under direct colonial rule from 1900 to 1960. In the initial period of that colonial era the British had an indirect rule especially in Northern Nigeria where only the co-operating chiefs were given the power to sit on the throne. Thereby only those power structures were allowed to develop that ensured the strengthening of Britain as a colonial ruler. During this time the masses resisted not only against the colonial masters but also a political hierarchy imposed upon them by the indigenous proxies. The Nigerians showed resilience in the face of these unwanted and exploitative authorities but were also deeply influenced by them. They engaged in cultural exchange with their white masters assimilating many of their religious and social beliefs. One example of such an influence was

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religious syncretism where people amalgamated Christianity, the religion of the colonial masters with their own indigenous belief system. They became members of the local church but also went to witch- doctors and herbalists for their physical and spiritual health. That way they were able to survive as well as develop in a state whose social and political structures were literally reconstructed by the colonizers either directly or indirectly through local governing bodies.

This situation resulted in internal conflicts between indigenous ethnic groups and destabilized the country during later years. Nigeria was a country which consisted of a variety of ethnic groups. Geographically it was divided into Southern and Northern provinces and the Lagos colony but ethnically there were as many as two hundred and fifty groups; each with its own set of customs, beliefs and language. It was the British which without taking into consideration these cultural differences merged them together under one rule. After independence these groups became increasingly estranged, with the result a civil war broke out resulting in an everlasting damage to the country's economic and political systems.

Uzoigwe in his book *Troubled Journey: Nigeria Since the Civil War* traces the development of a survival culture during and after the war when "Most people were concerned more about personal survival than worrying about the survival of a neighbor." (41). This was different from the pre-war era where communal cooperation and community development were prioritized over personal interest. The war left many of the people embittered and disillusioned especially the ones whose families suffered and died during the war and those who lived in a fear of being accused of sabotage.

Uzoigwe further writes, "In any case, tormented by economic adversity and haunted by the uncertainty of future, the generality of Nigerians became more concerned with economic survival than with ethical regeneration". The two coup d'états of 1966 and the civil war of 1967-70 left the country with little stability and there was little economic growth. In these conditions the lower classes faced a hard time trying to make ends meet.

The nature of Nigerians' struggle is the focus of many of Ben Okri's short fiction. Most of his characters are caught in a class struggle where they are time and again exploited by political coercion and cultural ideologies.



All his stories are about individuals belonging to an underprivileged or marginalized class. Arthur in “Stars of the New Curfew” is a salesman; Agodi in “Converging City” is a small time shopkeeper, Anderson is a guard at a museum in “Incidents at the Shrine” so on and so forth. These characters are constantly threatened by a social and political structure that aims to objectify them. They represent all the dimensions of poverty in their volume and complexity. Poverty is simply a deprivation of material wealth in some stories but in others it is a deprivation of skills and resources needed to acquire wealth.

This paper looks at one of his short stories “Converging City” as a narrative where the protagonist in his struggle for economic survival goes through the process of disillusionment. He sees though the ideological control exerted on him yet chooses to remain a part of it. This ambivalent position alone ensures his survival as he cannot step outside the chain of exploitation that marks his position in society and thereby define his value in larger socio-economic systems. The story is about a day in the life of Agodi, a shop-keeper who is trying to make ends meet against corruption and lawlessness. His goods are held by custom officials that openly ask for money to give them clearance. His church is not ready to financially assist him and some unknown burglars are threatening to rob his shop. Pitted against these odds, Agodi is trying his best to salvage his goods and save his shop, during all of which he comes across many farcical situations like getting in fight with a woman on whom he accidentally spits and being beaten by a heavy weight wrestler. However the pivotal point of the story is a traffic jam in which he is caught along with other characters like a mad man and the head of the state. The whole city is converged during the traffic jam that is itself metaphoric of the chaotic state of Nigerian society.

In this story the spatio-temporal structures are determined by the struggle of the protagonists to make ends meet in an exploitative and competitive urban setting of Lagos. The geographical space of the city here becomes site of exploitation where both the politically empowered and the rising bourgeoisie exploit the masses to further their own ends. Hence the story can be read as a struggle of ordinary people in a cosmopolitan city which forces characters to succumb to systematic exploitation. Okri himself said about humans in one of his interviews, “We humans will always throw up our rebellion. We will always throw up our opposite. We will always throw up what questions us. We will always amaze and surprise ourselves. You tie ropes

around the human personality, you put boundaries around it and you put policemen all around and guns and we human beings we'll always find a way to subvert it." (Mo)

The narrative craftily utilizes the event of a traffic jam as a converging point for analyzing the relations among the political powers and proletariat. The protagonist of the story, Agodi, is a shop-keeper on the brink of bankruptcy. A series of misfortunes both tragic and comic happen to the protagonist in this story leading to his disillusionment. At the end Agodi emerges out of all his misfortunes as a successful entrepreneur starting a new church but also someone who is more sensitized to the suffering of others. Hence at the end he is able to get rid of the false ideological control the church exerts on him and is able to improvise a new religion which does not work to strengthen the economic base through the propagation of false ideologies but openly confesses the inseparability of religion and money. The religion at the end is less of an ideological force and more of a commercial one at the end of the story.

Hence the text lays bare the false myth that institutionalized religion helps create a moralistic society and exposes that institutionalized religion is not about God but social control. The religion in the story instead of combating large scale violence and corruption contributes to the status quo. In *An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives* Inger Furseth, Pål Repstad discuss Marx's view of religion as a force which is "illusory because it reflects a reality that is based on social class relationships while it attempts to hide class interests...religion is merely a reflection of societal forces." (31)

The story, through the introduction of varied characters, sketches a hierarchical portrait of a materialist society on the basis of relative authority where one thing is bound to another in an endless chain of objectifying relations. At the top of this linear hierarchy is the head of the state who holds the destiny of the country in his hands. He has the power to switch over the mode of government from dictatorship to democracy; a measure he eventually takes not to benefit the state but to safeguard his own interests. "He had to think of his own safety as well as the entangled safety of his embezzlements" (31). He, with his embezzlements, drives up corrupt practices as his illegal ownership of property is a consequence of dipping into public funds. The traffic jam, condensed in the image of a millipede and representative of the congested and inefficient system of governance is a manifestation of policy neglect by him as the head ruler of

the state. He not only economically exploits the country but uses physical violence to coerce and control the public. His relation with the masses is one of coercion where he simply aims at exploiting them to further his own ends. This is manifest the way his escort thrashes out in every direction when his limousine is stuck in a traffic jam.

The escort here is part of a repressive state apparatus and a concrete manifestation of the monopoly of force exercised by the head of the state as only he has the legitimate right to use this force. It is composed of both the soldiers and police and is representatives of repressive state control aimed at directly dominating the masses. The police and the army here instead of acting as law enforcement agencies trying to create order and peace, simply add to the chaos of the traffic jam. "They kicked the metalwork of cars, pounced on lorry drivers, and beat up people who seemed to be obstructing the traffic in any visible or invisible way" (30). They are simply tools of maintaining state control and are not in the least committed to serving the masses. The police especially are completely ineffective in controlling the heightened crime in the city so much so that Agodi himself receives a letter from the robbers openly inviting him to call the police if he wishes to. Later when Ajasco's henchman burglarizes Agodi's shed the latter does not even consider reporting the crime to the police.

It is not only the military and police but also other law enforcing agencies that carry on with the exploitation of the poor. The chief among them are the customs officials who have seized Agodi's smuggled goods and are asking for a huge sum of money in return for them. The contact man tells Agodi bluntly that the inspector is not happy with the amount of bribe he has offered and reluctantly gives him one more day to generate the desired sum of money. Agodi himself is not left with any choice but to double the prices of his good. This is the only way out for him as he has already taken enough debt from his wife and other relatives. At the end of this chain then are the masses that are exploited in a top-down fashion from the head of the state to a small time shopkeeper.

In the narrative it is not only the political and legal structures but also the ideological institutions like church that manipulate and coerce the masses. In the story the church preaches humility, patience and resignation- qualities that are of no practical value in real life. When Agodi accidentally spits on a woman and is abused by her; his attempts at being magnanimous by

praying for her only infuriates her further. Later when he is publically beaten black and blue by Ajasco Atlas, a thug cum wrestler, the narrator comments, “He blamed himself severely for not having turned the other cheek; at the same time he knew he wouldn’t be alive now if he had” (27). This clearly shows the inadequacy of the Christian doctrine of turning the other cheek in the practical world. Agodi’s attempts at trying to submit himself to self-legislation by religious reasoning go unsuccessful simply because it does not hold water in real life.

The story not only shows the loopholes of organized religion as an ideology that promotes passivity and injustice but also reveals it as a superstructure that politically imposes its belief systems on the people through reinforcement. Hence the narrative reveals the true face of organized religion which discriminates against the non-believers and works to strengthen only those who adhere to a man-made manifestation of a particular faith. Agodi is a member of the Church of Eternal Hope from which he hopes to get a small loan. “The Head Minister had explained how a church should also be a bank that keeps its members safe” (27). The church plays a double role in strengthening the status quo. It encourages passivity through its ideology and it also acts as a financial establishment working to strengthen the people belonging to its own faith. The Church of Eternal Hope also forms objective relations with people by classifying and discriminating them into members and non-members. Hence it clearly adopts a discriminatory policy by deciding to assist its members alone. However it does not end the classification here but bisects it further between those who conduct themselves appropriately and those who lack social propriety. Agodi after a mortifying encounter with Ajasco Atlas, a wrestler cum thug, where he is publically shamed by the latter knows that his chances of getting loan from the church are completely obliterated as the church only give loans in “times of absolute need and on the strength of conduct glorifying the church”(27). The church does not offer eternal hope like its name suggests. Rather it sells its services to those alone who can bring a good name to it.

The religion preached by the church does not make Agodi a better person in any way. His superficial religiosity is evident the way how he wishes to make a display of it. At the beginning of the narrative the reader is explicitly told that when Agodi kneels in a customary morning prayer he “feels cheated of an audience” as his wife and children have already gone to work.

A lexical analysis of the connotations of the word “conversion” reveals that Agodi uses conversion as a means of confrontation and persuasion rather than transition. When he gets into a verbal fight with a woman on whom he accidentally spits water he decides to preach her hoping a conversion might occur” (24). Later when he meets the contact man at the wharf he expects no leniency but still tries “conversion first” (33). In the girl’s case it is a means of retaliation and in the case of the contact man it is an attempt to coax him into lessening the bribe money.

The text paints a picture of a society that does not grow because of the control exerted by both repressive and ideological state apparatus. In this context the traffic jam, caused by the man in the street is a metaphor for the obstructed growth and progress of the state. The cause of the traffic jam is the man in the street. If the traffic jam is a metaphor for the obstructed growth of the state itself the man in the street is symbolic of the underdeveloped lower strata of society which is the cause of all this.

The state does not grow because the head of the state refuses to grow. Though his presence coincides with the man in the street in the same location he is separated from the rest of ordinary men in his bullet proof limousine and covered on all sides by the escort that he is not even aware of the latter’s presence. During the traffic jam the governor is attacked by some resistance fighters but is saved by the security that kills the attackers. This is a potential transformative moment for him where he could gain real insight by genuinely thinking about the public but instead of taking some constructive action he begins to analyze his own position with respect to the general unrest. In his effort to analyze the scenario separates the interests of the people from his own and ends up only thinking of saving his own skin and implementing self-serving measures.

In such an oppressive socio-political environment Agodi is conditioned by his circumstances to act in his own self-interest. The corruption around him is quite natural to his sensibility and he does not question the existing socio-political order. However as the narrative progresses Agodi becomes aware of the nature and function of superstructures of society in coercing the masses and weaving a vicious web of exploitation.

The story hence explores the growth of Agodi not only in material terms but in his consciousness. The narrative does it by paralleling the transformation of Agodi to the biblical

event of Saul's conversion. In fact time and again references are made to Saul's blindness as the protagonist of the story is reminded of him. Saul was a Pharisee in Jerusalem who decided to persecute Christians and wipe them from the face of the earth. On his way to Damascus to abolish the new Christian church he was visited by Jesus Christ in the form of bright light. The light told him not to persecute Christians any more. Saul was struck blind by the brightness of the light and did not eat or drink for three days. Afterwards he converted and became a strong adherent of Christianity.

Agodi too has a revelation but the instrument of this revelation is not some holy spirit but a penniless pauper. The man in the street comes in his wretchedness, "the man who had come in didn't have on a pair of trousers; and his underpants were in very bad condition. The man was very thin and his face was angular. His hair looked as if it had never been intended to be combed. He was so wretched that Agodi screamed" (29, 30). The narrative here subverts the biblical narrative of Saul by undermining the power of the instrument of revelation. Whereas Jesus is concealed in the form of light, the poor man is revealed in his nakedness. The narrator calls this man "the man in the street" someone who does not own a thing and is literally dispossessed.

Just before the man enters the shed Agodi has a vision. "he saw people lying at street corners, scratching themselves, he saw the youths who grow angrier and then sooner or later turn to armed robbery; he saw those who are executed at the beach; and he saw the children who put a piece of wood into their mouth and die four days later by their own innocent hunger" (29). The entry of the man in the street is a physical manifestation of the plight of the homeless and the hungry about which he just had a vision. This encounter with the man in the street in all its awkwardness and unease brings about an awareness of the injustice in the world around.

Throughout the story Agodi is engaged in a continuous struggle to prevent his financial doom. However all his efforts go down the drain. In the end Agodi is left with nothing. His shed is robbed. His goods are sold at the wharf and his wife goes back to the village with the kids. He rebuilds his shed but nobody wants it. He vanishes for a month and when he comes back he proclaims that he has achieved vision in the forests of the city. The church Agodi establishes after his return is more of a business venture as he has cards printed for his office. However his

church, unlike the Christian church, openly declares that God and money are “inseparable” (36). Moreover it is not the poor but powerful like Ajasco Atlas who are seen visiting it.

Hence at the end Agodi has begun to see through the system and his own place in it. He thereby takes on a very ambivalent position, at once challenging the established system and building a new one in its place. That is, he does not totally opt out of a capitalist system but manifests signs of a waning false consciousness by being more aware of the man in the street whom he gets used to watching from his office across the street. This change in his character is brought about by his adversity as through his own vulnerable position he is able to relate to all who are dispossessed. It is only when he himself goes through adversity and is dispossessed of both his property and his dear ones that he feels a connection with the man in the street which earlier baffled him as when the man enters his shed Agodi tries to hit him with a spanner.

More than that, out of this adversity he emerges as someone more open to the new possibilities of life. His church is a direct outcome of this as he becomes more creative and decides to establish a new church. This creative enterprise is a direct outcome of his having realized his class position. Since his suffering has revealed to him the mechanics of an exploitative politico-religious order he refuses to be exploited by it but at the same he creates a new space for himself where he can strengthen his own position financially and otherwise.

This metaphor of growth and regeneration is also evident in the animal imagery which serves to foreshadow and throw light on the major events in the story. The chief animal image in the story is that of a lizard. In the beginning of the story Agodi kills a lizard in his frustration.

The lizard is a symbol of ill-omen in African mythology. In a myth of the chameleon and the lizard the latter acts as a harbinger of death. The chameleon was sent by the African god Uhlukulunkulu to announce to man that he would never die. However on its way the chameleon stopped to eat something. The lizard instead hurried back to man to tell them the news that they would die. As the lizard reached man earlier it established the mortal nature of man who accepted its word way before the chameleon reached them. The lizard here becomes a sign of Agodi's metaphorical death as a struggling shopkeeper. But the image is given a fresh slant because in this case death is not the end but a new beginning as it leads to the growth of his consciousness. The same holds true for the animal image of an earthworm. Both earthworms and

lizards sleep through winters and hence are a sign of death and rebirth. Similarly both regenerate oneself even if cut off and hence represent Agodi's regeneration not only as a successful business man but someone whose consciousness has evolved from being a passive to one that sees through exploitation and undermines it without actively working against it. That is why his church does not target the already powerful people like Ajasco Atlas.

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## **An Analysis of Speaking Competence of Undergraduate Students of Eight Degree Colleges of Punjabi University, Patiala**

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### **Abstract**

This paper attempts to ascertain the existing level of speaking competence in English of the entry level students of eight degree colleges affiliated with Punjabi University, Patiala. For this purpose, a speaking test consisting of six different tasks was administered to 240 students (30 from each college). The responses of the students were subjected to both quantitative as well as qualitative assessment. The scores attained through quantitative analysis were tabulated. In addition to the tabulation, the responses were also analyzed to identify the strengths and weaknesses of the students while speaking English. The whole exercise was undertaken with an objective of gaining feedback regarding the level of competence of these students so that relevant practice material could be designed. Besides discussing the results of the performance of the students, certain other theoretical concepts related to speaking have been discussed in the paper.

**Keywords:** Qualitative assessment, Quantitative analysis, Feedback

### **1. Speaking and Communication**

Speaking is paramount in developing communicative competence in a language whether first, second or foreign. It is the most commonly used means of interaction between human beings. In the context of language learning also, it is considered to be the most important among the four skills (Listening, Speaking, Reading and Writing) because of its dominant role in the process of communication. The ability to speak a language effectively is crucial for development in social, economic, political and cultural spheres. Lack of this ability can push one towards the margins of a competitive and globalized social environment.

This observation is relevant in the context of English also which, presently, is the most widely used second language across the globe.

## 2. Defining Speaking

Speaking is articulation of sounds in such a way that uttered sounds correspond to a particular unit of language called word. It is a sequential chain of many such utterances which constitute sentences with variations and modalities regarding grammatical construction, vocabulary and phonetic features. Communication takes place when two or more people having knowledge of such variations and modalities engage in exchanges of words or sentences. In common parlance, it is assumed that speaking is a simple act which develops spontaneously in response to one's ability to hear and keeps increasing as one starts learning a language formally. This is particularly relevant in the context of the first language. In case of any other language, however, learning is not as simple. From the linguistic point of view, things are much more complex irrespective of the language.. A lot many theoretical inputs have been provided by various scholars to explain speaking. Brown defines it as "an interactive process of constructing meaning that involves producing and receiving and processing of information" (13). In consonance with Brown, Bygate also puts forward a definition of speaking highlighting the "interactional skills which involve making decision about communication" (23). Martin Bygate and Jeremy Harmer are two prominent scholars who have made significant contributions towards explaining speaking as a skill. They propagate that skill in the use of a language along with its knowledge are the two prime factors responsible for achieving communicative goal through it. They emphasize on the concept of speaking as a skill containing several components which according to them 'must be taken into account when language teaching activity is undertaken'. These components can also be referred to as sub-skills which, at an initial level, include knowledge and the ability to produce phonemes, morphemes, words and phrasal units; and at an advanced level, include discourse functions, fluency, cohesion, body language and strategic options. Mastery over these skills, according to Bygate, equips a speaker for "making decisions rapidly, implementing them smoothly and adjusting our conversation as unexpected problems appear in our path" (3). Kang Shumin corroborates this approach of understanding speaking as a multi-featured skill as they say, "effective oral communication requires the ability to use the language appropriately in social interactions that involve not only verbal communication, but

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also paralinguistic speech such as pitch, stress and intonation" (204). Besides these sub skills, another important aspect of developing speaking as a skill is 'cultural awareness' as appropriateness of speech is culturally determined to a large extent. Emphasizing the importance of this aspect, Brown and Yule opine, "a great number of cultural assumptions which would be normally presupposed, and not made explicit by native speakers, may need to be drawn explicitly to the attention of the speaker of other cultures" (40).

### 3. Speaking and Other Skills

All the four skills of language learning are interdependent on one hand, but also possess certain features which are unique to each of them on the other hand. These characters of interdependence and uniqueness of the skills make it important to understand the mutual relationships which exist amongst them. Observing the process of language learning closely, one can clearly understand the role which speech plays in the development of other skills. Along with 'listening', which, undoubtedly, is the foundation of all language learning, speaking is the basis of developing the other two skills, i.e. reading and writing (except in special cases where children, born with a hearing disability resulting in an inability to speak, get specially trained to read and write). Elaborating the influence which listening and speaking can have on the other skills, Yalcinkaya, Muluk and Sahin state, "It is the sound which gives meaning to the letter or graphic image. The process of decoding the graphic images of letters into sound and subsequent recognition into their meaning is more efficient when auditory processing skills are well developed"(1137-1138).

Continuing the discussion on the relationships among skills, the comparison of speaking to writing is imperative as both of these are similar in nature, yet different in essence. Commenting on the manner in which even writing is dependent upon speech, Yalcinkaya, Muluk and Sahin again observe, "Writing is a process in which sounds are translated into graphic form. If the sounds of a language are poorly integrated, it is likely to be a disturbance in their graphic reproduction." (1138). In addition to the aspect of production, there are other similarities and dissimilarities between the two productive activities. A writer and a speaker, both create meaningful structures to convey their ideas, though there are subtle differences in the nature of the produces they create. Written language is permanent in the sense that the writer can go back to it whenever he wants to, but speaking,

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in contrast, is ephemeral as it cannot be revisited. Another major difference between the two is that speaking is informal in comparison to writing which means that writing can be preplanned whereas speaking (except when delivering a pre scheduled speech) is spontaneous. Comparing the linguistic depth involved in the two skills, it can be observed that writing demands adherence to accurate syntactic structures, whereas minor alterations in the structures (not amounting to inaccuracy) can be made while speaking in order to enhance its communicative effect. Communication through writing is unequivocally clear given the graphic nature of the symbols, i.e. alphabets which have clear cut visual boundaries. These symbols cannot be mistaken for anything else. On the other hand, while speaking, one is dealing with symbols in the form of sounds, the pronunciation of which may be significantly influenced by factors such as nativity, race and culture. These subtle differences make the comprehension of second language a challenging experience for the listeners who may find it difficult to grasp the pronunciation of the natives. Finally, it may be stated that the relations among spoken and written texts are complex in the light of a variety of situational, functional and processing considerations.

As discussed earlier, ability to speak effectively influences the proficiency level which one attains regarding writing and reading. A positive correlation exists between speaking and reading, similar to the one between speaking and writing. As speaking provides the basis for reading, exposure to reading, in its turn, enhances the knowledge regarding structures, vocabulary and style of the speaker-turned-reader. There is a continuous unconscious acquisition of knowledge of these aspects while reading. Therefore, it can be said that all the four skills are intricately and inseparably related to each other.

#### **4. Speaking and Methods of Language Learning**

Various methods and approaches of TESL (Teaching of English as a Second Language) have accorded different places of significance to speaking in the hierarchy of the four skills. Much before speaking was recognized as a skill, the traditional approaches and methods of ELT such as Grammar-Translation Method, the Bilingual Method, the Structural Approach etc. emphasized on instilling literary, grammatical and semantic knowledge in the learner. The concept of pragmatic application in the form of communication as visualized today was missing altogether from all these approaches and methods. With the growing need

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for communication in English, there developed a few methods and approaches such as The Direct Method, The Reformative Method and The Audio-Lingual Approach which focused on developing the ability to communicate orally in English. The Direct Method emphasizing on repetition or mimicry of a limited set of constructions became popular for a short time towards the beginning of the twentieth century. After its decline, it reemerged in the form of Audio-Lingual Method around the Second World War. This method recommended habit formation drills with a focus on pronunciation by using audio-video aids, mimicry and memorization. It completely rejected the emphasis on grammatical accuracy as promoted by several previous approaches and methods. The Reformative Method was based on the premise that speech rather than the written word is the main form of language. This method promoted an alternative to grammar-oriented teaching by laying stress on phonetics. Towards 1960s, as a result of widespread dissatisfaction with the prevalent methods of ELT, the concept of Communicative Language Teaching (CLT) started gaining prominence. Marking a departure from traditional approaches, it focused on 'communicative competence' rather than the 'grammatical or linguistic competence' as the primary goal in a language class room. This approach emphasized on fluency in comparison to accuracy for the sake of meaningful engagement in language use. It focused on development of speaking and listening skills along with writing for specific communicative purposes and on authentic reading texts. According to this approach, the learners are supposed to use language productively and receptively without rehearsed context. In support of the premises of this approach, Harmer states that 'language is communication' and expresses confidence that with the teaching of language through communicative tasks, "the language learning will take care of itself" (57). Since the last decade of the previous century, an assortment of methods and techniques as per the need of the audience and situation is being recommended all over the globe wherever English is being taught as a second language. Kumaravedivelu explains it as, "a rare congruence of refreshingly new ideas that can fundamentally restructure second/foreign language teaching education...one emphasizes the need to go beyond the limitations of the concept of method with a call to find an alternative way of designing effective teaching strategies" (537). Though development of speaking skill has occupied the attention of the scholars and teachers of English as a second language, 'Task-based Instruction' as recommended in the communicative approach for developing the four skills is being adopted along with a revival of traditional methods of translation, repetition, emphasis on grammatical accuracy etc.

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Considering fluency and accuracy as complementary principles in relation to communicative techniques, the times since 1990s can be termed as the Post-Method Era or Post-Communicative Approach to teaching of English as a second language.

## **5. The Study Conducted**

Speaking, as discussed in detail above, is the most popular of the four skills of English language learning. This is also true in the case of Indians as the second language learners of English. However, when it comes to proficiency level exhibited by Indians in this particular skill, its immense popularity does not seem to have had much impact. A number of empirical as well as qualitative studies have been conducted all over the country to assess the level of competence of speakers. An assessment of a similar nature was done by the researcher on the entry level undergraduate learners from eight degree colleges affiliated with Punjabi University, Patiala in Punjab state; the results of which verify the above mentioned observations regarding their existing proficiency level. A total of 240 learners (30 from each college) were selected through a random sampling procedure for the study. Majority of these learners (234) had passed their senior secondary from two school boards, i.e. Punjab School Education Board (PSEB) and Central Board for Secondary Education (CBSE). 6 learners had passed out from other boards. Following is the list of colleges:

1. Akal Degree College, Mastuana Sahib
2. Govt. College, Gobindgarh
3. Govt. College, Mohali
4. Govt. College Ropar
5. Multani Mal Modi College, Patiala
6. Public College, Samana
7. S.D. KanyaMahaVidyalaya, Mansa
8. University Constituent College, Ghanaur

## **8. The Test Administered**

A speaking test comprising of six tasks was administered to these learners. In Task-1, the learners were asked to mimic a set of twelve words (Simple, Compound and Complex).

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This simple task carried 6 marks (0.5 for each word). In Task-2, they were asked to repeat a set of ten sentences in English. These sentences were also simple, compound and complex in nature and carried 5 marks (0.5 for each sentence). These two imitative tasks were designed with an objective to assess the ability of the learners to retain and reproduce. In addition to their ability to mimic; these tasks were expected to provide inputs regarding their pronunciation. Understanding the meaning of the words or sentences or the intent of the speaker was not considered. Task-3, carrying 5 marks (0.5 for each question), consisted of ten short questions to which the learners were supposed to reply in a single sentence. Its objective was to assess the ability of the learners to respond to questions which induced controlled response. Task 4 comprised five short sentences in Punjabi/Hindi which the learners were asked to translate in English without writing them. This intensive task was designed for gaining input regarding the grammatical competence and vocabulary possessed by the test takers. Task-5 was 'responsive' in nature and comprised eight questions to which the learners were supposed to reply in two to three sentences. Carrying 16 marks (2 marks for each question), this task was designed with an aim to elicit limited analytical response in addition to knowing about the ability of the learners to comprehend questions. The last task carrying 8 marks (4 marks per question) consisted of two questions which the learners were asked to answer at length. This task had an objective of assessing the conversational skills and the ability of the respondents to engage in logical, extensive speaking. The first question in the task was a close-to-real-life topic in which the respondents were given an opportunity to narrate about a party which they had enjoyed a lot. The second question in the task was an extensive one aiming at assessing the ability of the respondent to engage in lengthy and complex analytical speaking.

### **8.1. Rationale behind the Tasks**

These tasks were designed with the objective of providing detailed inputs regarding the existing level of competence in speaking of the target learners. Most of these tasks were based on everyday concerns likely to interest the test-takers, otherwise a majority of them get scared off when asked to speak even a simple sentence in English.

### **8.2 Assessment Criteria**

Assessing speaking in second language is an extremely challenging task as more than

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one aspect needs to be considered at the same time. Though the level of proficiency can be directly observed, the reliability and validity of such observations can be subject to discussion. In the context of the present study, as stated above, an effort was made to assess the existing level of speaking competence in English of the target learners by administering a comprehensive speaking test to them. Based on their performance in six different tasks contained in the test, the respondents were accorded points and on the basis of the points scored by a respondent, he/she was placed in one of the five stages (1 to 5) indicating five different levels of competence. The respondents were to be awarded a total of 45 points. Task 1 was for 6 points, Tasks-2, 3 and 4 carried 5points each. Task 5 carried 16 points and Task 6 was for 8 points. The five stages corresponding to certain levels of percentages and points are shown in Table 1.

The scores obtained by the learners from the different boards have been tabulated as under:

**Table 1: Scores obtained by respondents from various school boards in the speaking test**

Stage	Percentage Level	Points
Stage-1	< 35%	0-16
Stage-2	36%-55%	17-25
Stage-3	56%-75%	26-34
Stage-4	76%-90%	35-40
Stage-5	>90%	41-45

The bar chart shown in Fig. 1 highlights the difference in the performance level of the learners from different school boards.



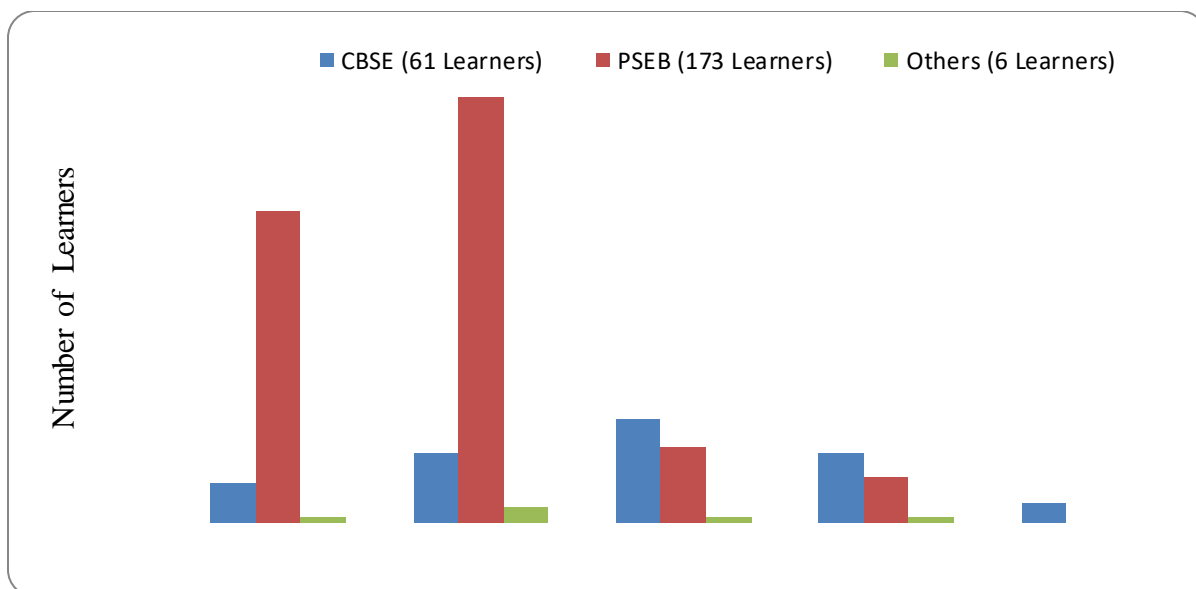


Fig 1: Comparative performance levels of the learners from different school boards.

As discussed in detail in the beginning of this section, the tasks were varied in nature and aimed at providing comprehensive inputs regarding the performance of the respondents in various aspects of speaking. This exercise was supposed to lead the researcher to a diagnostic assessment of the strengths and weaknesses of the respondents regarding the aspects of speaking in which they need training and practice. This would further help in construction of relevant remedial and practice material.

The scores obtained by the learners from the three different boards have been tabulated as under:

Scores	Stage-1	Stage-2	Stage-3	Stage-4	Stage-5
Boards	0-16 (72 learners)	17-25 (103 learners)	26-34 (37 learners)	35-40 (24 learners)	41-45 (4 learners)
CBSE (61 learners)	8	14	21	14	4
PSEB	63	86	15	9	Nil

(173 learners)					
OTHERS (6 learners)	1	3	1	1	Nil

For this specific purpose, the researcher designed a rubric which included seven criteria indicating seven key aspects of speaking. The responses were accorded weightage against each of them. It is pertinent to clarify here that an effort has been made by the researcher to equate the stages in which the respondents were placed (on the basis of the points which they scored) to their level of control over several features of speech mentioned as criteria in the rubric.

The rubric and the scale on the basis of which the responses were categorized is shown in Table 2.

**Table 2: The rubric and the scale on the basis of which the responses were categorized.**

Criteria→  Score ↓	Grammatical Accuracy	Vocabulary	Fluency	Pronunciation	Prosodic Features	Retention	Body Lang.
Beginner  Stage -1  0-16 Points	Shows hardly any control over grammatical constructions, can hardly translate effectively	Does not possess sufficient vocabulary to communicate, uses words from the mother tongue	no fluency at all, extremely broken speech	Extremely faulty pronunciation with strong influence of mother-tongue	Appears to have no knowledge of any of these features	Can retain and reproduce individual words but not sentences	Exhibited extreme discomfort while speaking, no eye contact, extremely nervous

Low Intermedi ateStage- 2 17-25 points	Can only construct simple and short sentences with occasional accuracy, can translate only simple sentences at times	Possesses very limited vocabular y, frequently uses words from the mother tongue	No fluency in wake of limited sentence construc tion and vocabul ary	Strong influence of mother tongue on limited vocabular y	Shows no knowledg e of these features	Can retain and reprodu ce individ ual words and simple sentenc es	Uncomfort able while speaking, no eye hand, nervous hand movements
Intermedi ateStage- 3 26-34 points	Can construct simple sentences accurately , can translate simple sentences as well	Possesses limited vocabular y, but uses it appropriat ely	Can fluently speak short sentence s, not the longer ones	Pronounce s reasonably correctly with influence of mother tongue at times	Makes efforts toSpeak with correct stress, uses short forms	Can retain and reprodu ce individ ual words and sentenc es without asking for repetiti on	Makes effort to be confident, makes eye contact, but nervous while interacting or logical speaking
High intermedi	Can construct	Possesses sufficient	Exhibits good	Has nearly perfect	Has good control	Exhibit s	Confident with the

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ate Stage-4 35-40 points	accurate sentences and translates accurately with a rare error in constructi on or translation	Vocabular y to communic ate effectively , does not use mother tongue at all	fluency with rare obstructi on	pronunciat ion except for a few sounds which indicate the mother tongue influence	over these features with occasional indecisive ness	perfect capacit y to retain	body language and eye contact with a rare under confident gesture.
Advance d Stage - 5 41-45 Points	Can construct variety of sentences accurately , translates conveying the spirit	Possesses sufficient Vocabular y to communic ate effectively , does not use mother tongue at all	Exhibits good fluency with rareobstr uction	Has nearly perfect pronunciat ion	Has good control over these features with occasional indecisive ness	Exhibit s perfect capacit y to retain	Confident with the body language, eye contact and hand movements

## 9. Discussion of the Results

On the basis of performance of the learners in various speaking tasks, it can be noticed that only four learners from the CBSE out of a total of 240 (both the boards) were able to reach stage 5 named 'Advanced' which indicates the highest levels of proficiency against the various criteria. These learners exhibited almost perfect control over all aspects of speaking included in the rubric. Their ability to remember what they listened was near perfect; they could accurately reproduce the 'words' in task 1 and 'sentences' in Task 2. They did not make any error regarding accuracy and their pronunciation was nearly flawless. They appeared to have sufficient vocabulary to communicate their ideas effectively, though while

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translating from Punjabi into English, three of them did use the verb 'falling' instead of 'felling'. The only aspect which appeared to have scope for improvement was prosodic features which can be attributed to anxiety of being tested or perhaps lack of formal training. The body language of this small group was generally positive; they exhibited confidence as they made eye contact while speaking, controlled their facial expressions and hand movements well. It is pertinent to mention here that the assessment against some of the criteria included in the rubric would have the subjective element, leaving scope for discussions and even disagreement regarding the score assigned to the learners against tasks that aimed at assessing their ability to interact and respond to intensive tasks.

24 learners were able to attain the score (35-40) which placed them in Stage-4 named 'High Intermediate'. Out of these 24, 14 were from the CBSE, 9 from the PSEB, and 1 was from ICSE (other board). These students, like the ones in Stage-5, attained near perfect scores in the first four tasks. Their ability to retain as put to test in Tasks 1 and 2 was almost perfect with instances of an occasional fumble when it came to reproducing long sentences at number 8 and 10. Their pronunciation was marked by occasional errors when it came to pronouncing words such as 'banana', 'endeavour', 'students', 'patient' etc. It could be observed that the pronunciation of certain phonemes was influenced by the mother tongue, e.g. they could not control pronunciation of the phoneme /ɪ/ which sounded as spoken with more stress than required in words such as 'working', 'corner', 'early' and 'hard' etc. They did not use the phoneme /j/ in the word 'student' in which they also used the vowel /æ/ in place of the schwa /ə/. While speaking the word 'patient', these learners used the pure vowel /e/ in place of the diphthong /ei/ and also the vowel /æ/ in place of /ə/. In Task-4, while translating, almost all of these learners used 'falling' in place of 'felling'. This group exhibited an above average control over vocabulary and its appropriate use. They did have the semantic resources to convey their ideas, and syntactic knowledge to construct accurate short sentences while responding to Tasks 5 and 6. These learners were able to speak quite fluently with occasional fumble. Their body language also was generally positive. These learners, however, faltered when it came to assessing the use of suprasegmental features like stress and intonation which indicates anxiety of being tested and lack of formal knowledge of these features. This was particularly noticeable when they responded to tasks requiring them to interact with the researcher and also demanded background knowledge of the topic. At times, they spoke at a

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level tone without pauses or appropriate rise and fall in tone. Several learners found it a little difficult to respond satisfactorily to questions included in Tasks-5 and 6, being at some loss while explaining the reasons behind the choices they would make with regard to their favourite film star, their choice between watching a film or a live cricket match, why do they like one particular season, and why do they prefer one type of food over the other. They could comfortably talk about their families, about their household responsibilities, and even about their choice to live in a city or a village. In the subsequent questions, however, they hesitated a bit in explaining the reasons. They could logically talk about the necessity to follow traffic rules. In Task-6 also, they enjoyed talking about the party, but were at a loss when the issue of environment was taken up in the last question. This particular question exhibited their limited background knowledge as well.

A total of 37 learners (21 from CBSE, 15 from PSEB and 1 from Haryana Board of School Education) obtained scores which put them in Stage 3 named 'Intermediate' indicating 26 to 34 points out of a total of 45. This set of respondents was good at repetition of simple individual words, but occasionally missed one or two compound or complex words.

Similarly, when it came to repeating sentences, they appeared to be in perfect control of simple sentences but faltered occasionally while reproducing the compound and complex sentences which were relatively longer, e.g. sentences between 8 and 10. Their pronunciation was also not flawless as they committed errors in articulation of words such as 'banana', 'grammar', 'consolidate', 'corner', 'mechanic', 'watch', 'student' and 'endeavour'. Like their counterparts in Stage 4, these respondents made errors in articulation of the consonant /t/ which was produced prominently in each of the words mentioned above. This group also faltered in pronunciation of phoneme /j/ in the word 'student' in which they replaced the schwa /ə/ with the stronger vowel /æ/. They pronounced the rounded vowel /ɒ/ in 'watch' as /ɑ:/ which indicates discernible influence of the mother tongue. It is pertinent to mention here that these respondents were given full score whenever they were able to repeat the word or the sentence completely. They did not lose score due to faulty pronunciation. The above observations regarding pronunciation or fluency are only additional in nature. Their responses to questions in Task 3 were nearly perfectly controlled. They also successfully translated two or three sentences from Punjabi into English, but in sentences 2 and 3, they used 'falling'

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instead of 'felling' and 'giving the test' instead of 'taking the test' respectively. Both these errors can be understood in terms of their limited semantic resources. This group was found to be fluent in speech when the sentences were small and constructions were simple. Though they appeared to possess knowledge to respond to questions under Tasks 5 and 6, they could only make short sentences without perfect use of vocabulary. Their ability to reason was found to be hampered in absence of necessary semantic resources in the target language and their inability to construct variety of sentences. They returned to the use of the mother tongue in order to explain their logic, but when asked by the researcher to use English only, they appeared confused. This group appeared confident but anxious which affected their body language to some extent. These respondents, like those in Stage 4, showed little control over prosodic features. However, this group showed a lot of promise and scope for improvement with a little training and practice.

103 learners (14 from CBSE, 86 from PSEB, and 3 from other boards such as the 'Open' school board of Punjab and UP Board of School Education) were placed in Stage-2 named 'Low Intermediate'. These learners were only able to repeat simple individual words in Task 1, though fumbled a little while pronouncing compound and complex words such as 'eye-contact', 'consolidate', 'endeavour' and 'facilitate'. In Task 2, these respondents could manage to reproduce the simple sentences, but again fumbled and made errors while repeating sentences 6 to 10. They tended to forget these sentences almost half-way. In addition to committing the same errors as the respondents placed in Stages 3 and 4 with regard to pronunciation, this group made several more errors. Their pronunciation of words such as 'hockey', 'want', 'lazy', 'woman' and 'good' etc. as /hɑ:kɪ/, /vɑ:nt/, /ledʒi/, /wʊmən/ and /gʊd/ (with unusual stress on /d/) exhibited influence of the mother tongue to the extent of being faulty. They could confidently and correctly answer questions in Task 3, but exhibited very limited translation skills in Task 4. Similar to their counterparts in Stage 3, they used the verbs 'falling' and 'giving the exam' in place of 'felling' and 'taking the exam' respectively. Most of these respondents could not translate sentence 5. In case of Tasks 5 and 6, these learners exhibited very limited ability to respond with reason, sufficient background knowledge and vocabulary. This group exhibited extremely poor control over prosodic features. They were hardly able to interact with the researcher or talk about 'environment'. Their responses to questions in these two tasks indicated complete lack of fluency, absolutely

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no knowledge of aspects such as stress and intonation, very limited vocabulary and an ability to construct only short sentences. This group also appeared to possess limited vocabulary and grammatical competence. Their speech was marked by frequent obstructions as a consequence of all these factors and was not fluent at all. They appeared to be extremely conscious of their limitations which resulted in nervousness. All this made them under confident and affected their body language. They avoided any eye contact; talked with their heads down; and kept twisting the fingers of their hands.

72 learners (8 from CBSE, 63 from PSEB and 1 from Haryana Board of School Education) were placed in Stage-1 named 'Beginner' after obtaining a score of less than 16. This group exhibited an ability to repeat either simple words or relatively common compound words such as 'motor-cycle' and 'bride-groom'. Many of them articulated 'eye-connect' or could only manage to speak 'eye' in place of 'eye-contact' and 'new-pound' or 'new-fond' in place of 'new-found. They could hardly reproduce any of the complex words correctly, e.g. saying only 'proxy' in place of 'proximity' and 'facility' in place of 'facilitate'. They found it extremely difficult to repeat long sentences contained in Task 2, fumbling in almost every sentence from 1 to 5 and partially or completely missing out on the rest. This indicates that their ability to listen correctly and retaining is extremely limited. With regard to pronunciation, this group was observed as committing almost all the errors which their counterparts in Stage 2 had committed. In addition, these respondents pronounced simple words such as 'is' and 'was' in an incorrect manner, articulating /dʒ/ in place of /z/ in both the words; and /ɑ:/ place of /ɒ/ in 'was'. They responded to questions contained in Task 3 with interest as these were the only questions which they could respond with confidence of possessing adequate vocabulary. This group could only translate one or two sentences correctly from Punjabi/Hindi into English. In fact, majority of them did not even try to translate sentence 5. At times, they tried to use the expressions of Punjabi/Hindi while translating, e.g. 'maali'. They also used the word 'labour' instead of 'labourer' besides wrongly replacing the verbs 'felling' and 'taking the exam'. These examples exhibit their extremely limited semantic resources and an inability to put the limited ones to appropriate use. They also appeared to be at a loss when it came to their background knowledge and logical, critical thinking required to indulge in analytical and argumentative responses to questions in Tasks 5 and 6. They could respond to these tasks with extreme difficulty in

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broken sentences replete with words from the vernacular, grammatical errors and that too only after a lot of goading by the researcher. They had absolutely no control over prosodic features and fluency. Their body language conveyed they were scared or completely disinterested.

To sum up the discussion regarding the existing competence level of the target learners, it can be stated that more than 72% learners have been placed in Stages 1 and 2, 15% in Stage 3, and 10% and a fraction, i.e., 1.66% in Stages 4 and 5 respectively. It may be interpreted differently, leading to the observation that about two-thirds of the entry level learners have failed to make any meaningful communication in English. They lack knowledge as well as training in all the key aspects of speaking which were used as criteria in the rubric. Except for the 11% learners placed in Stages 4 and 5 who exhibited near perfect control over almost all the components of the criteria, all the remaining can be observed as requiring training and practice in all the aspects. The scores which the learners in the first three stages have been able to obtain are largely a result of their correct responses to 'Imitative Tasks' and 'Directed Response Tasks'. They have not performed well in Tasks 5 and 6, 'Extensive' and 'Interactive' in nature. It means that these learners do not possess the competence to engage in lengthy conversation. All these observations can serve as a platform for building practice material so that the deficient aspects can be strengthened.

Probing the reasons behind such performance, more than one factor can be quoted as responsible. Regarding the level of competence exhibited by the learners from the state-run board, it can be clearly observed that the policy makers have been caught on the wrong foot with regard to the choice of appropriate materials and methodologies for teaching English as a second language in the state. Along with the corresponding 'input' skill of listening, speaking fails to find much favour with the curriculum designers of the board. On the other hand, in the English courses offered by the CBSE, it does find a place along with 'listening'. These boards have included a component ASL (Assessment of Speaking and Learning) in their courses. Along with ASL, speaking gets a boost through the use of English as medium of instruction for other subjects also. Moreover, the learners are greatly benefited by the overall environment of these schools where the learners are encouraged to use English as the medium of communication. In comparison, the students from the state-run board neither get

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instruction for other subjects in English, nor do they get any opportunity to communicate in English with teachers or peers. The situation worsens for them since after their schooling; the universities also completely ignore the development of this skill in the curriculum.

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## **New Communication Styles in Social Media**

**N. Dhanalakshmi and Dr. V. M. Subramanian**

### **Abstract**

English plays a vital role all over the world. Knowledge of English consists of knowledge of grammar and knowledge of linguistic features. In the wireless scenario, people are using the media to the maximum level and in various domains, such as education, communication, business, etc. The social media is serving as an ideal channel to convey thoughts, feelings, and experiences with the help of various computer applications, viz., WhatsApp, Facebook and Twitter. Communication style differs among genders, Class-conscious groups and materialistic and non-materialistic groups in the world. The current generation uses special techniques and strategies to form a new style of communication. In this paper the researchers identify different strategies used by the people in social media, viz., Phonemic, Grapheme, Syntax, Scripts and Numeral levels. Further this paper analyses various techniques adopted by the people in the above categories.

**Key Words:** Communication- Social Media- New Style- Strategy- Linguistics level

### **Introduction**

Across the new technological world, people are highly interactive with the help of the internet through the social media which is most widely used all over the world. The younger generation is more eager to use social media with the help of smartphones and tablets. These sites help us to post our comments, ideas, share our feelings, images and videos. "Social media tools increase our ability to share, to co-operate with one another and to take collective action, all outside the framework of traditional institutions and organizations (Shirky 2008).

### **Aim of the Study**

The aim of this study is to evaluate the significant strategies employed in social media.

- ▣ This study analyses the linguistic features of English language used by the social media users.
- ▣ This study identifies the new styles of language used with the medium of social media networks.

### **Data for the Study**

The data for the present study has analyzed English language that has appeared in the different social media networks. The data was collected from various websites such as Facebook, Twitter and WhatsApp. The collected data had been used by different people of different ages, professions, genders in different contexts. The primary data had been collected from social media users who have posted their comments for various videos and images. The data was sorted out according to the framed features, viz., Phonological, Lexical and Syntactical features. The secondary sources were followed by the text and abbreviations website.

### **Analysis**

This study has analyzed various styles of language used by social media users through qualitative analysis to identify features of Phonemics, Syntax, Scripts, Superscripts, Numerical and Grapheme.

### **Omission of Vowels**

#### **Omission of ‘O’**

<i>SAMPLE</i>		<i>ORIGINAL</i>
▣ <i>Tmrrw</i>	-	<i>Tomorrow</i>
▣ <i>Hmwrk</i>	-	<i>Homework</i>
▣ <i>Tdy</i>	-	<i>Today</i>
▣ <i>Schl</i>	-	<i>School</i>
▣ <i>Knw</i>	-	<i>know</i>

#### **Omission of ‘e’**

<i>SAMPLE</i>		<i>ORIGINAL</i>
▣ <i>Txt</i>	-	<i>Text</i>

□	<i>Nxt</i>	-	<i>Next</i>
□	<i>Wlcm</i>	-	<i>Welcome</i>
□	<i>Xlnt</i>	-	<i>Excellent</i>
□	<i>Ystrday</i>	-	<i>Yesterday</i>
□	<i>Njy</i>	-	<i>Enjoy</i>
□	<i>Dr</i>	-	<i>Dear</i>
□	<i>Hv</i>	-	<i>Have</i>

### Omission of 'i' and 'u'

<b>SAMPLE</b>			<b>ORIGINAL</b>
□	<i>Fn</i>	-	<i>Fine</i>
□	<i>Spr</i>	-	<i>Super</i>
□	<i>Bt</i>	-	<i>But</i>
□	<i>Frnd</i>	-	<i>Friend</i>
□	<i>Night</i>	-	<i>Nt</i>

### Omission of Consonants

<b>SAMPLE</b>			<b>ORIGINAL</b>
	<i>goin</i>	-	<i>Going</i>
	<i>wil</i>	-	<i>Will</i>
	<i>vey</i>	-	<i>Very</i>
	<i>cud</i>	-	<i>Could</i>
	<i>shud</i>	-	<i>Should</i>
	<i>thru</i>	-	<i>Through</i>

In these examples the consonants are dropped.

### Letter & Numeric Homophones

Usage (sample)	Correct word	Phonemic transcription
<i>Iy</i> -	<i>only</i>	- /'əʊnli/
<i>Ice</i> -	<i>once</i>	- /wʌns/

*1dr* - *Wonder* - /'wʌndə/

Here the sound /wʌn/ is represented by numeric '1'

Usage (sample)	Correct word	Phonemic transcription
<i>2mrw</i> -	<i>tomorrow</i>	- /tə'mɒrəʊ/
<i>2day</i> -	<i>Today</i>	- /tə'deɪ/
<i>2b</i> -	<i>To Be</i>	- /tə bi:/

The sound /tə'/ is represented by numeric '2'

Usage (sample)	Correct word	Phonemic transcription
<i>B4</i> -	<i>Before</i>	- /bɪ'fɔ:/
<i>4nr</i> -	<i>foreigner</i>	- /'fɔrmə/

The number 4 represents sounds /fɔ:/ and /'fɔr/

Usage (sample)	Correct word	Phonemic transcription
<i>5n</i> -	<i>Fine</i>	- /fʌɪn/

Here the number 5 is representing the sound /fʌ/

Usage (sample)	correct word	phonemic transcription
<i>Gr8</i> -	<i>Great</i>	- /gret/
<i>Ni8</i> -	<i>Night</i>	- /naɪt/

/-eɪt/ and /naɪt/ of 'great' and 'night' is represented by '8' which has similar pronunciation.

The numbers have been used as substitution in place of the letters, which share similar pronunciation.

### Single letter usage

Usage (sample)	correct word	Grammar usage
➤ 'B'	- <i>Be/Bee</i>	- <i>verb/noun</i>



➤ 'C'	-	She/sea/see	-	noun/noun/verb
➤ 'D'	-	The	-	Definite article
➤ 'F'	-	Female	-	Noun
➤ 'H'	-	Hi/Hello	-	exclamation
➤ 'I'	-	I/eye	-	nominative pronoun/ noun
➤ 'K'	-	ok	-	adjective
➤ 'L'	-	Love	-	Noun
➤ 'M'	-	Male	-	Noun
➤ 'N'	-	And	-	conjunction
➤ 'R'	-	Are	-	aux.verb
➤ 'S'	-	Yes	-	exclamation
➤ 'T'	-	Tea	-	noun
➤ 'U'	-	You	-	nominative pronoun
➤ 'V'	-	We	-	pronoun
➤ 'Y'	-	Why	-	question
➤ 'Z'	-	is	-	aux.verb

In these examples, the single graphemes are representing the meaningful word.

### Alpha and Numeric Combinations

Usage (sample)		correct word
• ICE	-	ONCE
• IDR	-	WONDER
• B2B	-	BACK TO BACK
• B2CU	-	BACK TO SEE YOU
• B2W	-	BACK TO WORK
• B4	-	BEFORE
• B4N	-	BYE FOR NOW
• B4U	-	BYE FOR YOU
• CR8	-	CREATE

- *F2F* - *FACE TO FACE*
- *G2G* - *GOT TO GO*
- *GR8* - *GREAT*
- *H8* - *HATE*
- *I2* - *I TOO*
- *I8* - *I ATE*
- *L8* - *LATE*
- *L8R* - *LATER*
- *N1* - *NICE ONE*
- *2N8* - *TONIGHT*
- *P2P* - *PERSON-TO-PERSON*
- *O4U* - *ONLY FOR YOU*
- *Q4U* - *QUESTION FOR YOU*
- *S2L* - *SORRY TO ALL*
- *U2* - *YOU TOO*

### Alpha and Numeric Super Scripts

Usage (sample)	-	correct word
❖ ?	-	<i>WHAT (OR) HAVE A QUESTION</i>
❖ W/	-	<i>WITH</i>
❖ W/B	-	<i>WELCOME BACK</i>
❖ W/O	-	<i>WITH OUT</i>
❖ W@	-	<i>WHAT</i>
❖ UR *	-	<i>YOU ARE A STAR</i>
❖ <3	-	<i>BROKEN HEART</i>
❖ ^5	-	<i>HIGH – FIVE</i>
❖ &	-	<i>AND</i>
❖ M\$	-	<i>MICROSOFT</i>
❖ T+	-	<i>THINK POSITIVE</i>
❖ !	-	<i>EXCLAMATION</i>

❖ *VR = WE ARE SAME*

### Acronyms/Abbreviations

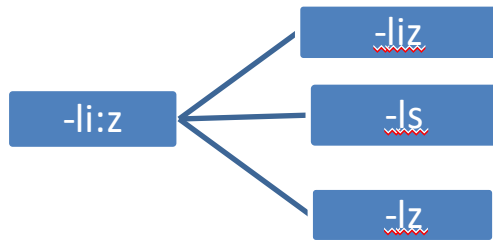
Here in the examples each initial letter represents a word.

☐	HND	-	<b>H</b> ave a <b>N</b> ice <b>D</b> ay
☐	HNT	-	<b>H</b> ave a <b>N</b> ice <b>T</b> ime
☐	ROFL	-	<b>R</b> olling <b>O</b> n the <b>F</b> loor <b>L</b> aughing
☐	TTYL	-	<b>T</b> alk <b>T</b> o <b>Y</b> ou <b>L</b> ater
☐	BRB	-	<b>B</b> e <b>R</b> ight <b>B</b> ack
☐	LOL	-	<b>L</b> aughing <b>O</b> ut <b>L</b> oud
☐	ATM	-	<b>A</b> t <b>T</b> he <b>M</b> oment
☐	AIR	-	<b>A</b> s <b>I</b> <b>R</b> emember
☐	OTW	-	<b>O</b> n <b>T</b> he <b>W</b> ay
☐	ASAP	-	<b>A</b> s <b>S</b> oon <b>A</b> s <b>P</b> ossible
☐	CWYL	-	<b>C</b> hat <b>W</b> ith <b>Y</b> ou <b>L</b> ater
☐	IDK	-	<b>I</b> <b>D</b> on't <b>K</b> now
☐	ACK	-	<b>A</b> cknowledge
☐	BTW	-	<b>B</b> y <b>T</b> he <b>W</b> ay
☐	Dp	-	<b>D</b> ate <b>P</b> rofile
☐	HRU	-	<b>H</b> ow <b>A</b> re <b>Y</b> ou
☐	IMO	-	<b>I</b> n <b>M</b> y <b>O</b> pinion
☐	LMK	-	<b>L</b> et <b>M</b> e <b>K</b> now
☐	OMG	-	<b>O</b> h <b>M</b> y <b>G</b> od

### Analogical Creation

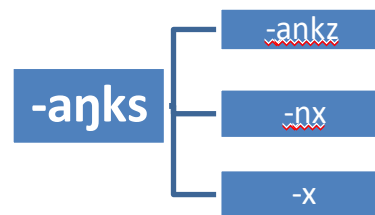
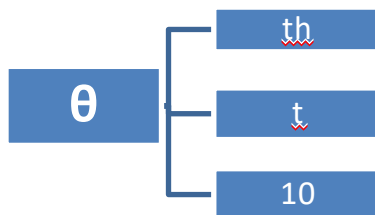
Analogy is a linguistics process involving generalization of a relationship from one self-conditions to another set of conditions. Based on a model learnt earlier a learner unknowingly or unintentionally creates a new variety of linguistic item at a relatively new environment. This is popularly called as analogical creation or over generalization of rules. (Brown 1970)

Please - /pli:z/



- In the above example the sound /-iz/ pursued the sounds like /-iz/, /-s/ and /-z/.

**Thanks** - /θaŋks/



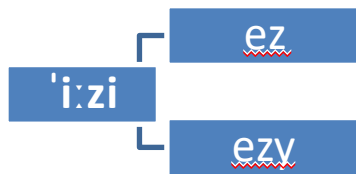
- The sound /θ/ shadowed the sounds like /th/, /-t/ and /-10/ and the sound /-aŋks/ shadowed the sounds like /-aŋkz/, /nɪ/, /x/.

Because – /br'kɒz/



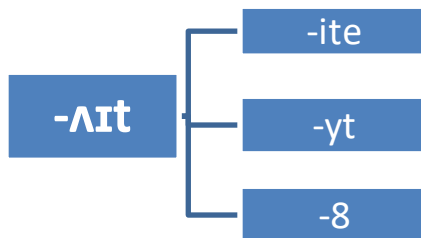
- The sound /br/ is representing the sound /b/ and the stressed syllable /-'kɒz/ sound representing the sound /-kɒs/, /-kɒz/ and /kɒz/.

Easy - /'i:zi/



- The sound /'i:/ pursued the sound /e/ and the /zi/ sound pursued the /z/ and /zy/

Night - /nʌɪt/



- The initial consonant sound /n/ has exactly use the same pronunciation and the sound /-ʌɪt/ is representing the /-ite/, /-yt/ and numeric figure /8/.

### Morphology Level

Usage (sample)	Correct word
<i>Maked</i>	<i>made (make)</i>
<i>Breaked</i>	<i>broken (break)</i>
<i>Fighted</i>	<i>fought (fight)</i>
<i>Drinked</i>	<i>drunk (drink)</i>
<i>Throwed</i>	<i>thrown (throw)</i>
<i>Hurted</i>	<i>hurt (hurt)</i>

*Winned*

*Won (win)*

*Sawed*

*Saw (see)*

In the above examples point out that users do not take care to analyze the correct formation of tense than they simply supply the words ending with –ed. The samples are conveying the same meaning but the formation is not proper.

### Syntax Level

- ▣ **See you** - **c u**  
'see' is denoted by the word 'c' and 'you' is represented by the word 'u'
- ▣ **Are you okay?** - **r u k**  
'are' is signified by the word 'r'  
'you' is signified by the word 'u'  
'okay' is signified by the word 'k'
- ▣ **Thank you** - **thn q, t q**  
'thn' and 't' represented by 'than'  
'k you' represented by 'q'
- ▣ **Want to talk** - **wn2tlk**  
The three words are clipped in one word and the numeric figure as added.  
Want to talk > wn2tlk
- ▣ **Please tell me** - **plztl me**  
The two words are clipped in one word.  
Please tell > plztl

### Findings

Based on the present analysis in Vowels, the sounds /o/, /e/, /i/,/u/ are omitted while writing the text in the social websites.

Some of consonants are omitted in social websites.

In words, the syllable which is stressed is represented using the same pronunciation numeric.

1dr- wonder      5n - fine

The users use the single letter grapheme which represents a meaningful word.

/s/ - Yes      /d/ - The

And also the users using the numeric with alpha and also using the superscript letters.

1ce- once, B4-before, @- at, ^ - High

The users initialize the first letter in words which are used as abbreviations.

ROFL- Roll On Floor Laughing and ATM – At The Moment.

In Syntactical level, each word is denoted by a single letter.

See You – C U

## Conclusion

In the past, Telecommunication companies charged the users based on the number of letters used, and the number of characters per SMS was limited. So to cut the cost of usage the users had to find a way to develop the messages with minimum letters. So they started to simplify the messages. As a result, they first ignored the punctuation, capitalization and grammar. At the next level they started to shorten the words. So this creativity of the language users brought out the different ways of communication style. Psychologically the individuals at early stage got confused at the new way of communication, but as they used the same shortened forms repeatedly such usage became very familiar and short forms became meaningful. Some people still try to type a word in full which is more or less used only as short forms.

Social media is a good platform for sharing ideas and emotions. Users are not completely ignoring the standard forms of language usage; they still have traditional rules in their minds. The users haven't got sufficient time to chat or text with their colleagues, friends and relatives at work place or when they are busily engaged. So when they have some leisure time such as while

travelling or during break time at work, they chat with others using social media. Shortened or abbreviated words, etc. come to play an important role here.

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